



REMOTE CHARTER ACADEMY AMENDMENT APPLICATION

INSTRUCTIONS: Please complete this application in its entirety. Submit any supporting documents along with this application via Epicenter, as outlined in the minimum requirements below. The Epicenter task will include a blank application and a blank budget template.

All decisions regarding approval or denial of Remote Charter Academy applications must be made by the Charter Schools Review Board (CSRB). Once an application is deemed complete by the Office of Charter Schools staff, it will be forwarded to CSRB for consideration.

Required application materials for Epicenter submission:

1. A completed Remote Charter Academy application saved as a PDF;
2. A budget aligned to the minimum requirements outlined in this application; and
3. A Remote Instruction Plan that outlines the requirements found in this application in a format that is intended for stakeholders such as staff and families.

This application is written pursuant to the requirements of the North Carolina General Statutes regarding Remote Charter Academies 115C-218.120 through 115C-218.125.

General Information

Charter School Name: Monroe Charter Academy

LEA Number: 90D

Current average daily membership and grades served at the charter school listed above: 101

Proposed Remote Charter Academy (RCA) Name: Monroe Virtual Charter Academy

Proposed Remote Charter Academy Administrator Name(s), email, and other contact information: Dr. Camela Ford, camela.ford@mcations.org, 980-210-3627

Grade Levels and Enrollment

Enrollment:

If a school is operating under a charter that allows for a remote academy as part of the charter, and the *school enrolls or intends to enroll 250 or more students in the remote academy, the school may request that the Review Board grant the remote academy portion of the school a separate charter.* Please indicate your enrollment intentions below.

- The remote charter academy will enroll fewer than 250 students
- The remote charter academy will enroll 250 students or more and **requests a separate charter.**
- The remote charter academy will enroll 250 students or more and **will not request a separate charter.**

Remote Charter Academy (RCA) Charter Agreements are issued for a period of five years. Please provide the projected enrollment and grade levels and school years of operation (i.e., 2026-2027).

Charter Year	School Year	Grade Levels	Enrollment Projection
YEAR 1	2026-2027	K-8	128
YEAR 2	2027-2028	K-8	168
YEAR 3	2028-2029	K-8	204
YEAR 4	2029-2030	K-8	222
YEAR 5	2030-2031	K-8	240

Type of Remote Charter Academy

Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students with both remote instruction and in-person instruction. A student who receives more than half of their instruction through remote instruction shall be classified as enrolled in the charter's remote academy.

Indicate which status is appropriate for the Remote Academy amendment application.

- 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 applying as "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 will provide remote instruction to students enrolled in the remote charter academy AND provide in-person instruction to **other** students served by the charter. In other words, the school will have two cohorts of students - remote students and in-person students.
- The school will provide 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, where will the physical meetings/instruction take place?

Which of the following enrollment areas will 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.

Remote Charter Academy (RCA) Minimum Requirements

Remote academies are required to meet the following requirements to operate. These are legislative requirements with no exceptions.

INSTRUCTIONS: Please complete the following questions and submit a budget that aligns with the requirements for staffing, resources, and technology. Applicants must be prepared to discuss the budget and RCA minimum requirements at the CSRБ interview.

By checking each box below, the applicant understands that the following enrollment requirements must be met by the RCA:

- All students enrolled in the remote academy must have parental consent.
- A Board of Directors shall require an admissions application to secure parental consent before enrollment of a student in a remote academy.
- A remote academy must identify characteristics for successful remote learning and establish criteria for admittance to a remote charter academy, and must make that information available to parents.
- A student may not be denied admission to the remote academy solely on the basis that the student is a child with a disability.
- Students with a disability who are admitted to the remote academy must 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 applicant understands the following must be provided to students in the RCA:

- Any hardware or software needed to participate in the remote academy is provided by the school.
- Access to a learning management platform that enables monitoring of student performance and school-owned devices, as well as allows video conferencing and supervised text-based chat for synchronous communication, is provided.
- Access to the internet is available during instructional hours, evenings, and weekends.
- Technical support during instructional hours.
- 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 applicant understands that the following requirements must be met by the remote academy:

- The remote academy does not charge rental fees for hardware or software.
- If students are charged damage fees for use or abuse of software, it must be clearly outlined in the local board policy.
- The remote academy satisfies the minimum required number of instructional days or hours for the school calendar through remote instruction.
- 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 applicant understands the remote academy must have sufficient staff in the following roles:

