

NC Virutal Academy - 00B

School Information	
Grades Served	Comparable LEA
OK-12	Virtual School, Statewide Enrollment

Enrollment – Final ADM				
2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
3,017	3,285	2,862	3,015	3,474

Renewal Requirements		
Letter of Request to Renew	Renewal Self-Study	Renewal Site Visit
Submitted 7/3/2024	Submitted 11/28/2024	Completed February 5, 2025

Academic Performance									
2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
SPG	Growth	SPG	Growth	SPG	Growth	SPG	Growth	SPG	Growth
n/a	n/a	D	Not Met	C	Exceeded	D	Not Met	D	Not Met

Low-Performing Status				
2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
n/a	CLP	CLP (Not LP)	CLP	CLP

Combined Test Results, Percent Level 3 and Above (GLP)										
Subgroup	2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	School	State Avg	School	State Avg	School	State Avg	School	State Avg	School	State Avg
All Students	42.4	45.4	44.8	51.4	47.7	53.6	44.9	54.2	44.8	55.0
American Indian	24.1	28.1	27.4	36.6	48.1	40.9	41.3	41.8	31.5	42.8
Asian	59.4	73.9	64.1	79.4	68.1	81.1	58.5	81.5	64.4	81.7
Black	33.1	26.3	35.7	33.4	38.3	36.1	38.9	37.9	36.8	39.2
Economically Disadvantaged	31.3	28.8	37.1	35.1	41.2	39.7	39.2	40.9	38.1	41.7
English Learners	30.4	14.1	27.9	21.6	17.0	23.3	13.9	23.2	14.1	24.5
Hispanic	44.9	33.9	48.1	40.4	47.1	42.3	43.6	42.1	43.9	43.2
Students with Disabilities	20.0	15.2	18.1	18.0	19.8	19.1	19.3	19.4	17.1	19.2
Two or More Races	44.0	44.5	45.8	51.1	54.0	53.6	41.8	54.4	41.6	55.6
White	46.1	58.9	49.6	64.8	51.9	66.8	49.8	67.4	50.6	67.8

CHTR-007 - The term "Comparable" is defined as a proficiency score that is no less than 5 points of the local school administrative unit's Composite score based on the EOG/EOC courses offered.

The minimum number of scores needed to report data is 10. If the data contains less than 10 scores/students the data is masked or not provided.

Performance results greater than 95 percent are masked as >95 and results less than 5 percent are masked as <5.

Compliance
Financial Standing

Review Board Meeting Notes	
Strengths	Concerns
Questions	
Renewal Term + Rationale	
§ 115C-218.124. (c) states remote charter academies can be renewed for additional terms of five years.	



**NORTH
CAROLINA**
VIRTUAL ACADEMY
POWERED BY K12

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Durham, NC 27713-2226
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Fax: (919) 324-6597
<http://ncva.k12.com>

CHARTER SCHOOL LETTER OF INTENT TO SEEK RENEWAL OF CHARTER

North Carolina Virtual Academy
4220 NC Highway 55, Suite 130
Durham, NC 27713
919-346-0121
b robertson@ncvacademy.org
<https://ncva.k12.com>

JULY 1, 2024

VIA E-MAIL

ocs@dpi.nc.gov
Office of Charter Schools
301 N. Wilmington St.
Raleigh, NC 27601

Re: Letter of Intent to Renew NC Learns, Inc. DBA North Carolina Virtual Academy [NCVA]

To Director Ashley Baquero and Ms. Jenna Cook:

Please accept this letter of intent to begin the Charter Renewal process for NCVA, commencing August 2024. We look forward to working with Ms. Cook during the renewal process and appreciate your consideration and guidance.

Sincerely,

Brenda Robertson
Board Chair
Brendarobertson.ncva@gmail.com
603 Potters Hill Loop Rd
Pink Hill NC 28572
(901) 330-3498

Every child. Every class. Every day.

North Carolina Charter School | Renewal Self-Study

Remote Charter Academy

Overview + Instructions

Article 14A, Part 7 of the NC General Statutes outlines the requirements for Remote Charter Academies. Further, N.C.G.S. 115C-218.124 (c) describes the renewal of remote charter academies:

(c) A nonprofit may apply for renewal of the remote charter academy for additional terms of five years. The Review Board shall consider compliance with the requirements of this Part and success of the remote charter academy in the prior five years in determining whether to approve a request for renewal of a remote charter academy.

The self-study provides information on the school, how it is fulfilling the requirements, and its success in the prior five years in order to assist the Review Board in making a decision to renew the Remote Charter Academy.

Remote Charter Academies should work with their board and leadership team to prepare the Self-Study to best represent the school and its desire for an additional term. This document is a public record and will be provided to both the Charter Schools Review Board as part of the Renewal Process for Remote Charter Academies.

Please do not alter this document in any way other than answering the questions and providing the information listed. The table of contents has been started for you, but will need to be updated with correct page numbers once you complete the self-study.

The Self-Study is due on November 30, 2024 via a submission in Epicenter.

References

- [N.C.G.S. 115C-218.120-125.](#)

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I. Information

Charter School

School Name: North Carolina Virtual Academy

Mailing Address: 4220 NC Hwy 55 Durham, NC 27713

Phone: (919) 346-0121

Charter School Director Name, email, & other contact information: Sara Struhs, Executive Director
sstruhs@ncvacademy.org

RCA Administrator Name(s), email, & other contact information: Katie Gomersall, Head of School
Kgomersall@K12.com

Board of Directors

Non-Profit Name: *NC Virtual Academy*
(as filed with the NC Sec of State)

Chairperson Name: Brenda Robertson

Term of Office: 2016- June 30, 2025

Phone: 910-298-4473

Chairperson Email: Brendarobertson.ncva@gmail.com

Remote Charter Academy

Which of the following enrollment areas does the remote charter academy use to enroll students?

- ☐ A statewide remote charter academy that admits students in accordance with G.S. 115C-218.45.
- ☐ A regional remote charter academy that, notwithstanding G.S. 115C-218.45(a), admits students only from the county in which the charter school facility is located and the counties of the State geographically contiguous to that county.

Indicate which status is appropriate for the Remote Charter Academy:

- ☐ FULL VIRTUAL -- Full virtual: the school has no physical building where students meet with each other or with teachers, all instruction is virtual.
- ☐ FACE VIRTUAL -- Virtual with face-to face options: the school focuses on a systematic program of virtual instruction but includes some physical meetings among students and teachers.

If "FACE VIRTUAL", please indicate the appropriate option:

Please note: A student who receives more than half of their instruction through remote instruction, shall be classified as enrolled in the remote charter academy.

- ☐ The school provides remote instruction to students enrolled in the remote charter academy AND provides in-person instruction to *other* students served by the charter. In other words, the school has two cohorts of students (remote students and in-person students).
- ☐ The school provides enrolled students with BOTH remote instruction and in-person instruction. In other words, there is one cohort of enrolled students who receive both remote and in-person instruction.

If "FACE VIRTUAL" is selected, indicate where physical meetings/instruction take place:

- Location:

II. Charter School Mission



A. Mission

NCVA is a community of students, families, and educators dedicated to expanding educational choice through innovative and technology-rich instructional practices and is accountable for developing each student's full potential for academic and post-secondary success.

