ALA Remote Instruction Plan 2024-25

Table of Contents

I.   Person Submitting the Plan

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II.   Technology Requirements

Hardware Requirements
Students participating in ALA's Remote Academy will need a reliable computing device that is able to connect to the internet wirelessly. We recommend devices that have an external keyboard (on screen touch screen keyboards will not suffice). Google Chromebooks are acceptable devices to use. Devices should have at least 4GB of RAM and a battery life of at least an entire school day. Devices should have at minimum a 2.33 GHz AMD® or Intel® 1.33 GHz processor. It should also have the ability to play sound, utilize headphones, and have a workable microphone.

Students are able to utilize a variety of devices using different operating systems including Windows, Mac, and Chrome. Minimum requirements for operating systems are listed below:

Supported Operating Systems
Mac® 12, 13
Chrome™ OS™ 57+
Windows® 10, 11

Software Requirements

Most software, resources, and services that students utilize are cloud-based and accessible via a modern web browser. When assigned students will use Google's Workspace for office software (Google Docs, Google Slides, Google Sheets, etc). Microsoft Office (Word, Excel, PowerPoint) **is not** required. Students will need a current version of a modern web browser, such as: Google Chrome, Mozilla Firefox, Microsoft Edge and Apple Safari. Students will be required to install NC testing software and make any configuration changes. If necessary students can follow the NCTest Installation Instructions in advance of standardized test days. Students will be required to complete EOG/EOC testing on campus.

Learning Management Platform

ALA Remote Academy students will use *Imagine Edgenuity* as their learning management platform. Within *Imagine Edgenuity* student daily assignments will be listed and relevant links and resources will be provided. Other pertinent information for each class will be provided including curriculum documents. Students will access and submit assignments in the *Imagine Edgenuity* system.

Remote Academy students will also utilize the Canvas learning management system periodically. Students will have access to Canvas and will utilize it for instructional activities not included in *Imagine Edgenuity* including their PBL projects. Instructional activities provided by *Imagine Edgenuity* may be integrated into Canvas by using links to the appropriate lessons for the assigned days.

Technical Support

ALA Remote Academy students will have access to technical support during normal school hours (8am - 3pm). ALA's Instructional Technology Facilitator will provide timely responses to student needs. Students with technical difficulties will have access to a Google Form that they can complete to notify the school of their technical issue. ALA's Instructional Technology Facilitator will respond to these form submissions and troubleshoot for students in a timely manner.

ALA's main learning management system and source of curriculum, *Imagine Edgenuity,* provides technical support for the platform. Students are able to login and request technical support using the appropriate link on the dashboard. By doing this a member of I*magine Edgenuity's* support team will troubleshoot with the student.

Providing a Computing Device and broadband internet for those with Financial Hardship

Not being able to afford a computing device will not be a barrier to learning for any ALA Remote Academy student. Families who are financially unable to provide a computer for their student(s) will be provided a device by the school. Students who are issued a device by the school will be subject to any fees for significant damage or loss of the device.

Families who do not have access to broadband internet at their home will be provided with a 5G hotspot to use throughout the school year. ALA will train parents and students on their use as a part of the student and parent orientation process

III.   The Enrollment Process

Application & Admission Process
Student applications will open on June 1, 2024 - June 30, 2024 for the 2024-25 school year. Student applications will be posted online via the school website and social media accounts. The application will be designed using the same questions and minimum requirements that are included on ALA's in-person application. Although the applications will be the same the admissions process for the Remote Academy will be completely separate from the in person Academy. Admission into ALA's Remote Academy does not guarantee admission to the in-person remote academy.   The enrollment process will be monitored using the web based SchoolMint application software.

Student admission to the ALA Remote Academy will be based on ALA's current School Admission and lottery policy. All priorities and offer/registration deadlines will also apply to the Remote Academy admissions process. You can review ALA's Admission and Lottery Policy at the following link:
https://www.ascendleadershipacademy.org/_files/ugd/abe0e2_1c7237e4b6e34760924af2cb1588a563.pdf

Admission Requirements
Students who attend ALA's Remote Academy must be full-time residents of North Carolina. All students admitted into ALA's Remote Academy are required to have a completed application and parental consent to enroll. Students will not be denied admission to the Remote Academy solely on the basis that the child has a disability. These admission requirements for the Remote Academy will be posted prominently within the Remote Academy application, the Remote Academy page on the school website, and within the Remote Instruction plan shared with the public.

