



PARENT/STUDENT HANDBOOK

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2020-2021
School Year

This handbook sets forth general guidance for parents and students enrolled in the North Carolina Virtual Academy (NCVA). NCVA is an approved State Board of Education public charter school and is subject to the rules and regulations established for North Carolina public charter schools. A printed copy of this handbook will be available upon request from the NCVA Administrative Office.

Thank you for choosing the North Carolina Virtual Academy (NCVA)! We recognize that the individual student is the most important person in any school, and we will focus on the specific needs, desires, and interests of our students and families. As we partner with you, we will do everything possible to help our students reach their academic goals. We are committed to one year's growth for every child enrolled at NCVA. Our six-word motto is "Every Child, Every Class, Every Day."



Every student, regardless of their zip code, should have access to an award-winning curriculum and dedicated, highly qualified teachers. Thus far in our short history, we have served 98 of the state's 100 counties; and we are proud to continue to meet the needs of families across North Carolina. Our curriculum and teachers help build a program that leverages the strengths of virtual learning to increase accessibility of the teaching staff to a level not always seen in a physical school. Each course will offer multiple live sessions and virtual "office hours" so that our students can get real-time help with their lessons.

Integrity is our heart, accountability is our mindset, respect is our language, and excellence is our product. As such, NCVA will meet the individual, academic need of every child in every class on every day of the school year. Students will create abiding relationships with teachers and master an engaging curriculum through technological tools. Every teacher will put the needs of students and the NCVA team ahead of themselves through a "can and will do" attitude.

Socialization is a big part of our efforts through regional events during the year as well as virtual "homeroom hangouts." In 2019, we had our largest graduating class and continued the tradition of a high school prom. We also offered our first-ever middle school dance – a semi-formal – and keep looking to add other opportunities for our students and families.

Students from all walks of life and anywhere in North Carolina have an opportunity to learn using an amazing curriculum—and the help of a dedicated staff—to put them on the path to college and career readiness while learning 21st-century skills.

Welcome to NCVA and let's partner together for success!

Sincerely yours,

Lauren Acome
Head of School
North Carolina Virtual Academy

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School Administrative Directory

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K12 Customer Support

NCVA partners with K12, Inc. for use of its virtual platform, curriculum, and student services support. As such, K12 has customer support numbers that can be accessed for specific instances. That support number is **1-866-968-7512**.

CUSTOMER CARE – Choose option #1 if you need assistance with:

- Materials
- Navigation/Login
- Usernames/passwords

TECHNICAL SUPPORT – Choose option # 2 if you need assistance with:

- Hardware or Software
- Platform – OLS/LMS

NCVA 20-21 School Calendar

North Carolina Virtual Academy

2020-2021 School Calendar

July '20						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '20						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	School Closed/Holiday		Graduation
	First Day of Quarter		Outing
	Last Day of Quarter		Teacher in-Service Day (students still report during regular school year; no live class sessions, recorded sessions possible)
	Testing		

North Carolina Virtual Academy Testing Calendar 2019-2020

Dates are tentative – info will be emailed closer to testing window

Grade	Test	Dates/Window
2 nd – 11 th	Diagnostic Assessment	August 20 – 21
Select English Language Learners K – 12 th	*WIDA Screener	August 18 – September 17 (or within 30 calendar days of enrollment date)
3 rd	*Beginning-of-Grade 3 English Language Arts/Reading	September 1 – 3
10 th	*PreACT/CCRAA10	**October 14 – 16
9 th – 12 th by subject	*End-of-Course/CTE	December 14 – 18
9 th – 11 th	Diagnostic Assessment	January 6 – 15
2 nd – 8 th	Diagnostic Assessment	January 19 – 22
11 th	*ACT/CCRAA11/NCEExtend1	**February 23 – 25
Select English Language Learners K – 12 th	*ACCESS/Alternate ACCESS	**January 25 – March 5
Select 12 th	*WorkKeys	**March 29 – 31
9 th – 11 th	Diagnostic Assessment	April 13 – 16
2 nd – 8 th	Diagnostic Assessment	April 19 – 23
10 th – 12 th by subject	Advanced Placement (AP)	May 3 – 14
3 rd – 8 th	*End-of-Grade/NCEExtend1	May 21 – 28, June 1 – 4
9 th – 12 th by subject	*End-of-Course/CTE	May 28, June 1 – 4
Select 3 rd	*Read-to-Achieve	May 22 – 28, June 1 – 4

*Face-to-face tests required by the state of North Carolina Department of Public Instruction

**Date pending state approval

Overview of NCVA

Our Mission

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

Award-Winning Curriculum

The K12 Inc. curriculum is developed by cognitive scientists, noted leaders in the education field, math and reading specialists, Flash designers, and other subject matter experts. K12 is widely regarded across the country for its passionate and rigorous approach to education focused on how students actually learn.

The K12 curriculum works for all kinds of students to unlock their personal full academic potential and help them achieve mastery of the key concepts and skills they will need to succeed in life. From gifted children, to students whose lives require an individualized schooling schedule, to those who need a gentler pace than in a traditional classroom, K12 provides an adaptable but focused learning environment.

NCVA Faculty

We believe that a collaborative relationship between you and your assigned teachers is necessary. Your homeroom teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic in nature. As your teacher makes contact with you, know that this is a team effort to ensure that your student is making progress and demonstrating compliance in all areas.

Student Code of Conduct

NCVA students are subject to the rules and restrictions implemented by North Carolina Virtual Academy and the Student Code of Conduct: Acceptable Use Guidelines for the Internet. Students enrolled in NCVA should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Acceptable Use Guidelines for the Internet

- Posting anonymous messages online is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own usernames and passwords and must not share these with anyone.
- Students may not interfere with other user's ability to access NCVA or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activity that is associated with their usernames and passwords.
- Students should change their password(s) frequently, at least once per semester is encouraged.
- Students must not publicly post their personal contact information (address and phone number) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.

- Students are not allowed to download, transmit, or post material intended for personal gain or profit, non-NCVA commercial activities, non-NCVA product advertising, or political lobbying on a NCVA owned instructional computing resource.
- Students may not use NCVA instructional computing resources to sell or purchase any illegal items or substances.
- Students are not allowed to upload or post any software on NCVA instructional computing resources that are not specifically required and approved for student assignments.
- Students must have their own student login and use it when completing work.

Inappropriate Behavior

- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats.
- Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing “spam” mail, chain email, viruses, or other intentionally destructive content.
- Bullying anyone based upon gender, race, color, national origin, or disability.

NCVA reserves the right to review any material transmitted using NCVA instructional computing resources or posted to an NCVA instructional computing resource to determine the appropriateness of such material. NCVA may review this material at any time, with or without notice. Email transmitted via NCVA instructional computing resources is not private and may be monitored.

NCVA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. NCVA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. NCVA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author’s individual point of view and not that of NCVA, its affiliates, or its employees. NCVA assumes no responsibility for damages to the user’s computer system.

Nothing in this policy negates any obligation the student and Learning Coach have to use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the Learning Coach or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Violation Consequences

- Removal of student access to NCVA instructional computing resources, which could result in his/her inability to complete learning activities.
- Suspension or expulsion from NCVA.
- Involvement with law enforcement agencies and possible legal action.

NCVA administration reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to NCVA instructional computing resources. NCVA instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by NCVA.

Sample Student Offenses and School Actions

Sample Student Offense	Possible School Action
<u>Academic Honesty</u> – Plagiarism, cheating on coursework and/or standardized testing (see below for more detailed explanation of consequences to offenses)	NCVA students are required to attend, complete, and submit all work as their own for all school work and State assessments. Teachers closely monitor academic integrity in all areas. If a student is found to have plagiarized, cheated, or falsely identified themselves, the NCVA teacher will intervene immediately to research the possible infraction. A meeting may be scheduled by NCVA faculty or staff, with NCVA administration, possibly leading to disciplinary consequences.
<u>Assault, verbal threats, or intimidation</u>	School suspension or expulsion may occur.
<u>Bullying of any kind (in-person or cyber) based on race, gender, color, national origin, or disability</u>	School suspension or expulsion may occur.
<u>Inappropriate behavior or actions during Class Connect sessions</u>	The NCVA teacher has full control over privileges within the online sessions. A student misbehaving may be removed from the session without warning. The student will have a follow-up conference regarding this matter and disciplinary consequences may follow. The school has the right to trace the IP address and retrieve contact information from any person signing into the online classroom.
<u>Inappropriate Computer Use:</u> Specific procedures, conditions, and legal restrictions guide the use of school-owned computers. Parents should review appropriate usage of computers with their students before using school computers. Parents are the responsible adult for logging into the computer and should maintain a confidential user password.	Depending on the misuse of the school computer, the Academic Administrator or Head of School will determine disciplinary consequences, including loss of privileges up to expulsion.
<u>Disrespectful Behavior or Inappropriate Conduct:</u> Students and parents are expected to comply with reasonable directives of school personnel in a timely and cooperative manner. Any refusal to comply or any use of profane means of expression toward other students or school personnel will be assigned a range of consequences.	School suspension or expulsion may occur.

<p>Attire and Backpacks/handbags: NCVA students are to dress appropriately for weather conditions during outings or other school events. Parent support is critical in the effort to maintain a productive academic atmosphere.</p> <ul style="list-style-type: none"> • Shirts and blouses must cover the midriff, chest, and back. • Pants, skirts, and tops should be high enough and long enough so not portion of the backside or undergarments is seen. • Footwear is required at all times for school events. 	<p>Students may be asked to change clothing, turn it inside out, or leave the premises.</p> <p>Backpacks or handbags may be subject to search at school events, outings, or testing.</p> <p>Depending on circumstances, an administrative meeting may follow.</p>
<p>Weapons: Weapons are not permitted in any facility used by NCVA during school events or outings – including any standardized testing times. Weapons may be defined as firearms, knives, cutting tools, or any instrument capable of inflicting serious bodily injury. Small pocket knives should not be brought on any premises used by NCVA.</p>	<p>NCVA administration will act to protect students. If a weapon is discovered, it could ultimately lead to expulsion from school.</p>
<p><u>Vulgar/Obscene Language, Gestures, or Display:</u> To establish and maintain a proper atmosphere for education, students are to refrain from inappropriate, vulgar, and obscene, language, or gestures.</p>	<p>School suspension or expulsion may occur.</p>
<p><u>Sexual Harassment:</u> Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical conduct of a sexual nature, or display of materials that evoke responses not in keeping with an appropriate educational atmosphere.</p>	<p>School suspension or expulsion may occur.</p>
<p><u>Controlled Substances:</u> Illegal drugs and tobacco products will not be permitted at school outings or at sites utilized by NCVA for any school-related activities.</p>	<p>Law enforcement may be contacted and students will be asked to leave the premises. School suspension or expulsion may occur.</p>

Academic Integrity Policy (Plagiarism and Cheating)

NCVA students are expected to uphold the highest standards of Academic Integrity by expressing their own thoughts, language, and expressions, and to respect and acknowledge any other author's works with proper documentation in all assignments. Academic Dishonesty or plagiarism is the act of using another person's work to claim as your own. Examples of Academic Dishonesty are:

- Copying answers word for word from any portion of an outside source such as Yahoo Answers, Wikipedia, Ask.com, etc.
- Intentionally paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole, or in part, the work of another student
- Submitting in whole, or in part, an assignment written for another course by someone else.
- Submitting in whole, or in part, an assignment written for another course by someone else.
- Intentionally allowing one's essay, assignment, or test answers to be copied by another student.

Plagiarism and cheating are taken very seriously. Students who use all or part of someone else's work, without appropriate credit or citation, are in violation of these policies.

- Students will receive a zero on any submitted assignment containing all or partial work not completed as their own work, or properly cited within the assignment.
- Students assisting other students in cheating or plagiarizing are also in violation of this policy and will receive a grade of zero on their assignment submission.

First Offense: The teacher will call the student and parent/LC to provide additional instruction as to what constitutes academic integrity. The teacher will send the student a written correspondence explaining and documenting the academic integrity offense. The student may have an opportunity to make up the assignment, at the discretion of the teacher.

Second Offense: The teacher will call the student and parent/LC providing additional instruction and feedback regarding academic integrity. The student will receive a written correspondence from the teacher documenting and explaining the academic integrity offense and will CC the principal or other administrator on the correspondence. The student will earn a grade of zero without any chance to make up the assignment.

