



2026-2027

**Telra Institute Remote Academy
Instruction Plan and Family Handbook**

www.telra.org

4150 McKee Rd
Charlotte, NC 28270

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Introduction

Telra Institute is committed to creating advanced learning opportunities as a part of public education to all the students that can benefit from them. While our school location in Charlotte meets this need for hundreds of families, many others – because of location or schedule – are unable to take advantage of this program

Our Remote Academy is designed to extend advanced learning opportunities and the Telra community beyond our walls. While we cannot replicate an in-person Telra experience, we aim to bring the same mindset of innovation and excellence to our remote offering to expand the landscape of choice for families in North Carolina.

Operating a comprehensive remote academy requires a shared commitment between our educators, students, and families. This Family Handbook functions as an agreement that explicitly delineates the division of responsibilities among Telra Institute, the enrolled student, and the parent or guardian.

Establishing these criteria ensures that our institution can provide a high-quality, highly flexible public education while maintaining clear operational boundaries, ensuring academic accountability, and meeting our strict statutory mandates as a North Carolina public school.

Remote Academy Program

Curriculum delivery

Telra Institute Remote Academy uses online curriculum content featuring engaging, expert instructors with high production quality and integrated assignment, feedback, and assessment platforms. External providers include Subject, Modern States, Edmentum, Fathom, and other specialized sources as needed.

Courses are available in core subjects of math, English, science, and social studies for early grades along with a broad catalog of specials & electives for older students. For advanced students, AP and college credit courses are available.

Courses are delivered (primarily) asynchronously. This gives students the flexibility to accelerate or slow down the pace to suit their learning needs and to schedule their lessons at times that accommodate other interests in academics, sports, arts, and family commitments. Synchronous sessions may be layered on as options or additional support.

Course load and graduation standards

Full-time students

Full-time students must be always enrolled in a minimum of four courses, one from each of the four core areas of mathematics, English, science, and social studies. This requirement continues until a student has satisfied all of the requirements for high school graduation in any of the core areas, at which point they may substitute another course for a course in the completed area.

Students may enroll in additional courses beyond the minimum of four to satisfy elective requirements, accelerate learning, or explore interests. However the school leadership may limit selections if there is concern that the student is not managing the core course load effectively.

Part-time students

Students who take 2-3 core courses are considered part-time Remote Academy students. Part-time students are afforded all the benefits and privileges of full-time students and must also participate in State-mandated testing such as EOGs and EOCs.

Parents or guardians of part-time students must certify that the student is enrolled for the balance of their time in another school – district, charter, private, or homeschool.

Transcripts and graduation

Both full-time and part-time students receive Telra Institute report cards and earn North Carolina high school graduation credits on an official State record and on a Telra Institute transcript. Graduation requires earning 22 credits as specified by the [NC Future-Ready Course of Study](#).

For part-time students or transferred-in students, these credits can be accumulated across both their Telra Institute and external transcript. External grades can be submitted to the Telra Institute Registrar for evaluation. Once recognized, external grades and credits earned can be logged on the Telra Institute transcript to track status towards graduation.

Extracurriculars

Remote Academy students are considered full Telra Institute students for the purposes of extracurricular activities such as before/after care, tutoring, sports, clubs, social activities, and field trips. This means remote students can, as their schedule and proximity allows, take part in enriching competitions, events, and enjoy being part of the larger Telra community.

Attendance

Telra Institute operates a “face virtual” remote academy. This means instruction is delivered through a systematic virtual program designed to be accessible to families remote from Telra’s physical locations.

The only required physical meetings among students and teachers are for mandatory annual or end-of-course testing, or in some cases placement testing. Additional in-person opportunities are offered for extracurriculars, field trips, and enrichment programs, but these are not required.

Since the program is asynchronous, there is no specific daily schedule. Students can log in and complete the lessons at any time. Completion of any activity in the online instructional platform is considered evidence of presence for attendance purposes.

Required assessments

All students enrolled in the Telra Institute Remote Academy must participate in required State assessments. These include

- End-of-Grade (EOG) testing in mathematics and reading for grades 3-8
- Beginning-of-Grade (BOG) testing in reading for grade 3, along with Read to Achieve (RtA)
- iReady reading for grades K-3

- EOG science testing in grades 5 & 8
- End-of-Course (EOC) testing for high school credit in Biology, Math 1, English 2, and Math 3
- Pre-ACT testing in grade 10 and ACT testing in grade 11

In addition, Telra uses iReady reading and math assessments as benchmarks and placement guidelines throughout K-8 and each course will have its own set of curriculum-based assessments which are required to earn credit and/or promotion.