Characteristics of Successful Remote Learners

According to 115C-218.121, a remote charter academy shall identify characteristics for successful remote learning and establish criteria for admittance to a remote charter academy and shall make that information available to parents.

At ALA we have identified the following criteria for admittance to ALA's Remote Academy:
- Basic Digital Literacy and ability to navigate online interfaces without assistance
- Academic Readiness and basic reading, writing, and math skills that are at or above their assigned grade level.

The following are characteristics of successful learners in ALA's Remote Academy:
- Students who are self-motivated and have a strong desire to learn and meet their academic goals.
- A student who is able to work and study independently without the supervision of a teacher.
- Students who can establish and keep a consistent schedule.
- Students who are able to advocate for themselves and communicate with their teachers, peers, and administrators effectively.

These criteria and characteristics of successful remote learners will be posted prominently within the Remote Academy application, the Remote Academy page on the school website, and within the Remote Instruction plan shared with the public. ALA's Remote Academy webpage will include a sample lesson to exemplify the level of digital literacy required to be successful in the Remote Academy. Students will also be assessed on their digital literacy during the student orientation. They will be required to navigate the various online systems and ALA staff will monitor their proficiency. As a part of the registration process, ALA administration will collect and review the student's previous performance on grade level end of year assessments. Any student who does not meet the minimum criteria will be invited to a conference with their family to discuss this criteria and how that may affect their child's ability to be successful in the Remote Academy. ALA administration will reiterate student expectations and what areas of improvement are necessary.

Measures of Success/Failures in the Remote Program
At ALA's Remote Academy, students will be monitored consistently throughout their enrollment. This practice will be significant in determining whether or not students are being successful in the Remote program. The following data points will be used to determine student success or failure in ALA's Remote Academy:

- Attendance Records (Daily attendance data)
- Program Completion Rates (Curriculum completion percentage)

- Benchmark Assessment Data (NC Check Ins, iReady)
- Overall Academic Performance (Grades, assessments, progress towards academic goals)

Grounds for Dismissal from the Remote Academy
At ALA's Remote Academy, students will be monitored consistently to assess their success. Students who are not progressing academically based on the measures outlined above jeopardize their enrollment in ALA's Remote Academy. The following include areas that can contribute to dismissal from the remote program.

Chronic Absenteeism: Chronic absenteeism or lack of participation in virtual classes and activities can signify disengagement and jeopardize their enrollment.

Lack of Progress towards Benchmark Goals: Students who fail to progress academically (as measured by benchmark assessments and curriculum progress checkpoints)or exhibit minimal improvement over time may jeopardize their enrollment.

Consistent Incomplete Assignments: Failure to complete assignments or a significant number of missed deadlines by a student could jeopardize their enrollment.

Sustained Lack of Communication: Student failure to communicate with their Curriculum Advisor and respond to their communication may jeopardize their enrollment.

Any student dismissed from ALA's Remote Academy will be moved to the in-person academy. ALA administration will follow board policy related to moving students from the Remote Academy and in-person Academy.

IV.   Daily Attendance and Expectations

Annual Calendar
ALA's Remote Academy will satisfy the minimum required number of instructional days or instructional hours for the school calendar through remote instruction. To fulfill this requirement, remote students will follow the same school calendar as ALA's in-person students. Student daily lessons will be assigned on each instructional day and will be made available in the learning management system on the assigned day. Although assignments will be available based on the instructional day calendar, remote students will have flexibility on which time of day they participate in the activities. Ascend Leadership Academy's 2024-25 school calendar can be found here: ALA 2024-25 School Calendar

Daily Attendance/Expectations

Student daily attendance will be monitored daily by the Curriculum Advisor and ALA's Remote Academy Administrator. As a part of their daily lessons, students will be required to complete an attendance form that indicates that they have access to their daily lessons and are able to complete them. By doing this, they are accepting responsibility for the instructional activities and are subject to ALA's late work and missing work policies.

Student daily lessons are designed to incorporate about 6 hours of instruction total amongst all classes. Students participating in the remote academy should be creating a schedule that supports this time commitment daily. Students can complete their work during the traditional school day (8am - 3pm) if they choose. However students have flexibility of when during the school day work is completed.