Third Offense: The teacher will call the student and parent/LC providing additional instruction and feedback regarding the incident. The student will receive a written correspondence from the teacher explaining and documenting the academic integrity offense. The student's curriculum will be locked. The teacher will schedule a live session with the student, parent/LC, and principal or other administrator before student is allowed to continue working in their courses. Failure to attend the meeting may result in being administratively withdrawn from NCVA. Any further offenses will automatically result in progressive discipline up to and including administrative withdrawal from NCVA.

NOTE: Offenses are cumulative for the year regardless of the class for which questionable work was submitted. For example, if a student gets a first offense in history and another incident occurs in math, then this most recent incident is a "second offense."

If you wish to appeal administrative disciplinary decisions, the parent must appeal the decision within 3 business days. An email must be sent to the Head of School. In that notification, the parent should state the justification for why they are appealing the decision. The Head of School will review the documentation and may call the parent to discuss before finalizing the decision through a letter to the parent. If the appeal is denied, parents will be provided with directions on how to appeal to the NCVA Board.

State Standardized Testing Requirements

As a public Charter School in North Carolina, NCVA students **are required** to participate in all state-mandated academic assessments. Testing days will be provided to the parents and students during the first quarter. The date, time, and location of specific testing sites will be announced closer to each scheduled testing period.

Every effort will be made to ensure that families will not need to travel an unreasonable amount of time to testing sites, but all families should be prepared for the possibility of some travel to and from the testing location.

Mandatory state tests provide useful information to parents and teachers on a child's academic progress and are the basis for State accountability results for NCVA. In the case of End-of-Course Exams, students that do not take these assessments may negatively affect a student's grade.

If the student has a medical concern that may require treatment or medication during the duration of testing, a parent/guardian is required to stay on site to administer the medication in the event it is needed.

Failure to participate in state-mandated assessments may result in a student being administratively withdrawn from NCVA. The required state assessment is part of regular participation in academic courses for students. The law details that NCVA may withdraw students that fail to regularly participate in courses. The teachers and administrators of NCVA take these state assessments seriously and want students/families to do so as well.

Failure to participate in these assessments may also negatively impact the future of NCVA being available. NCVA has a testing rate that we must meet in order to avoid punitive action by the State. Parents and students need to understand how important testing is for the future operation of the charter school.

Learning Coach/Student Responsibilities

By signing the Signature Page found at the end of this handbook, parents confirm that they understand and agree to the contents of this page.

I Understand and Agree that:

- NCVA is a full-time public school and that my student may not be enrolled in any other full-time public, private, or charter school. Dual-enrollment will be grounds for immediate withdrawal.
- NCVA is a public school of choice with a rigorous curriculum, high expectations, and daily attendance requirements.
- In order to fulfill enrollment requirements the following documents must be provided: enrollment form, copy of birth certificate, physical (if Kindergarten), proof of residency (copy of utility bill, etc. stating service address), agreement to use of instructional property, current immunization record or waiver, previous standardized test scores and report cards (if available), custodial paperwork (if applicable) and a copy of current Individualized Education Program/504 plan (if applicable).
- Attendance at a parent orientation session is a requirement of the enrollment process and must be completed before my student is approved.
- My child will be required to attend and be an active participant at regularly scheduled synchronous direct instruction sessions, which are part of my child's overall grade. Failure to attend these sessions will result in a lower grade and may ultimately result in administrative withdrawal.
- My student needs his/her own login and will complete all work from the student account. My student will not use the Learning Coach account and my password will be kept private.
- Pre- and post-diagnostic assessments and interim assessments are a requirement that must be completed within the given time-frame and manner specified by the teacher (including one-on-one or in an assigned break-out room within the school platform using your microphone and webcam or on the phone).
- The cooperation and partnership of the Learning Coach, student, teacher, and other school staff is absolutely necessary for student success in our virtual environment.
- I will ensure that my student is meeting the state mandatory attendance requirements outlined in the handbook. Requirements include active course progress, logging into the online school platform, and marking attendance hours each day. I understand that progress must align with attendance and will schedule a minimum of six (6) hours per day to accomplish this task.
- My student will attend and participate in any mandatory teacher-led online sessions.
- I have read the withdrawal process as it relates to non-compliance, truancy, and not meeting school policies regarding attendance and engagement.
- My student's progress made within the online school platform will reflect the logged attendance hours.
- I understand if deemed necessary by administration, a HOME VISIT may be implemented to support your student.
- I have read the withdrawal process as it relates to non-attendance, and not meeting school policies regarding attendance and engagement.
- Providing my student with continuous high-speed internet access is required and vital to his/her success in the program and agree to find an alternative internet connection should home service be interrupted.

- Enrollment includes full participation in all state-mandated testing on the required dates and the assigned location. I understand it is my responsibility to provide transportation for all required face-to-face testing.
- I will commit to read, listen and respond to email and phone messages daily.
- In order for the school to be able to appropriately place students into classes, I must supply all relevant student records including past report cards, transcripts, testing scores, and any special education documentation (IEP or 504 Plan/Evaluation, etc.).
- I will assist my student in contacting staff or K12 technical support/help desk in a timely manner whenever he/she has a problem that needs to be resolved.
- I will contact the school with any address changes as soon as possible so I will continue to receive regular communications, materials from NCVA, and that appropriate state systems reflect the correct address.
- Public school enrollment includes compliance with state health requirements. Immunization records sent during the enrollment process should include all immunizations from birth to present to ensure state requirements are met.
- I will have the guidance and support of a North Carolina state- certified teacher implementing the K12 curriculum with my student.
- There are guidelines and policies regarding daily lesson completion and recording of scheduled online school lessons.
- I will be expected to maintain accurate progress and attendance logs in the online school on a daily basis.
- My child and I are required to participate in scheduled conferences with our teacher(s) and that during these conferences I am expected to have access to all materials and the computer. Scheduled conferences are expected to occur from the primary location that instruction takes place.
- I will be expected to submit work samples at designated intervals to my NCVA teacher.
- NCVA students are required to have FULL-TIME adult supervision and participation during instruction and learning in order to be enrolled and successful in the school. I also understand that I am expected to become knowledgeable about the curriculum and the online school.
- My student will be enrolled in NCVA during the allotted timeframe indicated on the enrollment application.
- All school policies and procedures must be met for continued enrollment in the school.
- Learning Coach/mentor absences are not an excused reason for a student absence and it is my responsibility to reach out to my student's teacher(s) to help create a plan for continued study in NCVA's curriculum in my absence.
- I will follow the expectations put forward in the Parent-Student Handbook.

Teacher Responsibilities

- Guide and direct the student through the K12 Online School platforms.
- Provide instructional support to meet NC state standards.
- Facilitate academic conferences.
- Review student-submitted work throughout each grading term.
- Maintain a school workday of Monday through Friday from 8:00 am – 5:00 pm.

- Respond within 24 business-hours to all emails and telephone calls.
- Inform Learning Coach of school updates/information from NCVA and/or K12.
- Plan and attend regional outings/field trips.
- Administer state required assessments.
- Provide support in all areas of successful student learning and achievement.
- Complete semester progress reports and year-end report cards.
- Be the first point of contact for parents and students.

Parent/Student Concern, Complaint, and Grievance Policy

NCVA recognizes that despite best intentions, questions, concerns, or conflicts may arise between the school and/or school staff and NCVA families and/or students. As problems arise, school personnel and parents should collaborate to solve them whenever possible. Complaints by high school students may be made by the students on their own behalf or by the parent or guardian. A parent or guardian may initiate the complaint process on behalf of an elementary or middle school student.

Please follow these procedures for assistance in resolving a problem:

Step 1: All academic concerns and issues should first be directed to the student’s content area teacher via phone or email.

Step 2: If the NCVA teacher cannot resolve the issue, he/she directs the parent to the Academic Administrator or other appropriate school administrator or staff based on the exact concern.

Step 3: If a concern is not resolved at this level, parents are advised to contact the Head of School at the NCVA office 919-346-0121.

Step 4: If the concern is still not resolved to the parent or student’s satisfaction, the parent and/or student may file a formal complaint or grievance.

Students may present a complaint or grievance regarding one or more of the following:

- Violation of the student’s constitutional rights.
- Denial, not related to the student’s individual capabilities, of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student’s individual capabilities.
- Discrimination on the basis of race, color, religion, sex, age, national origin, or disability.
- Harassment of the student by another person.
- Intimidation by another student.
- Bullying by another student.
- Concern for the student’s personal safety.

Students may present a complaint or grievance provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of NCVA; and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the NCVA Board is without authority to act.
- The guidelines to be followed are:
 - The accusation must be made within thirty (30) calendar days of the

- time the student knew or should have known that there were grounds for the complaint/grievance.
 - The complaint/grievance shall be made only to the NCVA Head of School or Executive Director.
 - The person receiving the complaint will gather information for the complaint form.
 - The allegation shall be reported in writing with necessary information as determined by the NCVA Board.
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or as otherwise required by law.
- Once received, the NCVA Head of School or Executive Director will have 10 school days to review and respond to the grievance.
- Any questions concerning whether the complaint/grievance falls within this policy shall be determined by the Administrator.

Communication

Relationships in a virtual school are created and maintained in a different manner, so communication strategies are absolutely vital for the success of students. We, at NCVA, are expecting the following from students and staff:

- Ongoing and consistent communication is required between the student, parent, and teacher(s) for school compliancy. School communications include: school email; Telephone (leaving voicemail when necessary); School Announcements; Newsletters; and Workshops (in person and online via Newrow/Blackboard)
- Teachers, advisors and Administrators will respond to any school emails/phone messages within 1 business day of receiving the message, and we ask that you, as parents, do likewise.
- Administration will be hosting virtual “Town Hall” meetings with NCVA families to answer questions, offer support, and receive valuable feedback for growing our school into the best virtual program in North Carolina. When these dates are selected, information will be provided to you.

High-Speed Internet Access Reimbursement for Families

If a family’s income meets the requirements for free/reduced lunch under federal guidelines and requests internet reimbursement, NCVA will subsidize families for monthly internet fees at the rate of \$10.00 per month enrolled. Checks will be sent in January for 1st semester and June for 2nd semester. Families should have requested this during the enrollment/re-registration process. To confirm the response, please check with the homeroom teacher. Answers must be listed in the system by December 1 for the first reimbursement and May 1 for the last. The school must have a family income form on file from the current school year that indicates the family meets the federal guidelines for free/reduced lunch. If there is no current form, or the guidelines are not met, no reimbursement will be provided even if requested.

Students must be actively enrolled until the end of the semester to receive reimbursement for that semester. Partial months will be reimbursed at the rate of \$2.50 per full week of enrollment.

Qualifying families who requested payment will be notified once checks have been sent. If a family does not receive a check within the specified timeframe in the notification, they should notify the office according to the timeframe set. Not doing so may result in the school being unable to reissue a missing check.

Loaner Computer for Eligible Families

If a family's income meets the requirements for free/reduced lunch under federal guidelines, NCVA can provide a loaner computer to the family. Students in grades K-5 will receive 1 computer per family and those in grades 6-12 will receive one computer per student. If the family did not request a computer during enrollment and needs one during the school year, they should notify their homeroom teacher. If families wish to request a computer outside of school policy, an appeal form is available and, upon completion, is reviewed by the head of school.

Class Connect Sessions

NCVA teachers will offer multiple live sessions each week. The instructional sessions will cover a variety of topics, which may include any of the following:

- Coverage of State Standards
- Support for Daily lessons in the OLS/OMS/OHS
- Data supported areas of need
- State testing preparation
- Other instructional topics as deemed necessary

Students will be required to attend required/mandatory live sessions listed on their class plan and student attendance is necessary for student success in the virtual schooling environment.

These lessons are an integral component of virtual education and great opportunities for live instructional support. Families find these sessions and the feedback received from them indispensable while trying to meet the expectation of our rigorous program.

Remediation sessions will be mandatory for individual students if it is deemed necessary for that student's success in the program. You and your student will be notified by your NCVA teacher if a session is mandatory. All special education services documented on a student's Individual Education Plan (IEP) are considered to be mandatory.

Instructional Time and Attendance

State Requirements

North Carolina requires all public schools to offer a minimum number of days of instruction each year (185 days) with a minimum number of instructional hours (1025 hours) for each student. Those minimum requirements are outlined below:

Grade Level	Minimum Yearly Hours	Weekly Hours	Daily Hours
K-12	1025	30	6

NCVA students are required to attend school **the equivalent of 6 hours for each regular school day, or an average of 30 hours for a 5-day week. Attendance will be checked weekly for completion.** The Learning Coach is responsible for logging the attendance daily and should not wait until the end of the week. Time towards daily attendance must come from the curriculum and instruction within the online school and live instruction.