Vision- As a full time, statewide virtual charter school, NCVA will be a rich school community that uses innovations in technology to educate and bring a wide range of students, families, and educators together. The web-based and print curriculum will be high quality and aligned with North Carolina standards. NCVA will educate each student as an individual and will equip every student with an academic and non-academic foundations needed for any post-secondary opportunity they wish to pursue.

B. Narrative Statement

Provide a narrative statement, not to exceed two pages, explaining how the school is fulfilling the Review Board or State Board approved mission statement.

Our mission has three significant components and the information below shows how we are meeting each of those mission-oriented aspects.

Expanding Educational Choice— NCVA has clearly fulfilled this component of the mission. In many areas of the state, we are the only public school option available to families across since no other charter schools are in their area. We serve children from 34 LEAs that do not have a charter school. For families that reside in urban areas with several charter schools that have extensive waiting lists, we also exist as another public option for them. In short, we meet the needs of families that other charter schools simply cannot.

Families across the state are actively seeking options for their child's education before, during and after the COVID pandemic, and it is evident in the number of applications NCVA receives each year. Per the state law, NCVA can grow only by 20% each year with appropriate approval; however, the number of students applying has exceeded that

total each year.

<i>School Year</i>	<i>Lottery Applications</i>	<i>Max Students</i>
15-16	-----	1500
16-17	2168	1800
17-18	2339	2160
18-19	1980	2592
19-20	2235	2699
20-21	3075	3300
21-22	1846	3439
22-23	464	2592
23-24	1658	3100
24-25	1508	3800

Community of Educators – teachers have chosen to come and work at NCVA for many reasons. Their diligent and determined work to bring this innovative model to North Carolina means that their voices should be heard as well. They are the ones that interface with students the most and their perspective is significant. Below are just a few of the unedited comments that teachers have provided in their anonymous surveys performed several times a year:

- ♦ *NCVA has done an awesome job in response to meeting their community's needs during the Covid-19 crisis. Thank you for the admirable leadership!*
- ♦ *My administrator and colleagues have been the most supportive team of educators I have ever worked with. I feel supported and respected and enjoy coming to work every day.*
- ♦ *I have felt very supported this year since I started with NCVA in October from my AA and Team. I have had a good experience overall transitioning into the virtual setting.*
- ♦ *School leadership has done a tremendous amount of work listening to the needs of teachers and improving our teacher experience. I would say continue on the path we are on and keeping the changes that have been made.*
- ♦ *I am very happy with my mentor, administrator, colleagues and students at NCVA. I plan to teach at this school for many years to come.*
- ♦ *My teaching experience at NCVA has truly been amazing! I love our admin and teaching teams, as in any job, the first year was the most challenging but it has gotten better and better since then. I love interacting with my students in class connects and finding creative ways to engage them and also like the fact that we have access to training to help us become better virtual teachers thanks to k12, the Board, and our admin. I hope to see NCVA become a sought after public school who meets and exceeds testing expectations in the near future and I believe if we can train and keep teachers by offering incentives for them to stay on board, we all*

together can make this dream a reality.

NCVA has worked hard to ensure that we create a strong, positive culture for teachers and work to involve them in regular decision-making. The committee structure and ownership of the grade level meetings has offered strong investment in the direction setting for the school.

Developing Each Student's Full Potential – the “parent voice” is an integral part in evaluating the culture and success of a school from those that choose to enroll and remain with the school. Our parents, based upon internal and external surveys, are highly satisfied with the programmatic offerings of NCVA. The last four years’ results for K-8 and high school parents are below and you can see the strong results. – the results show improvement in satisfaction with the virtual education experience and school itself while holding strong on satisfaction with the teacher and desire to re-enroll.

Many different news stories have been written that reflect the satisfaction and success of the school in the lives of students and families while also offering flexibility. The following video highlights one of our student’s accomplishments at golf:

<https://www.cbs17.com/sports/small-town-local-golfer-shooting-for-the-big-time/>

This video highlights a student that is a beekeeper who has had won awards for her honey: <https://abc11.com/amber-rupinta-abc11-beekeeper-apiary/3564465/>

The following video highlights how NCVA helped a student looking for a non-traditional school setting that allowed him to pursue his goals beyond high school:

<https://abc11.com/amber-rupinta-abc11-beekeeper-apiary/3564465/>

The most powerful statement of how our school is helping students of all backgrounds reach their full potential. The following video speaks to how NCVA allows flexibility and independence for the visually impaired:

<https://documentcloud.adobe.com/link/track?url=urn%3Aaaid%3Aasc%3AUS%3A7a9d3bc3-9eeb-4eb4-878a-c351b81e461e#pageNum=1>

The K12 team has a whole Day in the Life campaign around Evan: <https://www.k12.com/day-in-the-life/evan/>

Why Evan's Family Chose Online School—A Day in the Life | K12

LIVE NOW

<https://www.youtube.com/watch?v=2Q55gxxRRMU>

Online School Helps Develop Independent Learners—A Day in the Life | K12

LIVE NOW

<https://www.youtube.com/watch?v=NnojCpH-iPM>

Online High Schools Prepare Teens for the College Experiences—A Day in the Life | K12

LIVE NOW

https://youtu.be/_Qv-RJ312wk?si=E0cv0igu75ck2Rnz

Online School Offers the Flexibility to Pursue a Swimming Career—A Day in the Life | K12

LIVE NOW

https://youtu.be/9CHVo_ILhHA?si=EhZsTxGB3eEJKsgr

Our students and families have also helped others outside of NCVA. The following video links show cases of a family that shared tips to other families on how virtual learning can work. This news video was created at the beginning of the 2020-2021 school year when the majority of school districts started out with Plan C online remote learning option: <https://www.wcnc.com/article/news/education/be-flexible-tips-for-virtual-learning/275-53a01f28-f53b-46ab-92d5-aa2fe2dff1e6>

It is clear from all these stories that our school has made a difference in the lives of these students, which means that we are meeting our mission.

As will be shown by this Charter Renewal Study, NCVA meets the conditions outlined above; therefore, we seek a 5-year full charter. Financially, at the time of this report, we have submitted clean financial audits without a single audit finding or material weakness. Operationally, we are substantially in compliance with the law, our bylaws, the charter, and the tenets of the statute creating the virtual pilots: teacher to student ratio, administrative office in NC, teacher licensure and residency stipulations, withdrawal rate below 25%, and students assigned a learning coach.

III. Goals

Provide five goals your Remote Charter Academy has during the next five years. This should include at least one academic, one financial, and one operational goal. Other goals may include (but not limited to) student or staff culture, additional academic goals, parent involvement, etc.