Instructional Day Organization

On each instructional day, based on ALA's school calendar, students will gain access to a new daily lesson for each of their assigned subject areas. Each lesson is designed to be 45- 50 minutes and students work through the lesson materials asynchronously. Student daily lessons are designed to incorporate about 6 hours of instruction total amongst all classes. Students participating in the remote academy should be creating a schedule that supports this time commitment daily. Students can complete their work during the traditional school day (8am - 3pm) if they choose. However, students have flexibility of when during the school day work is completed.

A sample daily schedule for a remote middle school student is provided below:

Sample Middle School Daily Schedule

Subject Area/Activity	Time
Math	8:00am - 8:50am
Science	9:00am - 9:50am
ELA	10:00am - 10:50am
Lunch	11:00am - 11:45am
Social Studies	12:00pm - 12:50pm
Digital Media	1:00 - 1:50pm

RAISE	2:00 - 2:30pm

Twice a week, Middle School students will have a group check in meeting with their assigned Curriculum Advisor called an Aviator Connection Session. These standing meetings will be virtual via Google Meet and established at the beginning of the school year during orientation. These meetings will take place at the same time and day weekly.

Sample 9th Grade (High School) Daily Schedule

Subject Area/Activity	Time
Math I	8:00am - 8:50am
Physical Science	9:00am - 9:50am
English I	10:00am - 10:50am
Lunch	11:00am - 11:45am
World History	12:00pm - 12:50pm
Digital Design and Animation I	1:00 - 1:50pm
Health/PE	2:00 - 2:50pm

Weekly, High School students will have a group check in meeting with their assigned Curriculum Advisor called an Aviator Connection Session. These standing meetings will be virtual via Google Meet and established at the beginning of the school year during orientation. These meetings will take place at the same time and day weekly.

Asynchronous Instruction
ALA Remote Academy students will participate in asynchronous instruction for the majority of their learning time. Student daily lessons are designed to be self-paced and include video instruction, modules, guided online exploration, interactive activities and practical application projects. Students will follow the lessons at their own pace and will be assessed on their comprehension of lesson objectives throughout.

ALA uses *Imagine Edgenuity* as the core curriculum for the Remote Academy. This program is designed to be completed asynchronously by students at their own pace. It includes a rigorous, explicit instruction led by an expert, on screen teacher through video. It also includes media rich content with interactive instructional tools with a wide range of tasks from independent reading to guided online exploration. The program also includes formative, summative and authentic

assessments throughout the various instructional units. Students will move through their assigned courses using this program driving their daily lessons.

Students will also complete PBL cross curricular project work throughout the school year. At the beginning of the school year the project will be introduced to students with checkpoints throughout the school year. Students will work on the PBL project asynchronously on assigned instructional days. Each student's curriculum advisor will monitor each student's progression through the yearlong PBL project. The curriculum advisor will assign benchmarks and coordinate the various aspects of the project.

Synchronous Instruction
Students will be required to attend synchronous virtual sessions with their Curriculum Advisor on a defined schedule. Middle school students will attend these sessions bi-weekly and high school students will attend weekly. These sessions will be at least 60 minutes and students will attend via Google Meet. At these sessions, the Curriculum Advisor will lead students in a variety of activities based on the prescribed lesson plans. Possible lesson topics include:
- Highlighting upcoming lesson topics and major assignments/assessments
- Progress Monitoring within the *Imagine Edgenuity* system.
- Provide direct instruction on topics needed based on student data
- Provide interventions based on student progress on that week's instructional activities.
- Execute RAISE leadership curriculum activities

During these sessions, Curriculum Advisors can also meet with students individually to discuss their progress and identify areas of improvement or support. Together the Curriculum Advisor and student will then be able create a plan of action if a student needs extra support with a teacher in a specific subject.

On-Campus Activities
Students will be **required** to participate in specific activities on campus periodically. The Remote Academy Administrator will coordinate with parents to schedule these events. Examples of activities that Remote Academy students will participate in includes:
- Remote Student Orientation
- Benchmark Assessments (iReady, NC Check-Ins)
- EOG/EOC Assessments

Weekly Schedule
Students enrolled in ALA's Remote Academy should receive approximately 30 hours of instruction in a 5 day week (6 hours per day). The weekly schedule for students will be very consistent throughout and based on their developmental level.