Parents are welcomed and encouraged to involve their children in supplemental educational **experiences on school days, however, students are still required to complete their daily coursework and log in to each course every day. Supplemental experiences cannot be in place of daily coursework.** These experiences can be counted toward attendance time in subjects where the learning experience supports the objectives of the course. The minimum required hours of attendance must be logged by NCVA's last day of school (last day of the semester for High School).

Modifying/Adding Student Attendance

Learning Coaches are responsible for entering student attendance in the Online School (OLS) ***daily***. Once attendance has been submitted and saved for the day, the Online School will not allow parents to change the data entered. Parents sometimes realize that they made a mistake when entering attendance for a previous date. If this occurs, please contact your child's advisor.

Additionally, there may be instances where a Learning Coach/parent needs help logging initial attendance due to extenuating circumstances. Advisors and teachers can assist with this as well.

Illness or Inability to Participate in Courses

If an unexpected situation should arise and the student will miss class or instructional time, the student is required to follow these steps:

- Contact your teacher(s) to explain the situation as soon as possible.
- Discuss a plan to make up the missing hours with instructor and learning coach prior to the absence, when possible.
- If the inability to participate is not due to illness, the family should determine if Internet access is available (through libraries, etc.).
- Even if a student is sick and provided a doctor's note, any missed progress or hours are still required to be made up within a reasonable timeframe.
- In the event of an extended inability to participate, the teacher will make the Academic Administrator aware of the situation to determine if further action is required.

Attendance Discrepancies

NCVA requires that attendance logged by the Learning Coach and progress made by the student must align. If student progress and attendance logged do not match, the school academic administrator may approve adjustments to be made to the student's attendance to accurately

reflect progress. The truancy referral process will be followed if the student is missing over 36 hours after the adjustments are made.

Attendance Procedures

School staff will check attendance hours/progress weekly. Students should log an average of 6 hours of work on each school day in accordance with their instructional learning plan.

- Instructional components include but are not limited to:
 - Live, required Class Connect sessions
 - MTSS, EC, related services, targeted small groups, etc.
 - Assigned coursework and assessments
 - Portfolios, NWEA, interims, exit tickets, etc.
 - Supplemental Programs
 - GoFormative, IXL, RAZ kids, etc.
- If the student will miss instructional time, the student should work extra on other days in order to make up for the missed instructional time.
- If a student misses a live instructional session, they should go back and watch the recording.
- If the student's account shows 18 hours of missed live class connect instruction and/or assigned coursework progress in OLS/OMS/OHS or 3 consecutive days of no log in to OLS/OMS/OHS courses, school staff will contact the Learning Coach with an attendance warning letter.
- If the student's account shows 36 hours of missed live class connect instruction and/or assigned coursework progress in OLS/OMS/OHS or 6 consecutive days of no log in to OLS/OMS/OHS courses, the learning coach will receive a truancy letter. An intervention plan will be put in place, and a petition to family court may be made.
- If the student's account shows 60 hours of missed live class connect instruction and/or assigned coursework progress in OLS/OMS/OHS or 10 consecutive days of no log in to OLS/OMS/OHS courses, the Learning Coach will receive a truancy letter and our attendance specialist will schedule a truancy meeting with administration to determine the consequences, **which could include immediate removal from the school.**

All appeals will be directed to the NCVA Head of School, who will review the applicable documentation and uphold or overturn the appeal. A last appeal could be made to the board of directors, whose decision would be final.

Truancy

According to North Carolina General Statute 115C-378(a), Every parent, guardian or custodian in this State having charge or control of a child between the ages of seven and 16 years shall cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session. Every parent, guardian, or custodian in this State having charge or control of a child under age seven who is enrolled in a public school in grades kindergarten through two shall also cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session unless the child has withdrawn from school.

Initially Absent: The school shall notify the parent, guardian, or custodian of a child who has accumulated three unexcused absences (equal to 18 hours of missed instruction).

Potentially Violating Compulsory Attendance: The school shall notify the parent, guardian, or custodian of a child who has accumulated six unexcused absences (equal to 36 hours of missed instruction). This notification shall include that they may be in violation of the Compulsory Attendance Law and may be prosecuted under that law if absences cannot be justified.

Habitually Absent: The school shall notify the parent, guardian, or custodian of a child who has accumulated 10 unexcused absences (equal to 60 hours of missed instruction). The principal of the school will review any report or investigation of the matter and shall confer with the family ensure previous notifications were received. If it is determined that a good faith effort to comply with the law was not made, the principal shall notify the district attorney and director of social services of the county where the child resides. If it is determined that a good faith effort to comply with the law was made, the principal may file a complaint with the juvenile court counselor that the child is habitually absent from school without valid excuse.

Automatic Triggers for Truancy Referral

When the following events occur, a student will be automatically flagged for truancy:

- 3 School Days/18 hours: No login/No progress by student
- 6 School Days/36 hours: No login/No progress by student
- 10 School Days/60 hours: No login/No progress by student

Progress is defined as logging into and completing work in each course daily, showing mastery on assignments and quizzes, and attending live, required class connects. For these items, the truancy process will be started based on the guidelines set forth in the handbook. Per state policy, students WILL be removed from the enrollment roster on the 11th day of consecutive non-attendance.

Truancy / Withdrawal

As a charter school, the North Carolina Virtual Academy is required to monitor student attendance and progress, in accordance with all applicable statutes and State Board of Education rules and regulations.

All hours missed due to student absence should be made up within the Online school. Not making up hours is considered an unexcused absence and will result in truancy proceedings and the possibility of an administrative withdrawal. Hours due to absences can be made up before or after the absence.

In the event of an administrative withdrawal, students between the ages of 7-16 must be enrolled in another public, private, or homeschool. NCVA administration will follow up to ensure students are enrolled in another school, as is required by law. If the intent is to homeschool, families must notify the district of that intent, per state requirements.

Student Support Team

The Student Support Team offers specific, targeted support to increase student achievement and persistence. The Advisor model is designed to support students identified for interventions proactively. In collaboration with teachers and school staff, students get the support they need, when they need it. Each family will work with an advisor starting with the onboarding process and continuing throughout the year. Your advisor will support you by monitoring overall schooling and answering any non-academic questions. Advisors and teachers work together as a team to help your student be successful.

In the event a student becomes non-compliant with work completion and/or live class attendance, the advisor/teacher team will work together to give your family additional support. Advisors and teachers will call the learning coach and student to offer suggestions and plans to get back on track. If there is no response from the learning coach and/or the student does not get back on track, the student's curriculum will be locked until a meeting with the Academic Administrator (principal) is held. If deemed necessary by administration, a **home visit** may be implemented to support your student. Once the team and family meet, the curriculum will be unlocked, and the student is placed on probation with the opportunity to work and meet the expectations set forth by the Student Support Team. If the student continues to be non-compliant, administrative withdrawal is possible.

I understand if deemed necessary by administration, a **HOME VISIT** may be implemented to support your student.

Incidents related to Student Health and Safety

If any of following events occur, the Learning Coach should notify a teacher or advisor. This information will be shared automatically with the school Student Resource Coordinator to determine the appropriate level of support from NCVA. These events could increase the likelihood for a student to drop out of school, and NCVA wants to have every opportunity to keep the student engaged in their education.

Death/Major illness in the family	Financial hardship/community resources
DJJ/DSS involvement	Homelessness
Drug/alcohol abuse	Runaway
Severe health/medical concerns	Teen pregnancy

NCVA Instructional Assessment Plan

The NCVA Instructional Assessment Plan is a strategic use of the diagnostic and informal assessments over the course of a school year to ensure that all students are provided with a growth measure and a systematic exposure to state standards. The data generated will make data-driven instruction possible. These assessments include course interims and diagnostic assessments given at the beginning, middle, and end of the school year.

The goal is to continuously improve student learning through the use of data, and ensure all students are exposed to and become proficient on state standards. Through the K12 Instructional Assessment Plan these goals can be accomplished.

Participation in the Instructional Assessment Plan is a requirement for continued enrollment with

NCVA. Missing required assessments will immediately generate referrals to the Student Support Team and can be led to removal from NCVA for non-compliance.

Assessments

NWEA® MAP® Growth™ :

All students in grades K-11 will participate in computer based diagnostic assessment in both Math and Reading. These tests will be given at beginning, middle and end of year and will determine initial instructional levels and growth.

MAP Growth tests are unique in that they adapt to your students' level of learning. If your child answers a question correctly, the next question will be more challenging. If they answer incorrectly, the next question will be easier. This will provide learning coaches and teachers with important data that will help guide instruction.

In order to accurately gauge student achievement, students will be taking their MAP Growth assessment during their class connect sessions and will be virtually monitored by teachers and staff. **Students are required to use webcams and have their microphones turned on so that staff can effectively monitor the testing environment.**

Formative Assessments:

All students in grades K-12 will be required to take interim assessments in all core subject areas. Details on these assessments will be communicated by grade level teachers. Interim assessments will be computer based and students may be required to complete these during their class connect sessions using a webcam and microphone. It is critical that each student complete the assessment independently, as the data helps to inform teachers on the mastery of concepts. The results provide teachers with data to help content delivery.

It is important that the child/student complete the ALL assessments independently.

This independent work reveals the current state of academic functioning. These assessments are not a 'high stakes' testing situation much like the state mandated tests.

The purpose of these assessments are to:

- Demonstrate growth of the student during the course of the year and throughout their K12 experience
- Allow teachers to plan based on your child's strengths and weaknesses.
- Provide educators with valuable data to support instruction.

Grading Policy

Kindergarten – 2nd grade students will be issued 4 official grade reports. Progress Reports will be issued after quarters 1, 2, and 3. The progress report gives the student's progress at that point in the school year. With NCVA being a cumulative program, the final report given at the end of the school year is the official report card that reflects the student's final grades. The end of the year

report card will be cumulative and will be one data point used in determining grade level/course promotion for next year. In promotion/retention decisions, the focus will be upon successful mastery of state standards. Grades for students in kindergarten through second grade will be calculated as follows:

Grade Mark	Definition
EP	Exceeding Progress – the student does excellent work, achieves mastery of the course objectives and learning outcomes, consistently produces high quality work demonstrating skill and thoroughness, and consistently applies knowledge gained in new situations
MP	Making Progress – the student does above average or average work, achieves mastery of almost all of the course objectives and learning outcomes, produces above average work demonstrating skill and awareness, and is able to apply knowledge gained to many new situations
IP	Insufficient Progress – the student does below average work and is not making adequate progress toward mastering the course objectives and learning outcomes, struggles to produce adequate work demonstrating growth, and is only able to apply knowledge gained in limited situations

3rd - 5th grade students will be issued 4 grade reports. Progress Reports will be issued after quarters 1, 2, and 3. The progress report gives the student’s progress at that point in the school year. With NCVA being a cumulative program, the final report given at the end of the school year is the official report card that reflects the student’s final grades. The end of the year report card will be cumulative and will be one data point used in determining grade level/course promotion for next year. In promotion/retention decisions, the focus will be upon successful passing and mastery of core classes and BOG and EOG testing where applicable. Students are required to complete 25% of each course by the end of every quarter unless expected progress has been approved by the administration and modified by the teacher(s)

Grades for students in 3rd – 5th grade will be calculated as follows:

Grade Mark	Definition
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Grade marks will be based on the student’s level of success using a combination of categories and weights. Depending on the course and grade level, grades will be calculated using a combination of progress, assessments, work samples/performance tasks/assignments, academic effort/engagement, and class participation.

****Work samples may vary by grade level and/or teacher. Guidelines for work samples will be shared with families at the beginning of the school year and will be updated as needed.*

***Class attendance/Engagement may include CC/Face to Face Participation*

6th-8th grade students will be issued 2 progress reports at the mid-point of each semester. In addition, students will be issued 2 official grade reports during the year upon conclusion of each semester. The final grade for each course will be based on an average of the two semester grades. Grades are determined by the sum total of points a student earns on all graded assignments and tests.

Points earned by student /Total points possible = Grade

Example: In his or her math class, the student earns 563 points out of a total of 700 possible points. The grade would be 80%.

$$563/700 = 80\%$$

Grade Mark	Definition
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

High School students will be issued 4 official grade reports during the year; one at the midpoint of each semester and one upon conclusion of each semester. The final grade for a course will be based on an average of the two semester grades for non-EOC courses. Final grades for courses with a state EOC assessment will be calculated by an average of the two semesters totaling 80% and the EOC totaling 20% of the final grade. Grades are determined by the sum total of points a student earns on all **graded assignments and tests**. **In accordance with NC State Board of Education policy, NCVA uses the 10-point grading scale for high school students.**

Points earned by student /Total points possible = Grade

Example: In his or her math class, the student earns 563 points out of a total of 700 possible points. The grade would be 80%.

$$563/700 = 80\%$$

Grade Mark	Definition
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Evidence of Mastery

Grades are determined based on how well a student performs on graded activities within each course. Graded activities include but are not limited to:

- Practice Lessons

- Threaded Discussions
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests

Some assignments are teacher graded, and others are computer graded. During the semester, students and parents can always view grades in the grade book for each course. It is important to note that these grades are updated every time an assignment is graded.