Goal 1 (Academic)	
Goal:	NCVA will improve each year in Math so that we exceed the performance of our LEA in EOG, Math 1, and Math 3 performance within the next five years.
Action Steps:	Goal 1 - Academic Action Steps
Evaluative Measures:	Annual State Accountability Data Participation State Check-ins Internal analysis of support programs
Plan:	https://www.indistar.org/

	Guest Username: GuestS17763 Guest Password: GuestS17763
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Goal 2 (Financial)	
Goal:	The Board will reserve a 3% budget surplus annually to achieve a 6-month operating reserve within the next 5 years.
Action Steps:	Charter compliance to include this goal annually
Evaluative Measures:	Monthly budget updates Annual budget Internal Audits
Plan:	<i>If your school has a forecasted budget for the next 3-5 years, please attach it to the submission or link it here.</i>

Goal 3 (Operational)	
Goal:	Develop competitive compensation, benefits, and work environment to increase teacher retention and attract high-quality staff.
Action Steps:	Advertisement of positions on most desired sites for employment Annual review of policies and salaries with other schools
Evaluative Measures:	Increase teacher retention over the previous year analytics Teacher pulse check for feedback schoolwide State working condition survey results
Plan:	<i>If your school has a strategic plan, please attach it to the submission or link it here.</i>

Goal 4 (Finance)	
Goal	Submit an application for at least three grant opportunities annually
Action Steps:	•Stride K-12 grant-writing support •Pursue corporate partnerships

Evaluative Measures:	•Monthly budget updates •Annual budget
Plan:	(If applicable)

Goal 5	
Goal:	
Action Steps:	
Evaluative Measures:	
Plan:	(If applicable)

IV. Education Program + Remote Instruction Plan

C. Grade Levels and Enrollment

Please provide the enrollment and grade levels for each year of operation in the last five years. Enrollment should only be for students in the Remote Charter Academy.

School Year	Grade Levels	Enrollment
2019 - 2020	K-12	2699
2020 - 2021	K-12	3300
2021 - 2022	K-12	3439
2022 - 2023	K-12	2592
2023 - 2024	K-12	3100

D. Monitoring and Compliance

1. How does the remote academy monitor enrollment?

1. **Enrollment Management Platforms** - manage digital platforms where students and families can enroll in NCVA online. These platforms include features such as:

- Online registration forms: Allowing families to submit enrollment information digitally.
- Document submission portals: For providing required documents like proof of residence, prior academic records, or vaccination records.
- Automated confirmation and updates: Sending notifications to families once their enrollment is confirmed or if additional steps are needed.

2. **Real-time Enrollment Tracking and Reporting**

- Dashboards for administrators to view enrollment trends and data by grade level, demographics, and geographical location.

- Automated reports: To monitor enrollment fluctuations, track new admissions, withdrawals, and applications.
- Analysis tools: To forecast enrollment trends and provide insight into which programs or grade levels are experiencing growth or decline.

3. Compliance with State and Local Regulations

- Ensuring deadlines for student registration are met.
- Monitoring student residency for compliance with enrollment requirements.
- Managing the waitlist of applicants for NCVA

4. Outreach and Recruitment

- Marketing and communication strategies to attract potential students and their families.
- Virtual open houses and information sessions to provide details about the school's offerings, structure, and benefits of virtual learning.
- Multilingual outreach and support for diverse communities to ensure equitable access to education.

5. Enrollment Documentation and Follow-up

- Verification of student information: Cross-checking data to ensure all required fields are completed.
- Automated reminders for families to submit necessary documents or complete missing fields.
- Ensuring smooth transitions for students moving between programs or schools (e.g., elementary to middle school) by managing internal and external transfers.

6. Handling Student Withdrawals and Transfers

- Exit interviews to understand why a student is leaving and collect feedback to improve retention.
- Transfer coordination: Assisting students who are moving to different districts, states, or even other online schools by ensuring proper documentation is forwarded.

7. Data Privacy and Security

Given the sensitive nature of student information, ensure compliance with privacy laws like FERPA (Family Educational Rights and Privacy Act):

- Protect student data during the enrollment process.
- Ensure secure access to enrollment platforms and restrict access to authorized personnel only.

2. How does the remote academy monitor calendar compliance?

1. Attendance Reporting

- State-mandated attendance: Maintain required specific amounts of instructional time for students (e.g., hours per week or days per year). NCVA uses an online learning management system that has built in attendance tracking to ensure students log the required hours and time stamped.

2. Adherence to Academic Calendar

- Compliance with state education calendars: NCVA's school year calendar aligns (start/end dates, holidays, instructional days) with state requirements.
- State audits: The state can audit the academy's calendar and logs to ensure that the academic year complies with state laws, including minimum instructional days and time-on-task requirements through Epicenter.

3. Student Performance and Testing

- State-mandated assessments: NCVA students participate in standardized testing in compliance with state requirements. NCVA schedules these tests in various test locations across the state to allow for student participation.

4. Compliance with Special Education Requirements

- IEP scheduling compliance: For students with Individualized Education Programs (IEPs), NCVA follows deadlines for assessments, evaluations, and reviews according to state and federal laws. These

timelines are monitored closely to ensure compliance with state requirements for providing services to students with special needs via internal reviews.

3. How does the remote academy monitor daily attendance?

Here are the specific actions dedicated to daily attendance tracking.

1. Learning Management System (LMS) Integration

NCVA's Learning Management System (LMS) is where attendance is automatically tracked through student interactions. Here is how this works:

- Log-ins and participation tracking: Each time a student logs into the LMS, the system logs their activity, including the time and duration of their participation.
- Assignment submission: Completing and submitting assignments within the platform counts toward attendance, as it demonstrates active engagement in coursework.
- Classroom activity participation: The LMS tracks whether students are attending live class sessions and engaging in curriculum aligned activities, assessments, and other interactive activities such as labs.

2. Daily Attendance by Learning Coach

- Self-reports: Learning Coaches confirm daily attendance through their parent portal. The Learning Coach logs attendance by each day that comply with state attendance laws.
- Teacher verification: Teachers can monitor and track which students are present based on log-ins or class connect activity daily.

3. Tracking Engagement via Software

- Monitoring screen time: Our system can log the amount of time students spend on the learning platform each day, counting it toward their attendance.
- Activity logs: These logs record participation in activities like watching instructional videos, attending virtual labs, or engaging in group projects. If a student has not engaged with the platform for a certain period, it could trigger an alert for the teacher, attendance staff or administrator.

4. Attendance Metrics and Reports

- Real-time dashboards: Real-time dashboards that allow the school administrators, operational staff and teachers to monitor student attendance across grade levels or classes. This helps identify trends and flag students who are frequently absent.
- Customizable attendance metrics: Reports can be tailored to track several types of attendance, such as synchronous (live virtual classes) and asynchronous (completed tasks or coursework outside of live sessions).
- Automated alerts: The system sends automated alerts to students and Learning Coaches if a student has not logged into the system or participated in required activities each day.

5. Parental Involvement and Communication

- Daily attendance notifications-Learning Coaches will receive an alert via email if their child has not logged in or attended classes for the day.
- Parental portals: Parents will have access to attendance records, allowing them to monitor their child's daily attendance and participation.

6. Student Support and Intervention

When students are consistently absent or show signs of disengagement, NCVA students and their learning coaches are provided support.