- Instructional Technology Facilitator 115C-218.122(d)(1)
- School Library Media Coordinator 115C-218.122(d)(2)
- Data Manager 115C-218.122(d)(3)

- Remote technicians to provide technical support throughout the instructional day
115C-218.122(d)(4)

Remote Instruction Plan

INSTRUCTIONS: Submit a Remote Instruction Plan that includes answers to each of the following sections/questions below. Next to each question or requirement below, please reference a page number in the Remote Instruction Plan. Do not cut/paste text from the plan below; a page number reference is sufficient.

Ex: How will the remote academy monitor enrollment? (pg 1 remote plan)

Although not required, charters may utilize the worksheet linked [here](#) throughout the state for remote instruction plans. This worksheet may provide an effective starting point, but it should also include the requirements below.

Monitoring and Compliance

1. How will the remote academy monitor enrollment? [Applications will be accepted and weekly monitoring of activity within the remote classrooms.](#)
2. How will the remote academy monitor calendar compliance? [Follow the same calendar as in-person instruction. Hours will be assigned for core instruction, tutoring, and related arts.](#)
3. How will the remote academy monitor daily attendance? [Daily assignment will be posted for them to complete.](#)
4. How will the remote academy monitor course credit accrual, progress toward graduation (if applicable), and course completion? [Not applicable](#)
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. State graduation requirements are found [here](#). All schools serving high school students should be familiar with and prepared to follow all GRAD policies. [Students will be monitored through daily attendance, completion of assignments, and progress on assessments.](#)
6. Explain if and how remote students will be subject to different policies currently in effect at the brick-and-mortar school. For example, discipline policies, attendance policies, retention/promotion policies, etc. [Policies will be created on attendance, completion of assignment, mandatory requirement when academically performing below grade level, discipline when not acting appropriately during on-line instruction](#)

Note: Remote Academies are subject to policies outlined in the NC School Attendance and Student Accounting Manual and NC State Board of Education policies.

Remote Education and Technology

Within the Remote Instruction Plan, include the following:

1. List the hardware and software that students will need to participate in the remote academy. [Chromebook](#), [headphones](#), [printer](#)
2. Please indicate which learning management platform the remote academy will use to deliver synchronous and asynchronous instruction. If the platform the remote academy is using is not listed, please select 'Other' and provide the name.
 - Canvas
 - SeeSaw
 - Haiku
 - Blackboard
 - Google Classroom
 - Moodle
 - Schoology
 - Other - list below.
3. Provide the source of online content for each grade level and subject area. Use the following format to complete your answers:

K-5, ELA/Reading - Amplify
K-5, Math - Go Math
K-5, Science - Amplify
K-5, Social Studies - Core Knowledge
K-5, Handwriting - Teacher Created
6-8, ELA/Reading - Core Knowledge
6-8, Math - Into Math
6-8, Science, Stile
6-8, Social Studies - Core Knowledge
6-8, Clubs, Teacher Created
K-8, Art, Teacher Created
K-8, PE, Teacher Created
K-8, Science, EdMentum
K-5, Intervention/Enrichment - IXL, Edmentum, Teacher Created