Warning: If a deadline has passed and the teacher has not entered a zero for that assignment, the student's grade may be temporarily inflated. Zeros are typically entered by Tuesday for work not received by the Sunday night deadline.

Math Acceleration (K-8)

In Middle School, advanced courses are only offered in Math. These courses are Pre-Algebra in Grade 7, and Math 1 in Grade 8. Math 1 is a high school credit course. Students enrolled in Math 1 are required to take and pass the Math 1 End of Course exam to receive high school credit.

NCVA is a public charter school, therefore we follow the statutes set forth by the North Carolina General Assembly. [Information regarding the state's most recent decisions regarding math placement can be found here.](#) In order for a student to earn placement in an advanced math course, they must meet the requirements outlined in the general statutes.

Mid-Year Course Promotion/Placement Changes for 6-8:

Students are enrolled in age appropriate coursework for **all** subjects. However, due to multiple indicators such as diagnostic test scores, previous test scores, and parent feedback, there are some students who may be eligible for our Advanced Learner Program. (See Advanced Learner section).

Students are only allowed to change courses within the first 10 days of the school year at NCVA. Any requests for course changes must come from the parent/guardian in writing and be sent to the student's counselor with final approval determined by the school administrator. If requests are granted, students are still responsible for previous work assigned in the new course. All requests submitted after the timeframe describe above will not be considered.

Late Work Policy

Kindergarten - 5th grade

- OLS-Graded assignments – any assignments not completed by the provided due date will be considered overdue. All overdue assignment will be moved to the “overdue tab” in the OLS. Students are expected to go in and make up all overdue lessons as soon as possible.
- Interim Assessments will have set due dates and will not be allowed to be completed for late work grade.
- Go Formative Assessments- GoFormatives will be left open for one week. Students are encouraged to complete the assessments they day they are assigned, but are able to submit up to one week after assigned. When the window closes for the assessment, all students who have not submitted their answers will receive a zero in the gradebook.
- Under some circumstances, teachers may grant due date extensions on assignments. **Families should never assume that they will automatically grant these requests.** Due date extensions *must* be requested before the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day may not be granted.
- In case of computer- or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hardcopy of all teachers’ names and phone numbers.

6th - 8th grade

OMS Assignments

- All OMS assignments are given a due date. Graded assignments – whether teacher or computer scored – are listed on the course calendar. These assignments must be completed and *submitted no later than the due date for that assignment to receive full credit for the work.* Any work that is not received by the due date will be considered missing and assigned a zero no later than the Tuesday following the due date.
- Teacher-graded assignments, such as those created in Go Formative, will have a one-week deadline for student completion from the date assigned. This ensures that timely instruction, following the assignment review by the teacher, can occur to target students' learning needs. After one week, students will receive a grade of zero if the assignment has not been submitted.
- Under some circumstances, teachers may grant due date extensions on assignments. **Families should never assume that they will automatically grant these requests.** Due date extensions *must* be requested before the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day may not be granted.
- In case of computer- or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue. Therefore, it is recommended to have a hardcopy of all teachers’ names and phone numbers.

Class Connect Exit Tickets

- As part of our data driven instructional plan, exit tickets are utilized by teachers to quickly assess student understanding of the material covered in class. These formative assessments help teachers know how to best meet the needs of each student. Further, these support students as they reflect upon their learning and work towards mastery of standards.
- As such, exit tickets will have a due date within 2 calendar days of being assigned and will close after 7 calendar days.
- Under some circumstances, teachers may grant due date extensions on assignments. **Families should never assume that they will automatically grant these requests.** Due date extensions

must be requested before the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day may not be granted.

- In case of computer- or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hardcopy of all teachers' names and phone numbers.
- **Please be aware that because of the point values assigned to teacher- scored assignments, it is mathematically impossible to pass a course without completing them.**

High School

- All assignments – whether teacher or computer scored – are listed on the course calendar and are given a due date. These assignments must be completed and submitted by their assigned due date. Any work that is not received by the due date will be considered missing and assigned a zero.
- A grade of zero will remain until the assignment is completed, upon which teacher graded assignments will be changed according to the grading scale below:

1 Week Late From Due Date	10% off assignment grade
2 Weeks Late From Due Date	20% off assignment grade

- Any assignments submitted more than two weeks late will not be graded and the zero will stand.
- Under some circumstances, teachers may grant due date extensions on assignments. **Families should never assume that they will automatically grant these requests.** Due date extensions must be requested before the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day may not be granted.
- In case of computer- or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hardcopy of all teachers' names and phone numbers.
- **Please be aware that because of the point values assigned to teacher- scored assignments, it is mathematically impossible to pass a course without completing them.**

Awarding of Credit, Grade Promotion and Definition, Cohort Year, Prom, and Graduation

Students must have the required number of total credits (22) in order to have a diploma from NCVA issued. Credit is not awarded for courses in which a student earns an F or fails to complete the required attendance (60 hours per semester or 120 hours per 1 credit course). Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt, they will receive a grade that will replace the first attempt. If the student retakes the course as credit recovery, a grade of P (passing) or F (fail) will be inputted, but the previous failed course will remain on the transcript. Credit is granted for courses in which the student completes the attendance requirement and earns an A, B, C or D.

Students are required to complete:

- 4 units of English/Language Arts
- 4 units of Math
- 3 units of Science
- 3 or 4 units of Social Studies -a full credit of Civics, a full unit/credit of World History, and 2

- credits of American History or 1 credit of AP US History
- 1 unit of Health/PE
- 6 units of Electives

Students planning to attend a 4-year public college/university in NC also need to take 2 consecutive years of World Language.

Students do not pass a course during the year will be required to complete credit recovery courses during summer school and/or during the school year. **Failure to complete the credit recovery course(s) during the summer and/or during the school year may result in the student being administratively withdrawn from the NCVA program for regularly failing to participate in courses as permitted by law.**

For specific courses required for graduation from high school, please see Appendix D.

Students are only allowed to change courses within the first 10 days of the semester. Any requests for course changes must come from the parent/guardian in writing and be sent to the student’s counselor with final approval determined by the school administrator. If requests are granted, students are still responsible for previous work assigned in the new course. All requests submitted after the first 10 days of the semester will not be allowed.

Cohort Year Classifications

2024	9th grade
2024	10th grade
2022	11th grade
2021	12th grade

Students are placed in a graduation cohort year when they begin 9th grade for the first time. A student’s cohort year is based on their expected year of graduation, which is calculated as the spring of their fourth year in high school. For example, a student who begins in 9th grade for the first time in 2017-2018, will be assigned to the 2021 cohort. A student’s cohort year does not and cannot change, regardless of grade-level classification earned.

Credit Grade Level Promotion Guidelines

NCVA calculates grade level based on credits earned.

- 9th to 10th grade (5 credits minimum required which include passing credits in English 1 and Math 1)
- 10th to 11th grade (11 credits minimum required which include the above as well as passing credits in English 2 and Math 2)
- 11th to 12th grade (17 credits minimum required which included the above as well as passing credits in English 3, Math 3 and Biology)
- 22 total credits are required to graduate

Retention Guidelines

Students who do not meet the minimum credit expectation for the proceeding grade level will be

retained within the current grade level. All parents of students in danger of failure or retention will be notified through email, phone, and/or conferencing and written notice throughout the school year. Information regarding summer school to recoup a failing grade will also be communicating to parents and students throughout the year.

NCVA Prom

In order to attend prom, students must be classified as a junior or senior. Please review the credit grade level promotion guidelines above. Any junior or senior that wishes to attend prom will need to complete the NCVA Student Prom Approval form and return to the prom committee at least two months prior to the date of the prom. All students must present a valid photo id in order to be admitted into prom.

Each NCVA junior and senior can bring one guest to prom. Prom dates must be between the ages of 15-20 years old. Each prom guest must complete the NCVA Prom Guest Approval form which must be returned to the prom committee at least one month prior to the date of the prom. Prom dates must bring a valid photo id to prom in order to be admitted into prom.

Semi-formal to formal attire must be worn to attend prom. Exact dress guidelines will be posted on the NCVA webpage and sent to students and parents via NCVA publications.

NCVA administration has final approval regarding all aspects of prom from attendees (students and guests) to prom attire.

NCVA Graduation

Information about graduation materials such as invitations, cap and gowns, and pictures will be sent to seniors by email and via NCVA publications.

2021 Graduation will be in June at a location in Durham, NC. Business casual attire must be worn under the graduation cap and gown. Exact dress guidelines and final location details will be posted on the NCVA webpage and sent to students and parents via NCVA publications. Final grades may not be ready at the time of graduation due to state testing requirements. In those cases, students will receive the diploma jacket during the graduation ceremony and the diploma will be mailed to students once grades have been finalized.

Advanced Learners

Many NCVA students have participated in Gifted and Talented or AIG programs before enrolling in our program. The OLS/OMS/OHS curriculum is already very rigorous and all students may work above level in their math and language arts courses if they complete the current grade level work. (Students cannot begin a high school course after 10 days of course start unless they transfer enrichment activities and events for students). If you feel that your student needs enrichment or more challenging work, please speak with your NCVA teacher and he/she will assist you with finding a way to meet the needs of your child.

Middle School Math Advancement

5 on the 7th grade mathEOG

As was previously mentioned regarding placement in courses, in Middle School,

advanced courses are only offered in Math. These courses are Pre-Algebra in Grade 7, and Math 1 in Grade 8. Math 1 is a high school credit course. Students enrolled in Math 1 are required to take and pass the Math 1 End of Course exam to receive high school credit.

Honors courses

Honors courses demand a high level of independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Successful completion of prerequisites, teacher/school counselor recommendation, and a strong interest in the subject are recommended for enrollment in an Honors course. Honors courses receive extra credit points towards GPA calculation.

Advanced Placement (AP) Courses

NCVA Advanced Placement (AP) courses are college-level courses that follow curriculum specified by the College Board. Like Honors courses, AP courses require a greater degree of self-discipline for in-depth study of the subject. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. Successful completion of prerequisites, teacher/school counselor recommendation, and a strong interest in the subject are recommended for enrollment in an AP course. Students that take AP courses **MUST** take the AP exam by College Board during the first two weeks in May on the assigned exam day and time. All AP exams will be held at the NCVA Office in Durham, NC.

Failure to take the AP exam may result in a student being administratively withdrawn from the NCVA program. AP courses receive 1.0 extra credit points towards GPA calculation. Placement in an Advanced Placement course is subject to the following:

- Student must be a Junior or Senior – a sophomore may register with administration approval.
- Prior to taking an AP course, students must have a grade of an **A or B** in the connected prerequisite courses.

Career and College Ready Courses (CCP)

High school students may be enrolled in Career and College Prep courses at a local community college that will count towards high school graduation to fulfill elective requirements. The student is fully responsible for initiating this process at their community college. This is only an option for 11th and 12th graders.

Classes are free, but any textbooks/fees are responsibility of student. Students must make sure CCP courses do not conflict with live class connect requirements for their NCVA courses (check with your counselor for your NCVA course schedule). Students must send copy of CCP application and schedule to their counselor once registered at college. Once students receive a final grade for their CCP course, they are to send a copy of the final grade to their NCVA counselor so that credits earned can be inputted onto the student's transcript.

If a student drops a CCP class or is withdrawn from the course by the community college after the five

days in a 90-day/semester long course or 10 days in a 185-day/year long, student MUST inform their counselor. A WF will be assigned to the CCP course and the grade of a F will be calculated in the student's overall grade point average on the student's transcript.

Please note that no student can drop below 3 classes in a semester which includes CCP classes.

National and Junior Honor Societies

Students who excel academically may be eligible for Junior and/or National Honor Society. Eligible students will receive information regarding requirements and application process by email from the faculty. Students must be enrolled at NCVA for one full semester before they are eligible to be inducted into the Junior and/or National Honor Society.

End-of-course testing and the credit recovery option

In courses requiring state end-of-course testing (Math 1, Math 3, English 2, and Biology), the school will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The end of course evaluation will be administered within the final 5 days of the course each semester per the school calendar.