Below is an example of the Middle School weekly schedule:

Day of the Week	Instructional Activities
Monday	**Asynchronous:** ELA, Science, Math, Social Studies, and Digital Media Instructional Activities via *Imagine Edgenuity* *(6 hours)*
Tuesday	**Asynchronous:** ELA, Science, Math, Social Studies, and Digital Media Instructional Activities via *Imagine Edgenuity* *(6 hours)* **Synchronous:** Aviator Connection Session with Curriculum Advisor and grade level peers (1 hour)
Wednesday	**Asynchronous:** ELA, Science, Math, Social Studies, and Digital Media Instructional Activities via *Imagine Edgenuity* *(6 hours)*
Thursday	**Asynchronous:** ELA, Science, Math, Social Studies, and Digital Media Instructional Activities via *Imagine Edgenuity* *(6 hours)* **Synchronous:** Aviator Connection Session with Curriculum Advisor and grade level peers. (1 hour)
Friday	**Asynchronous:** Yearlong Cross-Curricular Project Work

Below is an example of the High School weekly schedule:

Day of the Week	Instructional Activities
Monday	**Asynchronous:** 4 core classes and 2 elective courses via *Imagine Edgenuity* *(6 hours)*
Tuesday	**Asynchronous:** 4 core classes and 2 elective courses via *Imagine Edgenuity* *(6 hours)*
Wednesday	**Asynchronous:** 4 core classes and 2 elective courses via *Imagine Edgenuity* *(6 hours)* **Synchronous:** Aviator Connection Session with Curriculum Advisor and grade level peers (1 hour)
Thursday	**Asynchronous:** 4 core classes and 2 elective courses via *Imagine*

	Edgenuity (6 hours)
Friday	**Asynchronous:** ELA, Science, Math, Social Studies, and Digital Media Instructional Activities via *Imagine Edgenuity (6 hours)*

Parent Involvement and Role as Learning Coach

Parents of remote students are vital in the success of their child in the remote learning environment. ALA staff actively seeks to partner with Remote Academy parents to benefit their student's learning. ALA administration will send weekly updates to remote parents informing them of upcoming events and important assignments. All remote academy staff will communicate with remote parents regularly and keep them up to date on curriculum and school activities. Parents will participate in an orientation at the beginning of each school year where they will learn the communication systems, be trained in the learning management system their students will use, and meet relevant stakeholders in the remote academy. ALA will also employ a Remote Academy Community Director. This individual will serve as a curriculum advisor but also be a conduit between the school and the remote academy student and parent. This individual will intervene if there is a significant issue and work with parents to find ways to support their student. This individual will also host social gatherings and brainstorm ways to get the remote students connected to our school community through extracurricular activities.

Parents are considered the students' at-home learning coach and have specific responsibilities related to their child's instruction. The parent "Learning Coach" responsibilities include:
- *Verify work completion:* Ensure that the student is completing all of their school work and completing the necessary percentage in each course per day.
- *Accountability to student schedule:* Since students have autonomy with their daily schedule, the learning coach helps the student establish and keep their daily schedule.
- *Checking Student Progress:* Observe student accounts and look over their assignment submission and progress daily.
- *Provide Extra Support:* If your student is struggling, work with them to identify the source of the problem.

V.   Curriculum Standards and Offerings

Curriculum Resources

ALA uses *Imagine Edgenuity* as the core curriculum for the Remote Academy. This program is designed to be completed asynchronously by students at their own pace. It includes a rigorous,

explicit instruction led by an expert, on screen teacher through video. It also includes media rich content with interactive instructional tools with a wide range of tasks from independent reading to guided online exploration. The program also includes formative, summative and authentic assessments throughout the various instructional units. Students will move through their assigned courses using this program driving their daily lessons. The following chart identifies the content source for each grade level subject area.