- Attendance team: Student Attendance Specialist reaches out to students along with their Learning Coach who have irregular attendance patterns. Learning Coaches are provided real-time data and attendance prevention support. There are three Student Attendance Specialists with one dedicated to each school level Elementary, Middle and High School. Additionally, NCVA has a dedicated Student Attendance Administrator that works closely with students identified as attendance concerns.
- Mentoring and counseling services: Students are provided with opportunities to work with their school counselor, social workers, dropout prevention specialist or advisor if they are struggling with regular attendance, ensuring they have the support needed to stay engaged in their education.

7. Compliance with State Attendance Requirements

- Following state guidelines: NCVA maintains compliance with North Carolina compulsory attendance and truancy laws.
- Documentation for audits: NCVA maintains detailed attendance records, which are crucial for audits, particularly based on public funding for student enrollment and attendance numbers.

The combination of technology, engagement tracking, and proactive communication with students and parents helps maintain accountability and ensure that students are staying on track with their education.

4. High School ONLY: How does the remote academy monitor course credit accrual, progress toward graduation, and course completion?

NCVA uses a combination of digital tools, human oversight, and reporting systems to monitor course credit accrual, progress toward graduation and course completion.

1. Learning Management Systems (LMS) for Credit Tracking

- Credit accrual tracking: The LMS (K12 Stride provided platform called Total View School along with PowerSchool) keeps track of student progress in each course. As student's complete assignments, tests, and projects, the system automatically calculates grades and tracks credits earned.
- Course progress monitoring: The LMS shows students and teachers real-time data on what percentage of a course has been completed, helping everyone see how far along a student is in their coursework.
- Credit accrual reports: The system generates regular reports showing the number of credits each student has earned, how many they still need, and their performance in current courses.

2. School Counselors, Advisors and Graduation Plans

- Individual Student Graduation Plans: Students work with their school counselor to review their individual graduation plan based on the state's credit requirements. This plan includes core and elective courses, specific subject credits, and any additional graduation requirements along with post-secondary plans.
- Regular check-ins: School-counselors monitor student progress against the plan, ensuring students are on track to meet graduation timelines. They adjust the plan as needed if a student falls behind or changes their academic goals.
- Tracking state requirements: Administration also ensures that the student's coursework meets state standards for graduation, which can include core subject credits, elective credits, and required standardized tests.

3. Instructor Oversight and Course Completion

- Instructor grading and feedback: Instructors grade assignments, projects, and exams within the LMS. Their grading feeds into the system's tracking of course progress, providing immediate feedback to students.

4. Credit audits

- Administrators or counselors review each student's academic record to ensure they are accruing the correct number of credits for graduation. This includes checking that they are fulfilling both core subject and elective requirements.

5. Student and Parent Access to Progress Reports

- Online access: Both students and parents typically have access to progress reports through an online portal. These reports provide detailed information on:
 - Completed courses and credits.
 - Current grades and GPA.
 - Remaining credits and required courses for graduation.
 - Status on additional graduation requirements like standardized testing
- Parental oversight: Parents can use this information to help ensure their child stays on track, and they can communicate with advisors or teachers if they have concerns.

6. Early Warning Systems for At-Risk Students

- Intervention protocols: If a student is not progressing as expected, early warning systems flag the issue. These systems monitor:
 - Missed assignments or declining grades.
 - Gaps in credit accrual compared to the student's graduation plan.
 - Lack of engagement or participation in required courses.
- Support and intervention: Once flagged, support staff reach, which may include drop-out prevention coordinator or credit recovery coordinator, out to the student to provide additional support, tutoring, or adjustments to the student's schedule to help them get back on track.

5. Include any additional information related to the monitoring of student attendance, work completion, and for those serving high school students, graduation requirement compliance and monitoring.

1. Pre-Audit Preparation and Student Notification

- At the beginning of a student's final year, school-counselors communicate with students and their families about graduation requirements, helping them understand credits, required courses, and any assessments they need to complete.

School counselors conduct town-hall meetings detailing requirements for a high school diploma in North Carolina.

2. Review of Academic Records and Transcripts

- NCVA conducts a detailed review of each student's academic records, including transcripts, to verify completion of required courses and credits. This includes a check for both core subject credits (e.g., English, math, science, social studies) and elective requirements.

- For students who have transferred from other schools, the school verifies, and transfers credits based on the equivalency of prior coursework to ensure they meet the current school's standards.

3. Verification of State and District Graduation Requirements

NCVA ensures that each student has met specific state and district graduation requirements, which may include end of course exams, credits earned, etc.

4. Credit Recovery and Course Completion for Deficient Credits

- For students who are behind on credits, NCVA provides credit recovery options our internal credit recovery program to ensure students are successful in recovering previously failed credits. NCVA closely monitors these students to ensure they complete these credits before graduation with a dedicated staff which includes certified teachers and a licensed credit recovery coordinator. guidance counselor.

- All credit recovery courses must meet the same standards as traditional courses to count toward graduation.

5. Final Grades and GPA Calculation

- NCVA calculates each student's GPA as based on credits earned
- Grades are double-checked to confirm they have been accurately recorded in the system and that all necessary coursework is marked as complete.

6. Graduation Audit Meeting

- School Counselors beginning in the 9th grade year hold a graduation plan session to review each student's complete academic record.

- Discrepancies or missing requirements are flagged, and students are informed of any additional steps they need to take to qualify for graduation.

7. Approval and Documentation

- For students who meet all requirements, the NCVA formally approves their graduation status, updates the student's transcript to indicate completion, and prepares for diploma issuance.

- Documentation of the graduation audit and approval process is maintained for record-keeping and compliance purposes.

8. Issuance of Diplomas and Transcripts

- Upon verification, the NCVA issues diplomas to graduating students and provides final transcripts

- These documents confirm that students have met all academic and graduation requirements and can be used for future education or employment purposes.

6. *Face Virtual ONLY*: Explain if and how remote students are subject to different policies currently in effect at the brick-and-mortar school. For example, discipline policies, attendance policies, retention/promotion policies, etc.

E. Remote Education and Technology

1. List the hardware and software that students use to participate in the remote academy.

Custom Online Learning Management platform that provides a framework and digital location that houses all content and aspects of the learning process which is provided to NCVA by K12 Stride. Loaned computers are delivered to students with software pre-loaded. The specifications of loaned computers and peripherals and software currently provided to families are:

Laptop Model: HP Laptop or equivalent

- Speed: AMD Ryzen quad core (2.4 GHz) or equivalent

- RAM: 8 GB minimum

- Disk space (hard drive): 128 GB SSD minimum

- Laptop screen: 15.6-inch High-definition or equivalent

- Audio: High-Definition sound card

- Modem: Nic card (Wi-Fi), Ethernet port available on certain models

- Ports: 2 or 3 USB-A, 1 HDMI, 1 USB-C, 3.5mm headset/mic combo jack
- Peripherals
 - o Headset Microphone
 - o Ethernet cord
 - o A/C Power Adapter (2-piece brick/cord)
 - o USB Mouse (3-button optical with scroll)
- Operating system
 - o Windows 10/11 Educational
- Office Suite
 - o Microsoft Office Professional Plus 2021
- Email
 - o Microsoft Outlook 365
- Internet Browsers
 - o Latest version of Microsoft® Edge
 - o Latest version of Google Chrome
 - o Latest version of Mozilla Firefox
- Other Software
 - o PDF viewer
 - o Java
 - o Media Player
- Anti-virus
- Web Filtering (software that prohibits students from going to unsafe websites)

2. Please indicate which learning management platform the remote academy uses to deliver synchronous and asynchronous instruction. If the platform the remote academy is using is not listed, please select 'Other' and provide the name.