If students repeat an EOC as credit recovery and have previously taken the EOC, students will not be required to retake the EOC exam. If students repeat the EOC course as a regular class, the school will treat students who repeat the course as though they were taking the course for the first time and all requirements will apply including retaking the EOC exam. All End-of-course testing results will be included in the student's permanent records and high school transcript.

Grade point averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level. As applicable, the school will recalculate GPAs already earned by students based on the three-decimal-point scale.

Grade point averages will be figured uniformly using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

Class Rankings

Class rankings will be determined based on the grade point ratios ("GPRs") of students in grade twelve at the conclusion of the seventh semester of high school in order:

- To determine honor graduates and select a valedictorian and salutatorian. The high school will determine the manner of recognition of honors graduates, i.e., honor cords, special recognition in the graduation program/ceremony, etc.

- To provide information students need for applications for admission to post- secondary programs
- To provide information students need for scholarships and other awards.

However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Quality Points and Uniform Grading Scale

AVERAGE	GRADE	Standard Course	Honors Course	Dual Credit/AP Course
90-100	A	4.0	4.5	5
80-89	B	3.0	3.5	4
70-79	C	2.0	2.5	3
60-69	D	1.0	1.5	2
59 and below	F	0	0	0

Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within five days in a 90-day course or 10 days in a 185-day course will do so without penalty.

Students who withdraw from a course after the specified time five days in a 90-day/semester long course or 10 days in a 185-day/year long course will be assigned a WF and the F (as a 55) will be calculated in the student’s overall grade point average.

The five and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following:

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student’s GPA
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student’s GPA as a 55 F
- If a student fails a course due to excessive absences, the school will record an FA on his/her transcript. The grade of FA will carry not Carnegie units but will be factored into the student’s GPA as a 55 F.

North Carolina DMV Driving Eligibility Certificate

At NCVA, students must pass 4 out of 6 classes for the year or 2 out of 3 classes per semester in order to be eligible to receive a Driving Eligibility Certificate issued by the school. Parents must make the request for the Driving Eligibility Certificate by school email to their child’s NCVA counselor. Certificates will be processed each week on Thursdays and sent by mail to the student’s address on file.

What is a Driving Eligibility Certificate?

A Driving Eligibility Certificate is used to verify that a student is meeting academic and enrollment expectations for the state of North Carolina and therefore in combination with the other requirements outlined in § 20-11 (d) (1), (2), and (3) may obtain either a limited driver's learner permit or a provisional (limited or full) driver's license.

Who needs a Driving Eligibility Certificate?

A person under age 18 seeking a driver's learner permit or provisional driver's license needs a Driving Eligibility Certificate. A person over age 18 may also need a Driving Eligibility Certificate if the Driving Eligibility Certificate was revoked prior to age 18 due to disciplinary action during high school or community college. § 20-11(n1)

How does a minor enrolled in a public school within North Carolina, obtain a Driving Eligibility Certificate?

Upon successful completion of a Driver Education program, the student may obtain a Driving Eligibility Certificate from the school once adequate academic progress (pass at least 70% of the maximum of possible courses each semester and meet promotion standards established by the LEA) 16 NCAC 06E.0301 has been verified by the school.

Why would a Driving Eligibility Certificate be revoked?

There are three reasons why a Driver Eligibility Certificate could be revoked.

1) DROPPING OUT OF SCHOOL PRIOR TO AGE 18

As of August 1, 1998 any public, private, federal, home-schooled, or community college student under age 18 who does not make adequate academic progress or drops out of school will have their driving permit or provisional license revoked. (§ 20-11)

Under the Dropout Prevention Guidelines, a dropout student is one who has withdrawn from school before the end of the academic term and whose enrollment in an educational setting cannot be verified for 30 days. Parents should be notified in writing that the student's Driver Eligibility Certificate will be revoked. Parents may submit a hardship request to the principal or principal's designee to maintain the student's Driving Eligibility status.

2) DISCIPLINARY ACTION

Disciplinary action includes an expulsion, a suspension for more than 10 consecutive days, or an assignment to an alternative educational setting for more than 10 consecutive days. (§ 20-11(n1))

Under the Lose Control/Lose License guidelines, the Driving Eligibility Certificate is revoked for one year. Unlike the Dropout Prevention guidelines that end when a student turns age 18, the revocation of a Driving Eligibility Certificate for disciplinary action can extend beyond age 18 if the disciplinary action took place during the time the student was age 17.

3) NOT MAKING ADEQUATE ACADEMIC PROGRESS

At the end of each semester, students not passing 70% of the maximum possible courses are identified.

Parents are notified that the student is not making adequate academic progress and have the option of submitting a hardship request to the principal or principal's designee to maintain the student's Driving Eligibility status.

Outings/Events

NCVA sponsors optional outings for students and families on a regular basis that enhance the K12 curriculum/learning activities. While attendance is not mandatory, it is a wonderful opportunity to meet other school participants and have conversations about our children and programs and share practices that work. Outings are opportunities for both the students and parents to socialize. It is our hope that the teachers and parents will work together to plan and implement these activities. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings. While credit for field trips is not offered in lieu of the regular curriculum for most outings, attendance at these events can be included under an applicable subject area.

Parents/Guardians are required to remain with students at all NCVA outings. Students may NOT be dropped off at any outing. Students who are of driving age must be accompanied by a parent or guardian to attend an outing.

Students and parents are to abide by the code of conduct listed earlier in this handbook. Tobacco products, drugs, alcohol, and weapons of any kind are not permitted on school outings or events. If these circumstances arise, they will be dealt with in accordance with this handbook and all applicable state laws.

NCVA expects students to dress appropriately when attending outings. Examples, of inappropriate dress include:

- Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs, or demeans, degrades, or intimidates another because of race, sex, religion, national origin, disability, or gang membership
- Apparel that reveals or exposes the midriff/lower back or sides of the upper body or torso and/or undergarments
- Any clothing that is excessively tight, is of transparent material, see through material, or that is ripped or torn, or has suggestive signs or symbols
- Any clothing through which underwear or any type of undergarment may be seen
- Spandex, clothing that does not cover backs, clothing that permits viewing of cleavage, halter tops, tank tops with open sides, spaghetti strap tops, and muscle/tank shirts
- Spikes, dog chains/chokers, ball bearing chains, wallet chains, or other jewelry that increases the risk for accidents

NCVA parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for supervision of their children at all times. Parents are encouraged to become involved in their school community through participation in outings and clubs and also arranging other “non-official” outings with NCVA parents may freely meet and organize unofficial outings as they wish. These outings are not considered “official” outings unless a NCVA representative attends.

There are multiple school level and K12 wide clubs available to students. These clubs offer wonderful opportunities for students to express and expand their interests as well as interact with other K12 students. Clubs are optional and will not affect a student's grade. Students are welcome to participate in as many clubs as they like but club participation should not affect student's ability to complete school work. If a club meeting is scheduled the same time as a student's required academic class, the NCVA class should take precedence. While a student is participating in the club meeting or activity all school code of conduct rules apply.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provide parents and students over 18 years of age ("eligible students") certain rights regarding the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
- To request an inspection and review, the parent or eligible student should submit a written request to the Head of School that identifies the record (s) they wish to inspect. The Head of School makes arrangements for access and notifies the parent or eligible student of the time and place where the records may be inspected.
- The right to request an amendment of the student's education records that the parent or eligible student believes are inaccurate.
 - Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Head of School, clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School notifies the parent or eligible student of the decision and advises him/her of his/her right to a hearing regarding the request for amendment.
 - Additional information regarding the hearing procedures is provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent.

One exception that permits the School to disclose information without consent is when the School discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Ave., S.W.
Washington, D.C. 20202-4605

FERPA requires that the School, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School may disclose "directory information" without written consent, the parent or eligible student, have advised the School in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties.

Examples include:

- Shipment of computer and school materials to and from student's home
- Entry of student enrollment information into a computer database for use by school officials
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws require the School to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the School in writing that they do not want their student's information disclosed without prior written consent.

The School has designated the following information as directory information:

- name
- address
- telephone number
- e-mail address
- photo
- athletic information
- grade level
- activities and clubs
- awards

If there are certain items the School has chosen to designate as directory information that parents do not want disclosed from their student's education records, without their prior written consent, parents are encouraged to send an e-mail identifying the information they do not want disclosed, the student's name, and the name of the virtual academy or affiliate school in which the student is enrolled to: info@ncvacademy.org. This e-mail must be sent within 30 days of the first day the student attends

school.

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English.

If a student has reached the age of 18 and does not wish for his/her educational information to be released to the parent or legal guardian, the student should submit a letter, ink signed by the student, indicating that desire. The letter will be placed in the student file and information will only be released to the student from that point forward.

Comprehensive Health Education Program

According to North Carolina State Law, a comprehensive health education program will be taught to students in the charter school. As required by law, the health education program must include age-appropriate instruction on bicycle safety, nutrition, dental health, environmental health, family living, consumer health, disease control, growth and development, first aid and emergency care, mental and emotional health, drug and alcohol abuse prevention, prevention of sexually transmitted diseases (STDs), including HIV/AIDS and other communicable diseases, and reproductive health and safety education.

As required by law and beginning in seventh grade, reproductive health and safety education will include age-appropriate instruction on sexual abstinence until marriage, STDs, the human reproductive system, effective contraceptive methods for preventing pregnancy and awareness of sexual assault and sexual abuse.

Further, NCVA will comply with the legal requirements outlined in the law by providing parents and guardians and students the following information:

- Meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information will include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.
- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information will be provided at the beginning of each school year to parents of children entering grades 5 through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.
- Preventable risks for preterm birth in subsequent pregnancies, including induces abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care. This information shall be provided to grades 7 through 12.
- The manner in which a parent may lawfully abandon a newborn baby with a responsible person in accordance with G.S. 7B-500. This information shall be provided to students in grades 9 through 12.
- Guidelines for individual diabetes care plans are implemented in which students with diabetes are enrolled.

Parental Opportunities to Review Materials and Withhold Consent for Students Participation

Each year before students participate in reproductive health and safety education or in other separate instruction on the prevention of STD's, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy, the Head of School or designee shall notify parents of the opportunity to review the materials and objectives that will be used in instruction. Content materials will be sent to parents prior to course participation.

Parents have the right to withhold or withdraw consent for their child's participation in all reproductive health and safety education instruction or in specific topics such as STDs, the effectiveness and safety of contraceptive methods, and awareness of sexual assault and sexual abuse. Parents may also withhold consent to student participation in other separate instruction on the prevention of STDs, including HIV/AIDS, or the avoidance of out-of-wedlock pregnancy. Any parent wishing to withhold consent must do so in writing to the Head of School.

Rights of Children with Disabilities

This section explains the educational rights of children with disabilities to attend a charter school that has been authorized by the North Carolina Department of Public Instruction (NCDPI). Both federal and state law requires that admission to a charter school be conducted without regard to or consideration of whether the child has a disability; therefore, charter schools are open to all students, whether or not they are eligible to receive special education services. Charter schools must provide special education services, as outlined in the child's Individualized Education Plan (IEP), to all eligible students. This is a summary of your child's rights to attend and receive needed services from his or her public charter school.

Charter schools accept and serve students with disabilities. Charter schools within the NCDPI are open to all grade-eligible children on a space available basis. If more students apply than there are available spaces, a lottery is held to randomly determine who will be admitted. All students who wish to attend a charter school have an equal chance of admittance regardless of, and without any consideration of, any need for special education services.

Charter schools must ensure that your child receives special education services if the child has been determined to be an eligible student with a disability by the Individualized Education Program (IEP) Team. Charter schools within the NCDPI must ensure that students with disabilities receive the special education services to which they are entitled. The services consist of special education instruction and related services in the least restrictive environment. The amount and location of services (where services will be delivered) are determined by the student's IEP team and are documented in the student's IEP.

Your child must receive related services if the IEP Team determines the child needs them. Charter schools within the NCDPI must provide related services to students with disabilities if the IEP Team determines that the services are necessary for the student to benefit from special education (i.e. OT, PT, counseling, etc.).

Charter schools are required to meet the needs of qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, even if the student is not eligible as a student with

disabilities under federal and state special education laws. Charter schools within the NCDPI are required to provide a FAPE to students with disabilities determined eligible under Section 504 of the Rehabilitation Act of 1973, as amended. An appropriate education for a student with a disability under Section 504 regulations could consist of education in general education classrooms with or without accommodations and/or supplementary services. These services will be decided upon by the child's 504 Planning Committee.