Grade Level	Subject Area	Content Source
6th	ELA, Science, Math, Social Studies	*Imagine Edgenuity*
6th	Keyboarding and Basic Word Processing	Teacher Created
7th	ELA, Science, Math, Social Studies	*Imagine Edgenuity*
7th	Computer Science Discoveries I	Teacher Created
8th	ELA, Science, Math, Social Studies	*Imagine Edgenuity*
8th	Computer Science Discoveries II	Teacher Created
9th	English, Science, Math, Social Studies, Health/PE	*Imagine Edgenuity*
9th	Digital Design and Animation	Teacher Created
10th	English, Science, Math, Social Studies, World Languages	*Imagine Edgenuity*
10th	Adobe Visual Design	Teacher Created
11th	English, Science, Math, Social Studies, World Languages	*Imagine Edgenuity*
11th	Adobe Visual Design II	Teacher Created
12th	English, Math, Social Studies,	*Imagine Edgenuity*
12th	CTE Advanced Studies	Teacher Created

Course Offerings
Students in ALA's Remote Academy will have a very prescribed course pathway in both middle and high school. Middle School courses are year long and consist of the four core classes (ELA, Science, Math, and Social Studies) with one elective course in Digital Media. Middle School

students will also participate in our RAISE (Respect, Accountability, Integrity, Service and Excellence) Leadership curriculum.

Course offerings for middle school students are provided below:

6th Grade	7th Grade	8th Grade
6th Grade ELA*	7th Grade ELA*	8th Grade ELA*
6th Grade Math*	7th Grade Math*	8th Grade Math*
6th Grade Science	7th Grade Science	8th Grade Science*
6th Grade Social Studies	7th Grade Social Studies	8th Grade Social Studies
Keyboarding and Basic Word Processing	Computer Science Discoveries I	Computer Science Discoveries II
Leadership Advisory (RAISE)	Leadership Advisory (RAISE)	Leadership Advisory (RAISE)

*Indicates courses with End of Grade (EOG) Exams

High School students in ALA's Remote Academy will follow the Future Ready Core course of study provided by the North Carolina Department of Public instruction. This pathway requires students to achieve 22 credits in their High School career. Remote Academy students will only participate in courses needed for graduation and all courses will be yearlong. For most courses there will be a standard and honors version. Some graduation requirements can be achieved with AP courses. These will be offered to students as well. Below is the pathway per grade level to achieve these credits.

Course offerings for high school students are provided below:

Subject	9th Grade	10th Grade	11th Grade	12th Grade
English	-English I -Honors English I	-English II* -Honors English II*	-English III -Honors English III -AP Language and Comp.	-English IV -Honors English IV
Social Studies	-World History -Honors World History	-Civic Literacy -Honors Civic Literacy	-American History -Honors American History	-Economics and -Personal Finance -Honors Economics

			-AP US History	and Personal Finance.
Science	-Physical Science	-Earth and Environmental Science -Honors Earth and Environmental Science	-Biology* -Honors Biology*	
Math	-Math I*	-Math 2 -Honors Math 2	-Math 3* -Honors Math 3*	-Math 4 -Honors Math 4 -Honors Pre-Calculus -AP Statistics
CTE	Digital Design and Animation I	Adobe Visual Design I	Adobe Visual Design II	CTE Advanced Studies
Physical Education	-Health/PE			
World Language		Spanish I French I	Spanish II French II	
Credits Earned	6	6	6	4

*Indicates courses with End of Course (EOC) Exams

Measuring Course Progression

Student progression towards academic goals will be measured using specific reports within *Imagine Edgenuity*. The program consists of robust reports for educators that review student performance and progress. The system also measures student progress towards mastery of the standard course of study with scheduled formative and summative assessments aligned to the curriculum. The dashboard also includes progress status reports that give teachers real time data of each student's progress towards course completion. As a part of the weekly synchronous Aviator Connection Session the Curriculum Advisor will review these reports with students. If a student is not making appropriate progress the Curriculum Advisor will develop a support plan for the student. The system also maintains the highest standards of academic integrity with features such as a generative artificial intelligence detector, plagiarism checker and speed radar that measures the rate students complete assignments.