- o Canvas
- o SeeSaw
- o Haiku
- o Blackboard
- o Google Classroom
- o Moodle
- o Schoology
- o Other (List): Custom Online Learning Management Platforms

1. **K12 Online School (OLS)**

The OLS provides access to online courses presented as a series of units, each comprising a series of lessons. The OLS monitors student performance and progress through each course and supports mastery-based learning, requiring students to score 80% or higher on assessments before related lessons are marked as "Complete".

A Daily Plan is provided to the student that indicates the next item to be completed in the course, so there should be no question as to what should be done next. This includes live sessions known as Class

Connect sessions provided by teachers using online web conferencing software designed to boost learner engagement and create an interactive learning experience for students and teachers. Additionally, teachers can define specific due dates for lessons in the course and anything not completed by the due date will be indicated as overdue so that students can manage their workflow.

For Learning Coaches, the OLS provides an online dashboard with which they can monitor the progress and performance of their student(s). It also provides tools for communication with School staff and the ability to record attendance to reflect the amount of time students spend on course work for each subject for each day.

Teachers are provided with data and analytics to monitor students' progress through courses and mastery of assessments and learning objectives. Teachers also have course management tools to manage the course schedule and course content. The teacher can show, hide, or reorder K12 published lessons and/or add their own lessons in a course. Teachers will have access to the K12 Learning Hub – giving them access to K12's extensive library of content and assessments (see Learning Hub description below).

Using the Auto-Adjust setting, the OLS may be set to automatically skip overdue lessons for students who are added late to a classroom.

Student grades can be managed with the OLS Gradebook. Teachers can manage OLS assessment scores, add additional grade items, and define how all graded items will be counted towards the final grade. Schools can choose to display grades in real time to Learning Coaches and students or keep them internal for school staff only. Teachers can also export and import student grades.

2. K12 Online Middle and High School (OMHS)

The K12 Online Middle and High School (OMHS) learning management system is an intuitive, web-based software platform for grades 6 through 12. It provides access to online courses and lessons that include hands-on activities; alternative learning approaches; classroom collaboration tools; optional and supplemental lessons and activities; lesson planning and scheduling tools; and progress tracking tools. Students, Learning Coaches, School administrators, and teachers can access the OMHS with an Internet connection at any time.

Students and teachers have “landing pages” that help them to easily stay on top of what is important for them each day. Students can view their schedules across all courses in one view, including their live, teacher-led sessions. Teachers create and manage the daily plans of students to ensure adequate pacing and progress through course activities.

Teachers and students are kept aware of areas needing attention, such as discussion posts and items submitted to – or scored and returned from – teachers. With a single link, students can take part in course activities and teachers can manage and score student work submissions and posts.

Courses are organized by units and lessons. Lesson content is explicitly designed for online instruction, and progress through course content is tracked automatically and monitored by teachers. The OMHS provides both computer- and teacher-scored assessment tools including:

- Traditional and technology-supported questions
- A file-sharing tool for student work submission and teacher feedback
- Asynchronous online discussion capabilities
- An online rubric tool for efficient and consistent scoring of and feedback on student work

Teachers have a high degree of control over the content and assessments in grades 6 – 12 courses. Teachers can:

- Add original content and assessments to courses
- Search for and add educational resources from the K12 Learning Object Repository (LOR), a database of open educational resources available to teachers using the K12 curriculum.
- Access the K12 Learning Hub – giving them access to K12’s extensive library of content and assessments. Share their original content and assessments with teachers across the K12 network via the Teacher Shared LOR
- Automatically pace their student's course by adding start and end dates, holidays and working days
- Use release conditions to provide differentiated instruction to students based on defined criteria or groups
- Adjust assessment settings by assessment or student

Students and Learning Coaches are provided with rich progress views that go beyond a traditional gradebook and provide details of what a student is doing in a course and how well the student is performing. Teachers also have rich and insightful data tracking and analysis tools that allow them to monitor student progress, performance, and engagement in coursework.

ClassLink Launchpad is a value-add tool that provides School staff and students with a single location sign-on solution to access hundreds of applications used in the virtual classroom. The tool reduces the need to manage multiple links and passwords and simplifies student account set up with third-party web applications. ClassLink is available on the Quick Links toolbar in the OMHS for students and teachers. For K-5 teachers, ClassLink also appears in the Quick Links toolbar. ClassLink is available on the Resources page in the OLS, for K-5 students.

3.K12 Learning Hub

Through its service provider K12, NCVA has access to the K12 Learning Hub (“Learning Hub”). Learning Hub is a cutting-edge search interface and content repository seamlessly integrated into the K12 Online School (OLS) and the Online Middle and High School (OMHS) platforms. Provided to elevate users’ teaching experience, the Learning Hub is a powerful tool that empowers teachers to tailor courses by effortlessly searching for, previewing, and incorporating a

diverse range of activities, assessments, and lessons. In recognizing the diverse ways teachers leverage resources to differentiate instruction, the Learning Hub has emerged as a one-stop-shop. High-quality, standards-aligned content can be deployed in the OLS and OMHS directly from the Learning Hub. It eliminates the need for teachers to leave the online school environment, enabling them to dedicate more time to their students and less time to resource discovery. Teachers can bookmark their favorite assessments, activities, and lessons. Additionally, while previewing activities, teachers see a list of lessons that contain those activities making it easy to search and add new content to their courses.

Key Learning Hub features include:

1. **Customized Content Discovery:** Teachers have access to supplemental content tailored to their unique needs. Whether they need a refresher on a previously taught topic, to remediate for a struggling learner, or to extend the curriculum, the Learning Hub has content.
2. **Smart Search** Teachers can easily find lessons, activities, and assessments, preview them, and seamlessly add them to their classroom. Teachers can fine-tune searches based on content standards in the core subject areas, as well as with filters for subjects, grade levels, and content types.
3. **Customized Assessments:** Teachers can craft personalized assessments with ease. The Learning Hub offers the ability to create a new assessment from scratch or modify an existing one by copying and editing.
4. **Customized Lessons:** Teachers can copy and edit existing lessons, to add or remove content, as well as build new lessons with activities and assessments from the platform.
5. **Collections:** In addition to robust search functionality, teachers have access to an evolving collection of specifically curated content. Examples of Collections include Doggyland for grades K-2; MathBee bubble-shooter games for math practice in grades 3-5; Wonder Media animated, illustrated videos on a variety of topics for grades 3-5; partnership content with Rebel Girls for grades 3-5; Next Generation Science: Middle School for grades 6-8; and Financial Literacy for grades 9-12. Featuring renowned content partners, these collections are continuously updated and enhanced. Teachers can view the latest through a revolving carousel or look at previous collections featured by grade or subject.

3. Provide the source of online content for each grade level and subject area.

(You may need to add rows to the table to include all grade levels and subjects.)