Direct questions or concerns about the information contained in this notice to:

Stacey Bryant, Special Programs – Academic Administrator
919-346-0121
sbryant@k12.com

Child Find

Child Find is a process based on the Individuals with Disabilities Act (IDEA) Part C. The purpose is to identify, locate and evaluate individuals with disabilities who may need special education services. Anyone can initiate the process: a parent, doctor, teacher, relative or friend.

To ensure that all NCVA students are properly identified and served, the parent or guardian will be asked at least twice if their student has ever been evaluated for possible special education services, and if the student has ever received special education services as a student in a public or private school. If so, the parent or guardian will be asked if their student have an active Individual Education Plan (IEP).

Special Education Services

NCVA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). NCVA Special Education professionals assist parents in accessing and coordinating services pursuant to a current Individualized Education Plan. Parents should indicate that their child has an Individualized Education Plan on their enrollment form.

Special education services are available to students who have been identified with a disability and meet eligibility requirements. Documentation of the disability must be provided; such as a previous Individualized Education Plan (IEP) and/or a psychological evaluation. Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress toward IEP goals in the general education setting. Services offered may include adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing.

The NCVA program is considered an **inclusion** program. The student's home is the regular classroom and services are provided by consultation with a highly-qualified special education teacher via phone, e-mail and the online (virtual) classroom.

What to expect:

- Every special education student will be assigned a special education teacher in addition to their regular education teacher.
- The special education teacher will work with the learning coach on IEP goals; how to modify and

- adapt the learning environment; and curriculum paths for success.
- The special education teacher will hold Class Connects online to assist students with their specific learning needs.
 - The special education teacher is available to be used as a resource for instructional strategies and adaptations and modifications to the curriculum.
 - Special Education meetings will be held either online or through the use of a conference call line.
 - The special education teacher will provide a progress report at the end of each grading period noting the progress on the student's IEP goals.
 - Special Education students are required to meet the same attendance policies as their peers. The home environment and individualized instruction can help the students create a learning environment that meet their specific needs.

NC Diploma Considerations for Exceptional Children

Students will participate in the North Carolina Future-Ready Core Course of Study to obtain a North Carolina High School Diploma. Based on the student's ability levels and post-secondary goals some students will participate in the Occupational Course of Study (OCS), which provides a different route to earning a North Carolina High School Diploma yet ensures that students graduate "Future-Ready."

For students entering the ninth grade in 2015, and thereafter, will be expected to earn 22 credits as outlined by the specific course of study. In some cases, students with identified specific learning disabilities in mathematics may opt for an alternate math sequence to meet graduation requirements.

Students with significant cognitive challenges and other disabilities will be taught content linked to the general curriculum to allow them to earn a Graduation Certificate. Students must successfully complete 21 course credits in high school and pass all requirements noted in their Individualized Education Program (IEP) to earn the Graduation Certificate.

Each student will be assigned a special education teacher who will assist with graduation details, graduation plans and course selection throughout the year.

Related Services

Related services, placement and goals are determined by the IEP Committee. Options for related services should be discussed with the special education staff before a decision is made to enroll with NCVA.

NCVA provides related services through contracts with service providers (speech pathologists, occupational therapists, etc). It is important for students and parents to attend all related services appointments in order for the student to receive maximum benefit and achieve IEP goals.

*** We understand that it is our responsibility to provide a free and appropriate public education to each enrolled special education student. Because NCVA is a virtual school of choice, it is understood that any related services or evaluations that are necessary to be provided face to face are not always in the home environment. Services will be offered at the nearest office to the family's home.

Multi-Tiered System of Support (MTSS)

What is MTSS?

The Multi-Tiered System of Support (MTSS) program is an instructional framework with multiple tiers which promotes school improvement through engaging, research-based academic and behavioral practices. NCVA employs a whole-school systems approach using data-driven problem-solving to maximize growth for all. Every student is a part of the tier structure and every faculty member is involved in providing our students support within it.

How does it work?

MTSS is an instructional model that consists of three tiers of instruction that are fluid and overlapping. The tiers provide varying levels of instruction to students in terms of duration and intensity. The more instructional support needed the higher up on the model the student moves. It is possible that a student may be receiving a different tier level of support in different subjects at different times throughout the year. Students can change tier levels multiple times in a year.

Every student is given an opportunity to meet or exceed proficiency standards by teachers utilizing data in an effective and collaborative decision-making process which results in differentiating instructional practices for all learners.

What does it look like?

Every four to six weeks grade levels meets with the MTSS team to discuss students. As a team, decisions are made about what tier a student needs to be at. The higher the tier the more support the student gets. These decisions are based off of data.

- All students are on Tier 1, this is regular core instruction where teachers support students as needed.
- Students that are at Tier 2 will have additional, required class connect sessions in their areas of need.
- Students that are at Tier 3 will have additional, required class connect sessions with a reading and/or math interventionist in their areas of need.

APPENDIX A – Truancy/Non-Compliance/Withdrawal

As a charter school, the North Carolina Virtual Academy is required to monitor student attendance and progress, in accordance with all applicable statutes and State Board of Education rules and regulations.

All hours missed due to student absence should be made up within the Online school. Not making up hours is considered an unexcused absence and will result in truancy proceedings. Hours due to absences can be made up before or after the absence.

An NCVA parent or student may also be deemed non-compliant, and may be placed on probation for any of the following reasons:

- Failure to make sufficient progress as established during the student goal setting conference (15 lessons or 18 hours behind-equivalent to 3 days missing attendance)
- Repeated failure to log completed progress and attendance in a timely manner
- Failure to respond to teacher/administrator phone calls and/or e-mails
- Failure to participate in scheduled parent, student, & teacher conferences
- Failure to attend live Class Connect (Newrow) sessions as indicated in students Individual Learning Plan or Back on Track Plan or as required by advisor or teacher
- Failure to submit required work samples by deadlines
- Failure to participate in state-mandated assessments
- Failure to participate in required benchmark training sessions
- Falsifying attendance and/or progress in the online school platform
- Providing student(s) access to adult's online school platform username/password
- Failure to follow other school policies
- Failure to follow Back on Track Plan requirements
- Cyber-bullying and/or inappropriate behavior in any online capacity or at any NCVA event

Non-compliance procedures:

Step 1: Prior to determining non-compliance, the advisor and teacher will communicate with the parent/learning coach about concerns by phone. The advisor and teacher will make every effort to support the parent/learning coach in their needs and will clearly and concisely communicate the policies and expectations for students and parents as outlined in the NCVA parent/student handbook. The advisor and teacher will conference with the lead teacher and the Academic Administrator as needed for assistance.

Step 2: In the event a student becomes non-compliant with work completion and/or live class attendance, the advisor/teacher team will work together to give your family additional support. Advisors and teachers will call the learning coach and student to offer suggestions and plans to get back on track. If there is no response from the learning coach and/or the student does not get back on track, the student's curriculum will be locked until a meeting with the Academic Administrator (principal) is held. If deemed necessary by administration, a **home visit** may be implemented to support your student. Once the team and family meet, the curriculum will be unlocked, and the student is placed on probation with the opportunity to work and meet the expectations set forth by

the Student Support Team. If the student continues to be non-compliant, administrative withdrawal is possible.

Step 3: If the non-compliance issue continues and is not resolved or sufficiently addressed within a reasonable time-frame following the conference, the advisor will notify the NCVA Administration; and at this point, the student is considered non-compliant. The NCVA Administration will send a letter and copy of the non-compliance report to the parent via email notifying the parent that the student is being removed from NCVA along with the appropriate appeal language to the Head of School. A copy of the letter and disengagement reports will be placed in part of their school record. The NCVA Administration will include language in that letter informing the parent of his/her legal obligation to enroll his/her student(s) in the local public school, private school, or notify the district of his/her intent to home-school, per state requirements.

Step 4: Pending any appeal by the parent/learning coach, the NCVA Administration will initiate the withdrawal process per Session Law 2014-100, Section 8.35(b)(3).

There are exceptions to this process in which the steps could progress more quickly than the timeline outlined above. Such examples might include truancy (60 hours of missing attendance), inappropriate language/behavior to other students/staff, not attending state testing, repeated cases of non-compliance or other situations that must be rectified instantly.

APPENDIX B – Class Connect

Class Connect is a rich collaborative environment for online meetings. Teachers will use this tool throughout the year with students and parents.

This will provide real time, remote one-on-one, small group, or large group teaching or training.



Important Note: While students are engaged in live web conferencing sessions, the NC Virtual Academy Student Code of Conduct is in effect.

Abusive language, profanity, harassment, racial, religious or ethnic slurs, cheating, disruptive behavior, unauthorized access, false information, or threats constitute a violation of the student code and are subject to disciplinary action including suspension and expulsion.

To get the maximum benefit from Class Connect, all users should have speakers attached and turned on. Class Connect can be accessed with dial-up or high-speed Internet access.

Tips for Participating in a Class Connect Session

Preparation

- Find a comfortable place with no distractions.
- Test out your microphone, camera and speakers. Students ARE REQUIRED to have a working microphone and camera.

In Session

- In logging into the system, the student's OLS name will automatically appear.
- Test out your microphone, camera and speakers. Students ARE REQUIRED to have a working microphone and camera.
- Participate in the session by responding to polls and providing feedback to the moderator.
- Attend live sessions and be an active participant.
- Remember to raise your hand when you have a question or comment when using your microphone.
- Use Direct Messaging to send messages to other participants and the moderator during the session.
- Remember that running other applications on your computer (such as internet browsers) can slow your connection to Class Connect.
- Students must login no later than the first 5 minutes of the live session.

APPENDIX C – Graduation Requirements

High School Graduation requirements are determined by the NC Department of Public Instruction. Please click on the following link to view graduation requirements for:

- Future-Ready Course of Study for students who entered grade 9 between the school years of 2014-2015 to 2019-2020.
- Future-Ready Course of Student for students who will enter grade 9 in the 2020-2021 school year.
- Occupational Course of Study

<https://www.dpi.nc.gov/districts-schools/high-school-graduation-requirements>

APPENDIX D – Attendance FAQs

When can I log attendance?

The Learning Coach is able to log student attendance from your first day of school until the last day of school.

Where do I need to log my child’s attendance and how often? Student attendance hours are logged on the attendance screen on the parent’s OLS and must be entered daily by the Learning Coach.

Why should I log attendance? In addition to meeting the legal attendance requirements for NCVA, logging attendance provides you and your child with a log of the work accomplished.

How many hours should my child log if he/she enrolled after the start of school? Hours are prorated based on a student’s start date. Students who start after the first day of school should follow the daily or weekly attendance guidelines outlined in the Instructional Time section of this handbook, logging at least 6 hours of instruction per day.

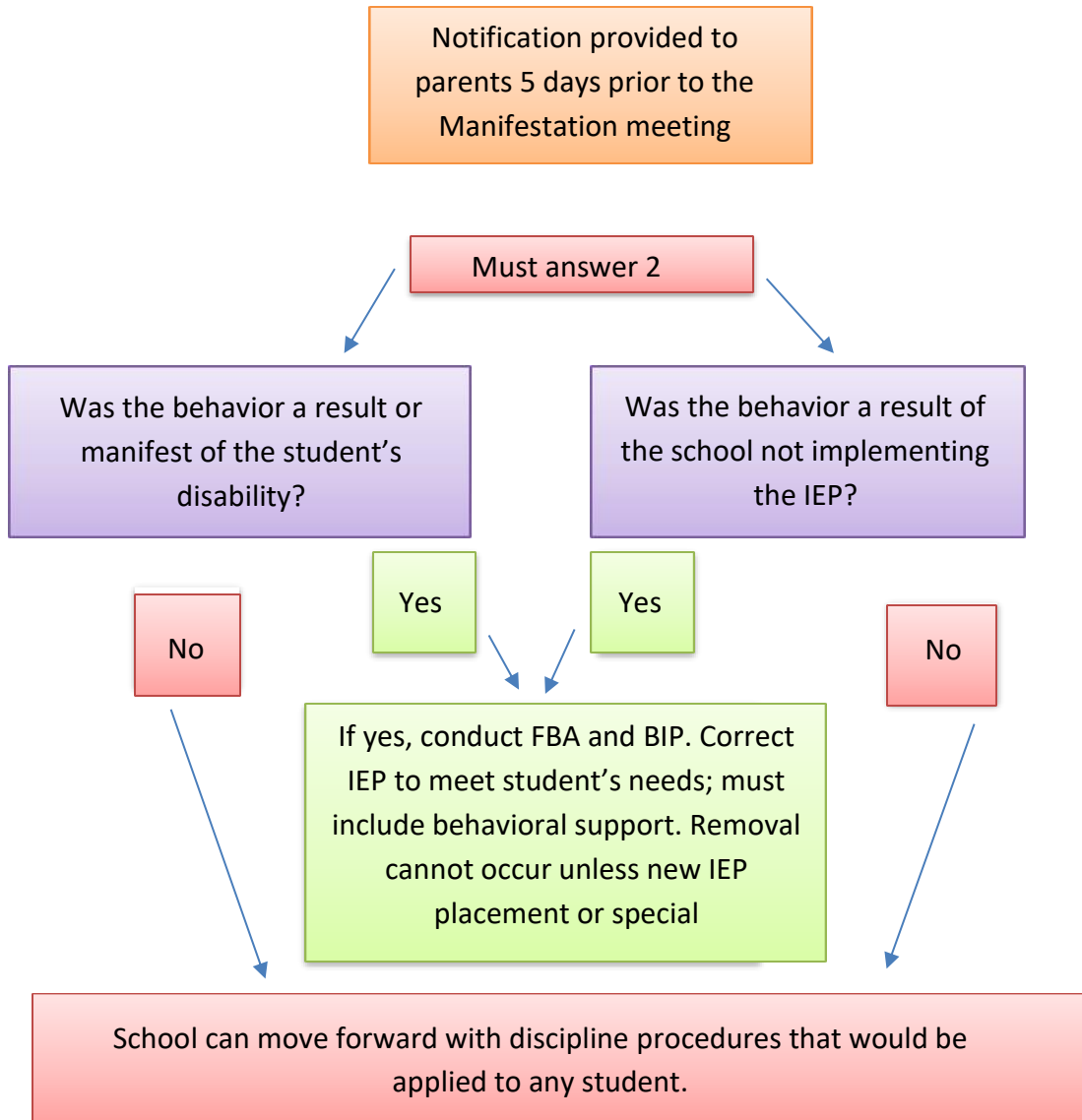
Is there a maximum number of hours a day a student can log? Families should log no more than 10 hours of attendance day. Notify your teacher of each circumstance requiring more than 10 hours of instructional time.