Progress towards High School Graduation

ALA High School students participating in the Remote Academy will each have a prescribed course pathway for each of their high school academic years. Students will only participate in courses that require credits for graduation. Courses will be year long and student progress will be monitored aggressively using progress reports within the *Imagine Edgenuity* system. Students will take 6 classes in 9th, 10th and 11th grade and 4 classes their 12th grade year to achieve the mandatory 22 credits for graduation. During each of those academic years students will be enrolled in 1 course related to graduation requirements in each of the core subject areas Math, English and Social Studies. For 9th through 11th grade, students will achieve their 3 required Science credits. In 10th grade and 11th grade students will be enrolled in two levels of a world language course. To achieve their elective courses for graduation, students will participate in a specific CTE pathway related to Digital Media. Health/PE will be taken during the student's 9th grade year. Course completion will be determined by achieving 100% completion in each course in *Imagine Edgenuity*. This 100% completion involves a midterm and final assessment. These exams measure student comprehension of the course learning objectives and students will be required to achieve a certain score to gain credits. Credit accrual will be documented in ALA's Student Information System under Historical Graduation Plan progress.

Teacher Professional Development
Remote staff professional development will be provided throughout the school year. All staff working with students in the remote academy will be trained 3 times a year on the *Imagine Edgenuity* system. This training will take place with experts from the company and will be catered to the needs of our staff and students. All staff working with the Remote Academy will also participate in all of ALA's professional development sessions similarly to our in-person staff. These include late-start Wednesday sessions, subject area vertical alignment meetings, and full staff training. Topics could include project based learning, parent communication, classroom management and instructional technology.

VI.   Communication Systems

Parent Communication
Communication with parents is vital for success in ALA's Remote Academy. ALA staff seek to form partnerships with parents for the benefit of the students. Parents and staff should communicate frequently as parents are essential partners in their children's education, especially in a remote learning environment where students may require additional support and guidance. Clear and frequent communication with parents ensures they understand the learning objectives, expectations, and resources available to support their child's learning at home. Overall, effective parent communication is essential in remote instruction to promote student success, address

challenges, and foster a supportive learning environment that extends beyond the virtual environment.

The main source of communication for parents will be through the Talking Points App. Talking points is a two-way communication channel that utilizes communication through SMS text messaging. All relevant and real time communications with parents will be distributed through this method. Email communication is an option for more formal communications including grievances, and larger communications that require more information.

Student Communication

Effective student communication is essential in remote instruction to promote engagement, collaboration, and academic success in a digital learning environment. By fostering open lines of communication, educators can support students' learning needs, build meaningful connections, and create a supportive online community conducive to learning and growth.

Student communication with ALA's Remote Academy staff will primarily be through student school email accounts and chat/announcement features in the learning Management system. Students should check their school email regularly and respond to communications in a prompt manner. Announcements related to class activities and assignments will be posted in the learning management system (LMS). Students will communicate with their Curriculum Advisor twice a week (Middle School) and weekly (high school) via Google Meet in their mandatory Aviator Connection Sessions. It is imperative that students develop essential communication skills, such as articulating ideas clearly, active listening, and collaborating with others. These skills are valuable not only for academic success in the remote environment but also for future professional and personal endeavors.

VII.   Other School Services

School Nutrition

ALA's Remote Academy students will not visit campus on a regular basis. Therefore, ALA's nutrition services, including free/reduced lunch options will be limited to when students are required to come on campus. In the event that Remote Academy students are scheduled to be on campus for an event nutritional services will be provided. In the event that one of our Remote Academy families needs additional support they will have the option to contact the Managing Director directly to apply for assistance.

Transportation

ALA's Remote Academy students will not visit campus on a regular basis. Therefore, ALA's transportation services, including buses will be limited to when students are required to come on campus. In the event that Remote Academy students are scheduled to be on campus for an event, bus transportation will be provided to Remote Academy students who are in need.

Social Activities

Since ALA Remote Academy students will not visit campus and interact with their peers in person on a regular basis, ALA's staff will schedule specific social opportunities for students both on campus and online. At these events students will be able to interact socially and get to know each other outside of the academic environment. Social activities are essential for students attending school remotely as they promote social, emotional, physical, and cognitive development. By providing opportunities for social interaction, collaboration, and creative expression, we want to create a more holistic and enriching learning experience for students in ALA's Remote Academy.

Extracurricular Activities

Ascend Leadership Academy's goal is to provide the same opportunities to our students that they would receive at a traditional public school. This applies to ALA's Remote Academy students as well. All students enrolled in ALA's Remote Academy will have the opportunity to participate in all extracurricular activities including athletics, clubs, and afterschool activities. All extracurricular activity eligibility policies that exist will apply to ALA Remote Academy students as well.