<i>Grade Level, Subject Area</i>	<i>Subject</i>	<i>Content</i>
<i>Kindergarten</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>

<i>1st Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>2nd Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>3rd Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>4th Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>5th Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>6th Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>7th Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>8th Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>9th Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>10th Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>11th Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation</i>

		<i>Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>
<i>12th Grade</i>	<i>ELA, Math, Science, Social Studies, and Elective</i>	<i>Custom Course Creation</i> <i>Custom Aligned to State Standards by Curriculum Specialist and Teachers</i>

4. Describe how learning takes place synchronously and asynchronously?

Synchronous Learning

In NCVA's synchronous learning, students and instructors interact in real time, allowing for immediate feedback, live discussions, and a collaborative environment. This is achieved through our live online class platform. Additionally, students are further supported with targeted support groups for remediation, small group reviews, required sessions such as Multi-tiered Support (MTSS) support and curriculum support for Exceptional Children (EC). Students All synchronous learning fosters a sense of community, provides instant clarification on questions, and allows for group activities that can enhance engagement and comprehension. Here are some of NCVA's synchronous learning offerings:

- Live webinars and online classes
- Real-time chat discussions in class
- Virtual classrooms with interactive tools
- Virtual outings focused on future career options

Asynchronous Learning

In NCVA's asynchronous learning, students access materials, complete tasks, and learn independently at their own pace based on the student's real-time instruction. This curriculum backing enables learners to study when it's most convenient for them outside of synchronous instruction. Asynchronous learning supports students learning by providing pre-recorded video to reinforce the days live instruction, assignments, and reading materials.

Here are some of NCVA's asynchronous learning offerings:

- Recordings of daily live instruction and any additional instructional videos
- Access to content 24/7
- Independent reading activities supporting synchronous instruction

5. What measures are used to ensure that synchronous and asynchronous remote instruction support learning growth that continues towards mastery of the standard course of study?

1. Clear Learning Objectives Aligned with Standard

- Instruction is designed around clear, measurable learning objectives tied to the standards. These objectives guide both the teaching and the assessment process, ensuring that all activities, whether synchronous or asynchronous, contribute to mastery of the expected competencies. Learning objectives are communicated to students at the beginning of each unit or lesson, helping them understand the goals and the path to achieve them.

2. Formal Assessments

- Formative assessments quizzes, polls, quick response activities, and discussion prompts, allow teachers to monitor student understanding in real time (synchronous) or after students have reviewed content (asynchronous).
- These assessments provide immediate feedback to students, helping them correct misunderstandings and track their own progress. For teachers, the results help identify who may need extra help or a change in approach.
- Formative assessments can also be integrated into asynchronous learning platforms, allowing teachers to assess student work overtime.

3. Use of Engagement Tools and Interactive Activities

- In synchronous sessions, engagement tools like polls, breakout rooms, chat features, and real-time Q&A encourage participation and active learning.
- Asynchronous methods include interactive assignments and collaborative tools (such as shared documents) that keep students involved and offer a social element to learning, even outside live sessions.
- Interactive video platforms can embed questions within recorded lectures, requiring students to engage with the content directly.

4. Differentiated Instruction and Personalized Learning Paths

- Teachers can assign specific resources, activities, or tasks based on individual student needs, especially for asynchronous learning, where students might need extra support or challenge beyond the standard materials.

5. Clear and Consistent Communication Channels

- Setting clear expectations for participation, assignment completion, and communication helps students stay on track and understand their responsibilities.
- Teachers use communication tools like announcements, direct emails to students/Learning Coaches and weekly updates to keep students informed and engaged with the course's pace and requirements.

6. Continuous Feedback and Progress Tracking

- Continuous feedback, both from automated systems (for quizzes, assignments) and from teacher comments, allows students to understand where they are excelling and where improvement is needed.
- Progress tracking tools within Learning Management Systems (LMS) can help both students and teachers visualize achievement relative to standards.

7. Data-Driven Adjustments and Adaptive Learning Resources

- Teachers regularly review data from formative assessments, participation analytics, and assignment completion rates to adjust instruction as needed. Teachers can provide additional resources in the LMS that are asynchronous to further support their growth.

8. Parental and Family Engagement

- NCVA has a priority of involving families in understanding course expectations, learning objectives, and progress metrics supports a structured learning environment and promotes accountability through learning communities for parents and specific parent sessions providing resources on how to support their virtual student
- Parental access 24/7 to the parent platform to access student progress and connect with staff.

6. Describe the professional development that has been provided to those teaching in the remote academy related to the pedagogy of providing remote instruction.

NCVA teachers attend ongoing training including face-to-face training sessions with onsite technology staff. Training topics are wide-ranging and include basic computer operations, usage/care, and a comprehensive introduction to their assigned equipment. Training also includes an overview of

information technology policies and procedures at the school and regional level. Refresher training is offered periodically throughout the year on face-to-face professional development days as needed/required. Here is a list of overall trainings offered at no cost to staff

1. Instructional Design for Online Learning: Teachers are trained in how to structure and design courses specifically for the online format, focusing on clear objectives, modular lessons, and manageable workloads.

2. Engagement Strategies: Professional development emphasizes methods to engage students actively in a virtual setting. This may include interactive activities and multimedia resources.

3. Assessment in Virtual Settings: Teachers are introduced to assessment practices that NCVA uses in a virtual environment, such as formative assessments, and digital tools for quizzes and exams.

4. Technology Tools: As part of any new hires onboarding process, this includes an introduction to, and practice with LMS and tools such as video conferencing software (e.g., Zoom), and other educational technology tools for content delivery and student interaction.

5. Differentiation and Accessibility: Teachers receive guidance on equal access to instruction to meet diverse learning needs, including how to accommodate students with IEPs or 504 plans and ensure all students can access and engage with online content.

6. Social-Emotional Learning (SEL) in a Virtual Environment: Training addresses ways to support students' mental health and well-being virtually, fostering a supportive and inclusive online classroom environment.

7. Data-Driven Instruction: Professional development includes training on how to use data analytics from online learning platforms to monitor student progress, identify areas for improvement, and tailor instruction accordingly.

8. Professional Learning Communities (PLCs): PLCs allow teachers to share challenges, successes, and best practices with colleagues, fostering a collaborative environment for continuous improvement in virtual instruction.

9. Outside Professional Development: All staff are strongly encouraged to explore outside professional development opportunities beyond those provided by NCVA, K12 Stride or DPI. This allows staff to diversify their knowledge and expand on their best practices.

7. What are the criteria for admission to the remote academy? (See the Remote Charter Academy statute linked above for statutory limitations.)

In accordance with the State Board of Education, NCVA's open enrollment period will be no shorter than thirty days. The open enrollment period will commence no earlier than February for the upcoming scholastic year.

Families will be able to access the enrollment portal through the NCVA website. The online process by which families apply is easy and provides step-by-step directions. The process walks families through the enrollment application, starting with creating an account to submitting the required public-school documents. Applicants will also contact an enrollment specialist at any point who will be able to help them through the process step by step.

Applications submitted by 5:00 PM EST with proof of North Carolina residency before the open enrollment deadline will be entered into the lottery. Upon request submitted to the charter school, a parent or legal guardian on active military duty may seek to participate in the school lottery. In addition to the lottery information, the parent shall provide a copy of

the official military order transferring them to a military installation within the boundaries of North Carolina.