Do I log attendance for the actual time the lesson took or just the default time that comes up on the OLS/LMS? The default time is given as a guide for time to spend in each subject per day. If you consistently observe your student completing lessons before he/she accumulates the required amount of time, you may benefit from setting a time limit to each subject, rather than expecting one lesson per day.

What should I do if my student is ill? Send an email to your child’s teacher(s) to communicate the student is ill. Any OLS/LMS progress that the student can comfortably achieve- such as reading from the literature selection- is encouraged. Attendance needs to be marked accordingly. If no work can be completed by the student due to illness, mark the day as non-attendance. The student should make up the hours and progress on a different day.

APPENDIX E – Manifestation Determination Process

The purpose of this review is to determine whether or not the child's behavior that led to the disciplinary infraction is linked to his or her disability.



Special Circumstances

If the alleged behavior involved weapons, drugs, or serious bodily injury—the child may be removed from their current placement for up to 45 days to an alternate placement.

When should you conduct a Manifestation Determination Review?

Under NC guidance, a manifestation determination must occur within 10 days of any decision to change the child’s placement because of a violation of a code of student conduct.

When should a FBA be conducted?

If a current FBA is available, it should be reviewed in regard to the behavior exhibited and in creating a new BIP to support the student. If no FBA has been conducted, permission to conduct an FBA should be obtained as soon as possible.

Who should be invited? And Notification?

The same individuals that attend an annual IEP meeting should also attend a Manifestation meeting. In most cases students are not in attendance.

Parents/Guardians should be notified 5 days prior to the conference. This timeline can be shortened if the parents/guardians request an earlier date. If this occurs, it should be thoroughly documented within the conference notes.

What is discussed?

The IEP team must answer 2 questions regarding the behaviors exhibited:

- Was it a manifestation of the child’s disability, *or*
- Was the behavior a direct result of the LEA’s failure to implement the child’s IEP

How do determine the answer to the two questions?

IDEA states that the LEA, the parent, and relevant members of the child’s IEP team must review “all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents” as part of conducting a manifestation determination [§300.530(e)(1)]. This list is not exhaustive, according to the Department. It may include other relevant information in the child’s file, including placement appropriateness, supplementary aids and services, and if the behavior intervention strategies were appropriate and consistent with the IEP. (71 Fed. Reg. 46719)

What if the answer is YES for failing to implement the IEP?

The LEA has an affirmative obligation to take immediate steps to ensure that all services set forth in the child’s IEP are provided, consistent with the child’s needs as identified in the IEP. (71 Fed. Reg. 46721)

The student would continue in current placement. However, the parent and LEA can agree to a change of placement as part of the modification of the behavioral intervention plan. [§300.530(f)(2)]

What if the answer is YES for being directly related to the disability?

The IEP team must consider:

- Functional behavioral assessment (FBA)—Has the child had one? Does one need to be conducted?
- Behavioral intervention plan (BIP)—Does the child have one? If so, does it need to be reviewed and revised? Or if the child does not have one, does one need to be written? [§300.530(f)]
- The IEP team must also address a child’s misbehavior via the IEP process as well. As the Department explains:
- The student should return to the placement from which he or she was removed with the implementation of the behavioral strategies identified in a child’s IEP, including strategies designed to correct behavior by imposing disciplinary consequences, is appropriate... even if the behavior is a manifestation of the child’s disability. (71 Fed.Reg. 46720-21)

However, the parents and school can agree to change the child’s placement as part of the modification of the BIP.

What if the IEP Team answered NO to both questions?

The school has the authority to implement the same discipline and duration to the student as their nondisabled peers.

What if the school held a Manifest at 10 days, then upon returning to school the behavior or another behavior is exhibited by the same student?

Upon creating a BIP, the behavior and the consequence for the behavior should be clearly outlined within the plan. If school removal is part of the behavior plan it should NOT be counted as an out of school suspension.

If a new behavior is exhibited that requires an out of school suspension a new manifestation determination meeting should be held. The same process as outlined above should be followed.

APPENDIX F – Title IX and Non-Discrimination Notice

The North Carolina Virtual Academy (NCVA) is committed to providing an environment that is free from all forms of sex discrimination against students and employees.

Discrimination includes any gender-based disparate treatment, harassment, hostile environment, violence, or retaliation as prohibited by state and federal law. This policy provides guidelines for addressing instances or alleged instances of school-related sex discrimination. NCVA reserves the authority to deal independently with sex discrimination regardless of whether a complaint has been lodged in accordance with the complaint procedure set forth below.

DISSEMINATION OF INFORMATION

NCVA shall notify applicants for admission and employment, students, parents/guardians of school students, employees (including by materials related to admission and employment), that the School does not discriminate on the basis of sex in its educational programs or activities. The notification shall be made in the form and manner required by law.

DEFINITIONS

Sex Discrimination (Students). Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any educational program or activity.

Sexual harassment, a form of discrimination, is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal, or physical.

Sex Discrimination (Job Applicants and Employees). Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action because of his or her sex.

Sexual harassment, another form of discrimination, is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made a term or condition of employment; 2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or 3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Retaliation, another form of discrimination, is a hostile act taken against a person who complains of sex discrimination or who assists in a discrimination investigation.

INFORMATION AND ASSISTANCE

Any individual ("Complainant") who believes s/he may have experienced any form of sex discrimination, including retaliation, or who has witnessed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures from the NCVA Title IX Coordinator, identified below:

Name: Chris Withrow, Title IX Coordinator

Email / Phone: cwithrow@ncvacademy.org / (919) 346-0121)

COMPLAINT INVESTIGATION GUIDELINES AND PROCEDURES

The following shall serve as guidelines and procedures under normal circumstances of a complaint process. Deviation from any such pros may be necessary in the discretion of the Title IX Coordinator or NCVA legal counsel, but shall only occur when necessary, and in the most timely manner feasible under the circumstances. Any substantive deviation from the procedures below should be documented as to its nature and cause. Specific timeframes indicated below are noted in bold font (in addition to section headers). In instances involving clear risk of serious harm or injury, all necessary action shall be taken immediately or as soon as possible to protect interested parties and/or the School.

Informal resolution. Any member of the school community believes s/he is subject to or witnesses any unwelcomed behavior that may not amount to actual discrimination or retaliation, is encouraged, if feasible, to reasonably attempt to resolve the matter informally, promptly, and discreetly, by communicating directly with the person(s) causing the perceived unwelcomed treatment.

Formal Complaint. Any member of the school community (“Complainant”) should report the matter to the School’s Title IX Coordinator, or alternatively, a school counselor, supervisor, or the Head of School. The Complainant, with assistance as needed, should complete a Sex Discrimination Complaint Form (“Complaint Form”). The Complaint Form is available on the school website at <http://ncva.k12.com/title-ix-non-discrimination.html> and from the Title IX Coordinator.

A Formal Complaint should be filed promptly, and at least within fourteen (14) calendar days of the first date of the alleged sex discrimination. However, failure to file a complaint by such time shall not preclude later filing of a complaint and/or initiation of an investigation into sex discrimination.

Appointment of Title IX Coordinator Designee. If the Complaint implicates the Title IX Coordinator, or for any other reason the Title IX Coordinator should not direct the investigation due to a conflict of interest, unavailability, or otherwise, then the Head of School, School Attorney, or other person (“Designee”) assigned by the School Board Chairperson shall serve in lieu of the Title IX Coordinator. Whoever leads the investigation process will be considered the Complaint “Investigator” throughout. Any reference, hereafter, to the Title IX Coordinator shall be understood to include any appointed Designee by the School Board Chairperson.

Any Designee appointment should be made promptly, and at least within 2 working days from the time notice is given to the Board Chairman of the need for such appointment.

Consultation with Legal Counsel. If the Investigator determines upon initial or subsequent consideration that a complaint appears to present reasonably credible allegations of Sex Discrimination or other matters of legal significance, the Investigator shall inform the Board Chair, promptly.

The Investigator and/or Board Chair shall subsequently and promptly consult with NCVA legal counsel, then and beyond as necessary to ensure proper legal process and protection. In addition, if the complaint is made against an employee of K12, Inc., NCVA's legal counsel shall promptly notify legal counsel for K12, Inc.

Interim Measures. During a complaint investigation, the Title IX Coordinator shall act (if authorized to do so) or recommend action to appropriate supervisory personnel or Board Chairperson (as necessary) to implement necessary interim measures to ensure that the Complainant, the School, and/or others are protected during the investigation. This includes removing the Complainant from any potential risk of harm or potential discrimination, or removing the alleged aggressor as necessary in a non-punitive manner pending the investigation (e.g., suspension with pay, change of assignment or placement).

Such interim measures should be recommended and, if approved, taken promptly, and typically within one working day of notice of such need.

INVESTIGATION.

The Investigator, shall impartially and thoroughly investigate the complaint in a confidential manner, and shall reasonably document such efforts.

The investigation should begin promptly and no later than one working day within receipt of a properly filed complaint.

Alternatively, if the Investigator believes an external or other alternative investigator (e.g., the school attorney) should be appointed, s/he should, upon such determination, recommend immediately such appointment to the School Board Chairperson, who shall promptly determine whether to approve and carry out the recommendation, and at least within two (2) working days. The Investigator shall meet with all individuals reasonably believed to have relevant information, including the Complainant and the individual(s) against whom the complaint is lodged, and witnesses. All involved persons shall maintain confidentiality, except as otherwise required by law. All relevant investigation efforts, evidence, and findings shall be properly documented and preserved.

The Investigator shall promptly conduct and complete the interview process, and at least within fourteen (14) calendar days of initiating the Investigation.

Investigative Determination.

Upon completing the investigation, the Investigator shall, after appropriate consideration and consultation, make a written determination ("Determination") that includes findings of fact, conclusions concerning the complaint's validity, any recommended remedial actions (to the extent permissible under confidentiality laws), and other matters relevant to the Complaint and investigation, including procedures related to the right to appeal the Determination. The Investigator shall provide copies of the Determination to the parties and other interested persons, except to the extent confidentiality requirements preclude such disclosure.

The investigation and the Determination should be completed as early as feasible, and no later than twenty-one (21) calendar days from the investigation's initiation.

CORRECTIVE ACTION:

If after an investigation, the Investigator determines that there is reasonable cause to believe that sex discrimination or other misconduct has occurred, s/he shall take prompt and appropriate corrective action (if within the Investigator's authority) or recommendation to appropriate supervisors (as needed) corrective action to stop and prevent future misconduct. The Investigator may also arrange for or recommend confidential counseling, training, discipline, suspension, and/or student expulsion or employee termination as is fitting for any offending person.