Student Orientation

At the beginning of the school year all ALA Remote Academy students will be required to attend a mandatory orientation session. This orientation will last approximately 3 days and students will be immersed in all of the major systems of the Remote Academy. These systems include *Imagine Edgenuity,* Canvas, and student communication systems. Students will also meet with their assigned Curriculum Advisor and set goals for the school year. Other objectives from the training and orientation would include developing a daily schedule, meeting key stakeholders in the Remote Academy, securing required technology, and obtaining all of the necessary login credentials for online programs.

Parent Orientation

ALA Remote Academy parents will also be required to participate in a mandatory training/orientation prior to the beginning of the school year. During the orientation parents will learn the communication systems associated with the remote academy and meet the relevant Remote Academy staff. They will also learn how to engage and interact with the *Imagine*

Edgenuity system to learn how to monitor student progress and support them as necessary. Finally, during this orientation parents will learn about their roles and responsibilities as learning coaches. ALA Remote staff will go through the best practices associated with this responsibility and ensure they have access to the resources needed to help their student to be successful in remote learning.

Remote Academy Staffing

Ascend Leadership Academy will employ several staff members specifically for Remote Academy students. The Remote Academy Administrator will be the sole full time employee and will oversee the day to day operations of the Remote Academy. This includes overseeing curriculum implementation, attendance policies, and the student code of conduct. ALA Remote Academy Curriculum Advisors will be licensed teachers within the in-Person academy who commit a portion of their day to Remote Academy students. Since these teachers do not teach a full course load they serve Remote Academy students in their licensed subject area. ALA will employ a full-time Instructional Technology Facilitator who will be available throughout the school day to support remote students with their technology needs. This individual will split their time between the in-person and remote academies and will also fulfill the School Library Media Coordinator duties as well. Finally, ALA will employ an instructional support staff member who will serve as a liaison for ALA's major programs including Project Based learning, Digital Media, and Extracurricular Activities. This individual will be an ALA teacher who does not have a full time teaching caseload and contributes the remainder of their time to ALA's remote Academy.

VIII.   Remote Academy Policies

Participants in ALA's Remote Academy will be subject to all of the policies outlined in ALA's Student/Parent Handbook. This includes the student code of conduct. Any policy that is exclusive to ALA Remote Academy students and does not apply to ALA in-person students will be outlined in this document (Remote Instruction Plan). Any policy that does not apply to Remote Academy students or that needs to be adapted to meet the needs of Remote Academy students is included in this document. The ALA Student-Parent Handbook can be reviewed using the link provided below:

ALA 23-24 Student/Parent Handbook

Remote Academy Attendance Policy

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.

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

Attendance will be checked weekly for completion and accuracy. The Curriculum Advisor is responsible for entering attendance hours daily and should not wait until the end of the week. Daily attendance hours are a combination of time spent working within the learning management system, attendance in synchronous sessions, and progress made within courses.

Students are required to complete their assigned daily coursework before any other supplemental experience. Supplemental experiences must be in addition to attending all scheduled synchronous sessions and upon completion of daily coursework.

The Curriculum Advisor is responsible for entering student attendance in PowerSchool daily. Attendance will be locked on a bi-weekly basis. Once locked, the Curriculum Advisor will not be able to enter hours for missing days of attendance. Parents may realize after attendance is locked that they made a mistake when entering hours on a previous date. If this occurs, please contact ALA's Remote Academy Administrator. Curriculum Advisor must enter attendance hours on a regular basis to ensure their student receives credit for the time spent attending. Additionally, should a Curriculum Advisor require assistance with entering attendance due to extenuating circumstances, the Remote Academy Administrator can assist.

Illness or Inability to Participate in Courses
If an unexpected situation should arise and the student will miss instructional time, the student is required to follow these steps:
- Email your Curriculum Advisor to explain the situation as soon as possible.
- Discuss a plan to make up the missing hours and view recordings with the Curriculum Advisor or Remote Academy Administrator, when possible.
- 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 Remote Academy Administrator(s) aware of the situation to determine if further action is required.

Truancy/Non-Compliance/Withdrawal Policy

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. Below are the steps ALA administration will take in the event a student has excessive absences.