At that time, if it is determined that more applications for any grade level have been received than there are seats available, a public lottery will be conducted. Applications submitted after the end of open enrollment will be placed on a waiting list by grade as they are received and required enrollment documents submitted. A blind lottery will be conducted to determine seat offerings, and the date of this lottery will be publicized prior to the start of open enrollment.

NCVA may give enrollment priority as provided for in G.S. 115C-218.45 if:

- a) Siblings of enrolled students who were admitted in a previous year.
- b) Siblings of students who have completed the highest grade offered and who were enrolled in at least four grade levels provided by the school
- c) Limited to no more than 15% of the school's enrollment:
 - 1. Children of the school's full-time employees.
 - 2. Children of the initial Board
- d) A student who was enrolled within the 2 previous school years but left to participate in an academic study abroad program or a competitive admission residential program because of the vocational opportunities of the student's parent.

After the lottery, the team of enrollment specialists will conduct enrollment conferences with parents and students who have seat offers. At which time applicants will access their account, continue with the enrollment process, and submit necessary admission documents.

Families selected in the lottery or offered a seat from the waiting list will have two full weeks to submit the remaining required enrollment documents and will also be required to attend a virtual orientation session prior to approval. Families/students must understand the requirements of NCVA as well as the engagement and commitment needed to be successful in the virtual environment. The orientation sessions will review school policies and procedures, roles and responsibilities of students and learning coaches, and confirm testing and attendance requirements. In addition, NCVA and K12 staff will answer any questions the family may still have about the school. NCVA will also gather information about finite plans for enrollment, which will then be documented for future reporting to

SBE. By proactively spending time with each prospective family, NCVA hopes to reduce student turnover caused by program uncertainty or mismatched expectations.

During the NCVA enrollment process, and in accordance with NC law SL2002-284 7.15(b), all families will answer a series of questions. These questions and the Home Language Survey (HLS), meet both federal and state policy requirements. These policies require all students identified as language minority students through the HLS process, upon initial enrollment, to be assessed for limited English language proficiency.

Once families have attended an orientation session, submitted a signed acceptance and understanding document, and submitted all required documents for enrollment in a public school, enrollment approval will be finalized. NCVA will then request the transfer of education records from the sending district in accordance with NC law.

After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications will be placed on a waiting list in rank order. Applications received after the deadline will be added to the waiting list in the order in which they were received and required enrollment documents have been submitted. As students withdraw from or transfer out of NCVA, the seat offer will be given to the next student on the grade level list. If a student chooses to withdraw, the family will be informed that if the student does withdraw but later chooses to re-enroll, he or she will be subject to being placed on the waitlist if space is not available.

Transfer students will be accepted at NCVA as space allows; if a waitlist exists, transfer students will be placed on the waitlist in the order they apply. Currently enrolled students will have the opportunity to submit letters of intent for the next school year during the re-registration window. Once that window closes, open enrollment for any available seats up to grade level and school capacity will begin for the following school year, using the same procedures outlined above. If spaces become available in grades K-12, NCVA will admit students during the school year up to the 100th day of school.

8. What are the identified characteristics for successful remote learning in the remote academy?

1. Accessible and User-Friendly Platforms:

- Use of an intuitive learning management system (LMS) that simplifies navigation and interaction.

2. Structured Yet Flexible Curriculum:

- Well-organized content delivery with clear timelines and expectations.
- Flexibility to accommodate different learning modalities.

3. Effective Communication Channels:

- Multiple avenues for students to interact with peers and instructors (e.g., chat, video, email).
- Prompt and helpful feedback mechanisms.

4. Support Systems:

- Access to advisors, tech support, social workers, school counselors, instructional staff, and mental health resources.
- Opportunities for virtual peer-to-peer interaction, support, and socialization

5. Engaging and Interactive Content:

- Multimedia resources, interactive assignments, and gamified elements to maintain interest.
- Opportunities for hands-on practice (science labs, manipulatives) and real-world application.

6. Regular Assessments and Feedback:

- Frequent low-stakes assessments to measure understanding and guide improvement.
- Constructive feedback to help students stay on track and improve their performance.

7. Inclusive Design:

- Consideration of diverse learning needs and styles.
- Support for students with disabilities through accessible materials, designated staff and assistive technologies as needed.

8. Licensed and Supportive Teachers:

- Educators trained in online pedagogy and versed at using virtual teaching tools.
- Availability for one-on-one or small-group support.

9. Describe all training and/or resources provided as an orientation for students to encourage success.

1. **Welcome Orientation**: All students attend a 3-day orientation based on their start date. that includes topics of introduction to the school, how to be successful, attendance requirements, socialization opportunities and organization as a virtual student.
2. **Learning Management System Use**: Students begin navigating the online platform to access their courses and live class.
3. **Technology Orientation**: Guidance on using learning management systems, email, and other digital platforms critical for coursework along with accessing tech support.
4. **Icebreaker Activities**: Social events or group activities to build community and encourage peer interaction

10. How is information about remote academy admission requirements communicated to parents and guardians?

1. School Website- [Welcome - North Carolina Virtual Academy](#)
 - Dedicated Tab on School Website: "How it Works"
 - Enrollment eligibility posted
 - Frequently Asked Questions (FAQs) about the admission process.
2. Host Pre-Enrollment Session for parents to learn about NCVA
3. Enrollment team members to connect with families to answer questions or provide support if interested in applying
4. Social media platforms

11. How is information about the characteristics of successful remote learning communicated to parents and guardians?

Information about successful virtual learning is typically communicated to parents and guardians through several channels to ensure understanding, support, and engagement. Here's how NCVA convey these characteristics:

1. **Email and Newsletters**: Regular updates via email and school newsletters detailing the goals, schedules, and expectations for virtual learning, along with tips on how parents can support their children's learning.
2. **Virtual Parent Meetings**: NCVA holds meetings to explain virtual learning structures, tools, and platforms. These sessions give parents direct interaction with teachers to clarify how they can help facilitate learning at home.
3. **One-on-One Communication**: Teachers may also reach out individually to discuss a student's specific needs, strengths, and areas for improvement in remote learning, making it easier for parents to tailor their support.
4. **Social media and Messaging**: NCVA uses social media and direct messages with students and families for reminders and resources to help parents stay engaged with virtual learning strategies and school updates.

12. Describe any school nutrition services provided to students.

NCVA does provide direct school nutrition services to students. However, students' nutritional needs are supported through community resources shared to families by our

support staff. We have dedicated on-staff school resource coordinators that provide families with support sources based on their county of residence.

13. Describe any transportation services provided to students.

For students qualifying for McKinney Vento Services or Free-Reduced Lunch- vouchers are provided for transportation during either End-of-Course (EOC) or End –of-Grade (EOG) to support students traveling to their assigned test site if there is transportation hardship.

14. Provide a sample weekly schedule for a remote student attending your school’s RCA.

Link Here:	Student Schedules Charter App
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A.