Such action or recommendation shall be made at the earliest point feasible, considering factors such as degree of risk, nature of the conduct, and whether the Determination is appealed.

Right to Board Hearing. If any party involved in the investigation wishes to challenge the Determination, that person may file, by submission to the Title IX Coordinator, a written request for review by the School Board (or a panel thereof) pursuant to applicable Board hearing procedures in place at the time. A copy of such procedures and any applicable form(s) will be provided promptly to such party upon request.

Such request for review shall be made no later than seven (7) days after receipt of the determination. Failure to request review in a timely and proper manner may preclude the right to a review hearing.

OTHER GUIDELINES AND PROCEDURES

Retention of investigative records. Unless advised otherwise by legal counsel, NCVA will retain records relative to a NCVA-initiated investigation for the greater of a period of seven years or the minimum retention period required by law.

Release of investigative records. NCVA will not release any investigative files, including interviews and findings, unless authorized by legal counsel, or otherwise legally required.

Disclosures to third parties. No NCVA employee or agent involved in an investigation shall disclose any confidential matter associated with the investigation to a person not in a need-to-know position, except in consultation with legal counsel or as otherwise legally required.

NCVA Title IX Coordinator

Chris Withrow, Executive Director, cwithrow@ncvacademy.org 919.346.0121.

Address: 4220 NC 55, Suite 130, Durham, NC 27713

If grievance procedures are needed in another language, please notify the school office.

APPENDIX G—McKinney–Vento Act

Parent/Student Rights for Those in Experiencing Homelessness

North Carolina Virtual Academy (NCVA) shall provide an educational environment that treats all students with dignity and respect. Every student experiencing homelessness shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, including homeless unaccompanied youth, applies to all services, programs, and activities provided or made available. A student is considered homeless if they lack a fixed, regular, and adequate nighttime residence. A student may be considered eligible for services under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In temporary shared housing, a shelter, or transitional living program
- At a bus station, park, car, or abandoned building
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations
- Living in emergency or transitional shelters
- Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children living in the above circumstances
- Unaccompanied youth living in the above circumstances

Identified students under the law will be eligible for immediate enrollment or placement on the wait list if it is determined to be in the best interest of the student, depending on grade level space available. Documentation and immunization records cannot serve as a barrier to enrollment in the school.

We are committed to meeting the needs of all children. If you have or know of a child who could benefit from such a program, please contact the North Carolina Virtual Academy Homeless Liaison, Paige Adams, at padams@ncvacademy.org or call 919-346-0121 ext. 2030 for more information.

For more information visit the National Center for Homeless Education at <https://nche.ed.gov/>. For detailed information on homeless youth identified in North Carolina, please visit <https://hepnc.uncg.edu/about/>

State Coordinator for the Education of Homeless Children and Youth:

Lisa Phillips – 337-315-7491

lphillip@serve.org

A professional human translator may be requested at any time by contacting NCVA directly at 855.669.3660.

APPENDIX H – Title 1 Information

Title I, Part A is a Federal program that provides financial assistance to public schools with high numbers or percentages of poor children, as demonstrated by Free and Reduced Lunch numbers. These funds help ensure that all children are making progress toward meeting State academic content and student academic achievement standards. The information below is the board-approved and federally-compliant Parent and Family Engagement Policy

200 – School Operation

220: Parent and Family Engagement Policy

Title I, Part A is a Federal program that provides financial assistance to public schools with high numbers or percentages of poor children, as demonstrated by Free and Reduced Lunch numbers. These funds help ensure that all children are making progress toward meeting State academic content and student academic achievement standards. North Carolina Virtual Academy (NCVA), in receiving Title I funds, strives to involve parents and family members in regular and meaningful communication addressing student achievement and ensuring that parents play a crucial role in their child’s learning. Parents and family members can fulfill that role through active involvement and full partnerships by being included, as appropriate, in decision-making to assist in the education of their child. Expectations for parents or Learning Coaches are clearly stated in the “I Will” section of the Parent/Student Handbook.

We will involve families of children served in Title 1, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. NCVA will carry out programs, activities, and procedures to offer opportunities for parents to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities. The role of Family Engagement Specialist is critical in this function.

In compliance with Section 1116 of the Elementary and Secondary Education Act (ESEA), the NCVA agrees to implement required statutory requirements to involve parents in:

- Planning and development of pertinent components of the Title I plan by selecting parents to attend NC Star Committee updates. In addition, all parents will be invited to complete a pulse check survey seven times a year this will help inform improvements and program developments
- Reviewing, on an annual basis, the Title I Program, including the evaluation of the parent and family engagement policy and school-parent compact, by inviting all families to an annual Title 1 presentation that will be held virtually this information will also be available via visuals and recordings for families unable to attend live. This review will address and identify the following: barriers to the greater parent and family participation, needs of parents and family member to assist with the learning of their children, and strategies to support successful and school and family interactions
- Using results from the Annual Review, the Head of School will meet with the NC Start Committee in order to design evidence-based strategies for more effective parental involvement, and revise, if necessary, the parent and family engagement policy. This meeting will occur live but will also be recorded so that families unable to attend can view it or families that need more time to understand the information have the option to watch. The meeting will contain limited language and lots of visuals to help support those with

- limited language or low literacy skills.
- To address any identified barriers by having the Title 1 Coordinator invites feedback and make changes or bring information back to the NC Start Committee. This meeting will occur live but also be recorded so that families unable to attend can view it or families that that need more time to understand the information have the option to watch. The meeting will contain limited language and lot of visuals to help support those with limited language or low literacy skills
 - Encouraging parents to be actively involved in their child’s education at school by training parents to be Learning Coaches (LC) and inviting families to attend both in person and virtual trainings. LC’s will be trained at the start of the year then have various opportunities for additional learning throughout the year. This is organized by our Family Engagement Specialist who ensures that advisors train all LC’s a minimum of once monthly
 - Creating shared responsibility for high student academic achievement through ParentSchool Compact that will be signed by the student, parent, and school leader which will outline responsible of both parents and teachers in the education of children
 - Provide technical assistance to ensure that staff, families, and stakeholders are able to be involved in education and activities by assigning every family to an advisor that reaches out throughout the year to offer support frequency of how often families are contact will be based on the level of support that family needs as measured through academic data, log in metrics, and parents surveys
 - Building dual capacity for involvement with a focus on providing assistance and/or materials to families as well as educating teachers how to value and reach out to parents as equal partners by ensuring that all staff members work to make enduring connection calls throughout the year which is tracked as well as providing trainings for LCs. In addition, families will be provided with materials needed to be successful (ex: computers, printers, etc.)
 - Developing effective parent involvement activities through a Parent Alliance that discusses data on a yearly basis by have parents attend a NC Star Committee update to hear about current data and initiatives at our school. We, as a school, will strive to make sure families understand topics that are important in developing the shared responsibility for high student academic achievement. These topics may include:
 - State academic content standards by grade level
 - State student academic achievement results
 - State and local academic assessments to demonstrate proficiency or growth
 - State requirements of Title I, Part A
 - How to monitor their child’s progress.
 - Further, the school will work with parents and family members to build capacity for involvement by providing:
 - Information on state standards, assessments, requirements of Title I, monitoring their child’s progress, and working with educators.
 - Materials, resources and training to help parents work with their children to improve academic achievement in clear and understandable manners.
 - This Parental Involvement Policy has been developed by including the following groups: teachers, administrators, families, and the board members. NCVA will distribute this policy to all family members of participating Title I children.

TITLE I SCHOOL – PARENT COMPACT

School

The school understands the importance of the school experience to every student and their role as educators and models. Therefore, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards (required)
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum –
 - frequent reports to parents on their children’s progress
 - reasonable access to staff;
 - ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- Treat each child with dignity and respect
- Strive to address the individual needs of the student
- Acknowledge that parents are vital to the success of child and school

Parent

The parent understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Supporting their child’s learning
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Create a home atmosphere that supports learning
- Ensure students are logged into live classes
- Ensure attendance is being monitored and logged
- Review all school communications and respond promptly

Student (all school discretion to include items below)

The student realizes education is important. He/she is the one responsible for his/her own success. Therefore, he/she agrees to carry out the following to the best of his/her ability:

- Get to classes on time every day
- Develop a positive attitude toward school
- Be responsible for completing work on time
- Be cooperative by carrying out the teacher’s instructions and ask for help when needed

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child’s teacher. We look forward to our school-parent partnership!

School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

APPENDIX J: Acceptable Use of Computers

NCVA recognizes the value of computer and other electronic resources to improve state-required testing and enhance the administration and operation of its schools. To this end, NCVA encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of NCVA.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, the NCVA Board of Directors adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on any and all equipment used by NCVA students and parents/legal guardians/learning coaches for testing-related uses.

NCVA Rights and Responsibilities

It is the policy of NCVA to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, NCVA recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, NCVA retains the following rights and recognizes the following obligations:

- To log network use and to monitor fileserver space utilization by users and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
- To remove a user account on the network.
- To monitor testing activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
- To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to NCVA-owned or leased equipment and, specifically, to exclude those who do not abide by NCVA's Acceptable Use Policy or other policies governing the use of school facilities, equipment, and materials in relation to testing. NCVA reserves the right to restrict online destinations through software or other means.
- To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online testing.

Staff Responsibilities

Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to test security requirements laid out by the North Carolina Department of Public Instruction (NCDPI) and NCVA.

Staff will be trained on the platform being used for testing so that effective monitoring, instruction, and assistance may be achieved.

User Responsibilities

Use of the electronic testing provided by NCVA is a privilege that offers a variety of benefits. This resource is offered at no cost. In order to maintain the privilege, users agree to comply with all of the

provisions in this policy.

Acceptable Use

- All device use will be restricted to activities directly relating to the test administration.
- Students and staff are prohibited from discussing the test or specific test items or content with anyone, including on social media.
- Network and test administration accounts (including- but not limited to- NCTest Admin and PearsonAccess^{next} accounts) are to be used only by the authorized owner of the account for the authorized purpose.
- All information accessible via the network should be assumed to be private property.
- Exhibit exemplary behavior using the equipment as a representative of your school and community. Be polite!
- From time to time, NCVA will make determinations on whether specific uses of the network and equipment are consistent with the acceptable use practice.

Unacceptable Use

- Giving out personal information about another person, including home address and phone number, is strictly prohibited.
- Any use of the network for non-test related activities is prohibited.
- Use of the network/equipment for non-testing related business shall be cause for disciplinary action.
- Any use of the network for personal business, product advertisement, or political lobbying is prohibited.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the equipment/network.
- No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
- Any tampering or efforts to infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- The unauthorized installing, copying, or deleting of any software, including shareware and freeware is prohibited.
- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited.
- Use of the network for any unlawful purpose is prohibited.
- Establishing network or Internet connections to communications, including voice and/or video (relay chat), is prohibited.

Disclaimers

NCVA cannot be held accountable for the information that is retrieved via the network.

Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all transmissions and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

NCVA will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions.

NCVA makes no warranties (expressed or implied) with respect to any costs, liability, or damages caused by the way the user chooses to use his or her access to the equipment and network.

NCVA reserves the right to change its policies and rules at any time.

Anyone found tampering with testing-related hardware, software, or networks may lose the ability to use NCVA equipment.

User Agreement (to be signed by all adult users and student users above grade 5)

I have read, understand, and will abide by the above Acceptable Use Policy when using computer and other electronic resources owned, leased, or operated by NCVA for testing purposes. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

Student Name (please print)

Student Signature

Date

Parent/Legal Guardian Agreement (to be signed by parents/legal guardian of all students)

As parent or guardian of [please print name of student] _____, I have read the Acceptable Use Policy. I understand that this access is designed for testing purposes. NCVA has taken reasonable steps to control access to the Internet, but cannot guarantee that all controversial information will be inaccessible to student users. I agree that I will not hold NCVA responsible for materials acquired on the network. I hereby give permission for my child to use network resources, including the Internet, that are available through NCVA for testing purposes.

Parent/Legal Guardian Name (please print)

Parent/ Legal Guardian Signature

Date

REQUIRED SIGNATURE PAGE

You have just reviewed the North Carolina Virtual Academy Student/Parent Handbook. We have attempted to cover all the important rules, regulations, and procedures for which you are responsible during this school year. Your success at the Academy is equal to your effort and desire.

We have read and reviewed the North Carolina Virtual Academy PARENT-STUDENT HANDBOOK. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein and our willingness to abide by them.

Student ID Number: _____

Student Name: _____

Student Signature: _____

Date: _____

LC Name: _____

LC Signature: _____

Date: _____

Adopted: June 13, 2016

Revised: August 5, 2019