- 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 Managing Director will review any report or investigation of the matter and shall confer with the family to ensure previous notifications were received. If it is determined that a good faith effort to comply with the law was not made, the Managing Director may notify their attorney and director of social services of the county where the child resides. If it is determined that good faith effort was not made to comply with the law, the Managing Director may file a complaint with the juvenile court counselor or magistrate 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:

- No login and/ or no progress made by a student within courses. 20
- 3 consecutive days absent, and/ or the equivalent of 18 hours of missing attendance.
- 6 consecutive days absent, and/ or the equivalent of 36 hours of missing attendance.
- 10 consecutive days absent, and/ or the equivalent of 60 hours of missing attendance.

Progress is defined as logging into and completing coursework within each course daily, showing mastery on assignments and quizzes, and attending live, required synchronous sessions. The truancy process will be started based on the guidelines set forth in this policy. Per state policy, students WILL be removed from the school roster on the 11th day of enrollment with consecutive non-attendance.

Truancy / Withdrawal

As a charter school, Ascend Leadership 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 must be made up within the Learning Management system. Not making up hours is considered an unexcused absence, which 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. ALA administration will follow up to ensure students are enrolled in another school within 10 days, as is required by law. If the intent is to homeschool, families must notify the district of that intent and provide the state homeschool ID, per state requirements.

In-Person and Remote Academy Enrollment Policy

ALA's Remote Academy and in-person Academy shall remain separate and serve different cohorts of students. In order for a student to move between the Remote and In-person academies they must apply for this move with ALA's administration at least 30 days prior to the first day of the new semester. **Students may only apply to move from the in-person academy to the Remote Academy and not vice versa.** Through this application process the candidate must indicate the purpose for the change in learning environment. Approval will be at the discretion of ALA's Managing Director and will be communicated to the applicant in writing prior to the beginning of the semester the applicant is applying for. Moving between the Remote and in-person academies can only happen at the beginning of the Fall (August) or Spring (January) semesters.

In order for a student to move from the remote academy to the in-person academy the student must meet the remote academy dismissal criteria and there should be openings at their assigned grade level. This must also be accompanied with ALA administrative approval. If a waitlist exists for the assigned grade level the student must follow the application process for the in-person academy to obtain admission.

Extenuating Circumstances

ALA's administration will allow students to move from the in-person academy to the Remote Academy if extenuating circumstances arise. Students will be able to move between academies if one of the following applies:
- Illness/Hospitalization: A student is hospitalized or significantly ill for an extended period of time and can not return to in-person classes.
- Personal Safety Concerns: Situations where a student feels unsafe or threatened in the school environment due to bullying, harassment, or other safety concerns.

- <u>Family Emergency:</u> A family emergency that requires the student to miss a significant amount of school.
- <u>Travel or Relocation:</u> Cases where a student needs to travel or relocate for personal reasons, military orders or family relocation.

Students who apply to transfer between the in-person and Remote academies due to extenuating circumstances must meet with ALA administration and develop a plan prior to the change. ALA's Managing Director reserves the right to determine if the student's situation warrants a learning environment change.

Academic Integrity Policy (Plagiarism and Cheating)

ALA Remote Academy 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.
- Any writing that is generated using Artificial Intelligence (AI) program/ software.

Plagiarism, use of AI, and cheating, in any subject area, 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 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 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 copy the Remote Academy 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 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, and Remote Academy Administrator before the student is allowed to continue working in their courses. Failure to attend the meeting may result in being administratively withdrawn from ALA's Remote Academy. Any further offenses will automatically result in progressive discipline up to and including administrative withdrawal from ALA.

Promotion, Retention and Graduation Policy

Students must have the required number of total credits (22) to receive a diploma issued from Ascend Leadership Academy. 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 (pass) 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
- 4 units of Social Studies
- 1 unit of Health/PE
- 4 units of Career and Technical Education electives
- 2 units of World Language
- 2 units of Electives

Students who 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 ALA's Remote Academy program for regularly failing to participate in courses as permitted by law.

Credit Grade Level Promotion Guidelines
ALA determines grade level based on credits earned.
- 9th to 10th Grade (4 credits minimum required, including passing credits in English 1, Math 1)
- 10th to 11th Grade (10 credits minimum required, including the above as well as passing credits in English 2 and Math 2)
- 11th to 12th Grade (16 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 may 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 communicated to parents and students throughout the year.