V. Remote Charter Academy (RCA) Minimum Requirements

Remote academies are required to meet the following requirements to operate. These are legislative requirements with no exceptions. Please complete the following to confirm you are operating within these conditions:

By checking each box below, the RCA confirms the following enrollment requirements have been met:

- o All students enrolled in the remote academy have parental consent.
- o The Board of Directors requires an admissions application to secure parental consent prior to enrollment of a student in a remote academy.
- o The remote academy has identified characteristics for successful remote learning and established criteria for admittance to the remote charter academy has been made available to parents.
- o No student has been denied admission to the remote academy solely on the basis that the student is a child with a disability.
- o Students with a disability that have been admitted to the remote academy have an IEP team that plans for successful student entry and the provision of accommodations necessary to provide for a free and appropriate public education.

By checking each box below, the RCA confirms the following have been provided to students in the RCA as required by [115C-218-122 \(b\)](#):

- o Any hardware or software needed to participate in the remote academy is provided by the school.

- o Access to a learning management platform that enables monitoring of student performance and school-owned devices, as well as video conferencing and supervised text-based chat for synchronous communication is provided.
- o Access to the internet that is available during instructional hours, evenings, and weekends.
- o Technical support during instructional hours.
- o Adaptive or assistive devices, transportation, and in-person services as required by the program or plan are provided for children with an individualized education plan (IEP).

By checking each box below, the RCA confirms the following requirements have been met:

- o The remote academy does not charge rental fees for hardware or software.
- o If students are charged damage fees for use or abuse of software, they are clearly outlined in the local board policy.
- o The remote academy satisfies the minimum required number of instructional days or hours for the school calendar through remote instruction.
- o All employees of the remote academy meet the same licensure and evaluation requirements as required for in-person employees of the local school administrative unit.

By checking each box below, the RCA confirms staff have been hired and employed for the following roles as required by [115C-218.122 \(d\)](#):

Instructional Technology Facilitator

School Library Media Coordinator

Data Manager

Remote technicians to provide technical support throughout the instructional day

VI. Additional Information (Optional)

If you would like to provide any other information regarding the operations, academics or governance of the Remote Charter Academy, please use the space below. You may wish to share information regarding any targeted subgroups served by the RCA, the schools progress on any compliance matters, academic success, or financial status.

VI. Certify Submission

Type and sign your name below to certify all information is accurate.

Brenda Robertson

Board Chair Name

A handwritten signature in cursive script, appearing to read "B. Robertson", written over a horizontal line.

Signature

11/28/2024

Date

Katie Gomersall

School Administrator Name

A handwritten signature in cursive script, appearing to read "Katie Gomersall", written over a horizontal line.

Signature

11/28/2024

Date

RENEWALS SITE VISIT FEEDBACK FORM

School:	00B North Carolina Virtual Academy
Site Visit Date:	02/05/2025
Consultant(s) Visiting:	Jenna Cook

Glowing Practices:

- School staff should be commended for ensuring that all students and their learning coaches (usually parents) have easy avenues to contact teachers and support staff to get help when they need it.
- The school has done a great job with ensuring they have created an inclusive environment where students and families feel part of a strong community. Parents are satisfied with the clubs and monthly in-person meetings to get to know other parents and students.
- Instructional staff are included in the process for selecting professional development through multiple surveys as well as being able to select their own personalized professional development.
- Teachers have been given development on differentiation and are using data to drive differentiation in the classroom.
- Teachers are given a high-level of support through observations, feedback, informal walkthroughs, weekly 1:1s and meaningful, consistent Professional Learning Communities. Teachers have both a lead teacher and data coach to lean on for support.
- 100% of teaching staff are North Carolina certified teachers.

Required Actions:

- Amend the promotion and retention policy to reference [NCGS 115C-218.85 \(b\)](#) and the requirements within for 3rd grade students.
- Ensure that every reason for entering closed session is cited in the motion in compliance with [NCGS 143-318.11. \(c\)](#)
- Update the website to include a schedule for the full year of board meetings. [NCGS 143-318.12.\(d\)](#)

Recommendations and Growth:

- The school's mission statement is in a tricky spot to find on the website (under school improvement). Consider moving it or adding it to the home page or an "about us" page to make it more visible.
- The school is encouraged to mention within its student discipline policy regarding expulsion "a PSU may expel any student 14 years of age or older whose continued presence in school constitutes a clear threat to safety of other students or school staff" as some of the consequences could constitute expulsion ([see NCGS 115C-390.11](#)). Additionally the school

should be more transparent for who will administer a suspension or expulsion as in other areas of the matrix table it is identified, but for consequence of school suspension or expulsion it is not. School should consider adding more transparency for the progression of communication to parents and/or students if it leads to suspension i.e. what does communication look like, will a meeting be set up in-person/virtually followed by the appeal process.

- Principal/Director Information is not updated in the School's Handbook - consider posting information regarding the transition of school leadership and who is currently acting in the role.
- The board is encouraged to review the terms and conditions with their EMO and ensure they understand any separation terms in the event they ever choose to separate.
- While the EMO is the employer of the lead administrator, the board should consider an evaluation or do a yearly review of the EMOs evaluation of the lead administrator.
- Consider how to incentivize or motivate older students to attend office hours as parents see it as a good resource, but find that older students don't prioritize attending.
- The board should consider how to connect with families on a more personal level. Parents did not know who board members were, but did say they knew how to find their information on the website.

Feedback From Parent Focus Group

Strengths of the School:

- Transparency. So clear about a lot of correspondence that takes place.
- Flexibility.
- Flexibility. Sets our students up for future work and how to schedule their time.
- Communication and flexibility
- Appreciate that it's free and the HS level is sent in the mail.

Areas to Improve:

- Large workload for students. Figure out how to lessen that load, to bring down stress levels for families.
- Agree with workload comments. Feels like a lot, too much.
- Agree, like that they are constantly learning, but the jump in workload from 2nd to 3rd grade was a lot. (Friday focus was nice last year)
- Agree, workload. Due dates are difficult. My child finds an issue on a Friday and it's hard for the students to get answered. Would prefer Monday - Monday to get work in.
- HS Level, class selections would like to know time slots when they would be. Would want to know that ahead of time to reduce the back and forth.

Feedback From Staff Focus Group

Strengths of the School:

- Collaboration that I get to be part of.
- Atmosphere as a teacher. There is always someone that you can ask if you have a question.
- Community. Teachers, students all working with each other.
- Feel like we are a village for the children. We are in constant communication about how to meet their needs.
- Support I have gotten and growth opportunities we provide for all teachers.

- Mentoring program for teaching staff. So much support for new teachers and new to the school.
- Feel like there is a lot of support for me in a subject that isn't math or reading.
- We have allowed staff and students to be successful when they weren't in the brick and mortar setting

Areas to Improve:

- Internet/connectivity can be a challenge. If the internet worked all the time for all the kids in a dream world.
- Would like to add more languages. At least French or Chinese.
- Amazing if our students had more elective choices. (expand beyond art, PE)
- Getting an assessment piece K-5 to progress monitor students year over year.
- The growth of our school (enrollment) has been a challenge. Trying to improve that process and how we support our new students.
- Would like to add some AP courses in the High School
- Engagement. Getting students more confident in participation.
- Engagement. It's harder in our environment and constantly trying to work on