4. How will learning take place synchronously and asynchronously? Synchronously
5. What measures will be used to ensure that synchronous and asynchronous remote instruction support learning growth that continues towards mastery of the standard course of study? [Classroom assessments, mCLASS, NWEA MAP, IXL, EdMentum](#)
6. Describe the professional development that will be provided to those teaching in the remote academy related to the pedagogy of providing remote instruction. [Monthly professional development session based on effectively teaching remotely, setting up weekly group or one-on-one sessions with students based on their needs, incorporating various strategies and techniques with the lesson.](#)
7. What are the criteria for admission to the remote academy? See the Remote Charter Academy statute linked above for statutory limitations. [Parents understanding the responsibilities of being a remote learning students and that there will be no going backand forth from in-person to remote learning during the school year. They can change for the upcoming school year. It's important that the expectations have been estalbished and communicated effectively to the parents and students. Parents will have access to their child's grades in google classroom and Infinite Campus. In addition, parents will be provided with a bi-weekly progress report of their child. Parents will required to attend all parent-teacher conferences that will take place each quarter.](#)
8. What are the identified characteristics of successful remote learning in the remote academy? [Characteristics for Successful Remote Learning: Self-Discipline: Students should demonstrate the ability to manage their time effectively, stay organized, and stay focused on learning tasks independently; Resilience: Students should exhibit resilience in overcoming challenges and adapting to different learning environments, including the ability to seek help when needed and persist in their learning efforts; Strong Communication Skills: Effective communication, both written and verbal, is essential for successful remote learning. Students should be able to articulate their thoughts clearly and participate actively in virtual discussions and collaborations; Technological Proficiency: Students should be comfortable using technology tools, such as learning management systems, video conferencing platforms, and digital resources, to engage in remote learning activities; Critical Thinking and Problem-Solving:*Students should demonstrate critical thinking skills by analyzing information, evaluating sources, and applying knowledge to solve problems independently.](#)
9. Describe all training and/or resources that will be provided as an orientation for students to encourage success. [Google Classroom Familiarization: During orientation sessions, students will be introduced to Google Classroom. They will learn how to navigate through the platform, access their courses, submit assignments, participate in discussions, and track their progress. This includes understanding how to use features such as announcements, calendars, gradebooks, and resource libraries within the LMS.](#)

[Communication Tools: Students will be familiarized with the various communication tools available for remote learning. This includes email systems, messaging features within the Google Classroom, and virtual meeting platforms like Google Meet. They will learn](#)

how to effectively communicate with teachers, classmates, and support staff, including when and how to ask for help when needed.

Expectations for Remote Learning: Clear expectations for remote learning will be outlined during orientation. This includes guidelines for attendance, participation in live sessions, completing assignments on time, communication etiquette in online forums, and adhering to academic integrity policies. Students will understand what is expected of them in terms of engagement and academic performance.

Access to Tutorials and Support Resources: Students will have access to tutorials, guides, and support resources specifically designed to help them use digital tools effectively. These resources may include video tutorials, written guides, FAQ documents, and online help desks. They will learn how to troubleshoot common technical issues and where to seek assistance if they encounter challenges.

Access to Technology Facilitator: Students will have access to a technology facilitator who can assist with more advanced technical issues, software troubleshooting, and digital literacy skills. The technology facilitator may offer additional workshops, training sessions, or personalized support for students who need extra help navigating digital tools or technology-related challenges.

10. How will information about remote academy admission requirements be communicated to parents and guardians? [In-person meetings, zoom meetings, conferences, newsletters, and parent letters and posted on website.](#)
11. How will information about the characteristics of successful remote learning be communicated to parents and guardians? [Posted on website, newsletters, conferences](#)
12. Describe any school nutrition services provided to students. [None](#)
13. Describe any transportation services provided to students. [Bus transportation will be provided for students to attend fieldtrips.](#)
14. Provide a sample weekly schedule for a remote student attending your school's RCA.

Monday to Friday: K-5

- 7:30 AM - 8:00 AM: Morning Meeting and Attendance Check
- 8:00 AM - 9:00 AM: ELA/Reading, Core Knowledge and Amplify
- 9:00 AM - 10:00 AM: Math, Go Math
- 10:00 AM - 11:00 AM: Science (A-Day) and Social Studies (B-Day)
- 11:00 AM - 12:00 PM: Related Arts
- 12:00 PM - 12:30 PM: Lunch
- 12:30 PM - 2:30 PM: Tutoring and Additional Support
- 2:30 PM: Dismissal

Monday to Friday: 6-8

- 7:30 AM - 8:00 AM: Morning Meeting and Attendance Check
 - 8:00 AM - 9:00 AM: ELA (6th), Math (7th), Science (8th)
 - 9:00 AM - 10:00 AM: Math (6th), Social Studies (7th), ELA (8th)
 - 10:00 AM - 11:00 AM: Science (6th), ELA (7th), Social Studies (8th)
 - 11:00 AM - 12:00 PM: Social Studies (6th), Science (7th), Math (8th)
 - 12:00 PM - 12:30 PM: Lunch
 - 12:30 PM - 1:00 PM: Electives
 - 1:00 PM - 2:00 PM: Electives
 - 2:00 PM - 2:30 PM: Tutoring and Additional Support
 - 2:30 PM: Dismissal
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- Weekly: Scheduled office hours for additional support and Q&A sessions with teachers.