Participation in all state-mandated standardized tests (e.g., End-of-Grade, End-of-Course exams) is legally mandatory and all except for iReady require in-person attendance at a secure testing facility designated by Telra Institute. Students cannot take secure state assessments from their home networks. The parent or Learning Coach is entirely responsible for transporting the student to and from the designated testing site on the specific dates required.

Code of Conduct

The Telra Institute Code of Conduct is applicable for Remote Academy students just as it is for in-person students with one exception: Remote Academy students need not follow the Telra Institute dress code.

However, if Remote Academy students are participating in any in-person activities with other Telra students, they must follow the dress code expectations.

Characteristics for Successful Remote Learning

Pursuant to North Carolina statutory requirements, Telra Institute Remote Academy has identified the baseline characteristics and academic criteria necessary for a student to successfully navigate and thrive in a fully virtual educational environment. Remote learning is not universally suitable for all students. The lack of immediate physical proximity to educators requires a high degree of executive functioning, self-regulation, and intrinsic motivation and/or support from an on-site adult.

The most critical variable determining student success in K-12 remote education is the active, sustained participation of a dedicated adult physically present in the home environment. Telra Institute designates this indispensable role as the "Learning Coach."

It must be categorically understood that while Telra provides the rigorous academic curriculum, the proprietary digital platforms, and highly qualified instructors, the daily execution of the schedule, the management of the physical learning environment, and the immediate behavioral redirection of the student are the absolute, non-transferable responsibilities of the parent or guardian.

The time commitment required from a Learning Coach is substantial. Virtual school does not act as a passive childcare substitute or a fully automated educational delivery system. For students in Kindergarten through fifth grade, the Learning Coach can expect to spend 3-5 hours per day actively engaged in the educational process, providing continuous physical monitoring and side-by-side guidance. As the student transitions into middle and high school, the Learning Coach must dedicate one to two hours per day to review academic progress, verify assignment completion, and initiate outreach to the school as needed. These time commitments may vary for different students.

To set appropriate expectations and safeguard the academic integrity of our institution, the following characteristics are established as baseline contractual expectations for admission and continued

enrollment. To ensure absolute clarity, each necessary characteristic is paired with a corresponding "contraindication" - a behavior or circumstance that indicates the virtual environment may not be an appropriate educational placement. No single contraindication is dispositive, but will be assessed as part of the full student profile to determine the suitability of remote learning.

Student Characteristics and Contraindications

- **Academic Readiness:** Students should have a documented history of academic engagement, reading competency (for older grades), and positive behavioral records. The primary mode of content delivery relies heavily on digital navigation and (for all but the youngest grades) independent reading comprehension.
 - **Contraindication:** A persistent history of chronic absenteeism, failing grades without a demonstrated desire for remediation, or a pattern of academic disengagement that suggests the student requires constant, physical teacher proximity to complete tasks.
- **Intrinsic Motivation and Self-Discipline:** Students must possess a capacity to face independent learning challenges and sustain focus on educational goals without continuous physical supervision.
 - **Contraindication:** A reliance on continuous, face-to-face adult prompting to initiate basic academic tasks, or a demonstrated inability to work independently after reasonable transition periods.
- **Time Management and Organization:** Students must understand that online coursework frequently requires a substantial time commitment. They must possess the organizational skills to utilize digital calendars and weekly to-do lists to manage overlapping deadlines.
 - **Contraindication:** Consistent failure to log into the learning platform, chronic inability to submit assignments within given grace periods, or falling significantly behind the published pacing guide.
- **Proactive Communication and Advocacy:** A successful virtual learner must initiate contact with teachers or other support staff regarding academic roadblocks and proactively ask for help when it is needed.
 - **Contraindication:** Ignoring outreach from instructional staff, failing to reply to messages within twenty-four hours, or refusing to communicate when falling behind.
- **Active Engagement and Behavioral Integrity:** Telra students are expected to demonstrate resilience, unwavering integrity regarding academic honesty, and engaged learning by trying their best on each assignment.
 - **Contraindication:** Submitting plagiarized work, relying on unauthorized Artificial Intelligence tools, rushing through assignments, or demonstrating disruptive behavior and poor digital citizenship during synchronous sessions.

Parent/Learning Coach Characteristics and Contraindications

- **Time Commitment and Active Monitoring:** A parent (or another trusted on-site adult) must be willing to commit significant daily time to active monitoring as a "Learning Coach" for the student. Expectations range from five to six hours daily for elementary students (who require side-by-side guidance), to one to two hours for middle school students, and perhaps 10-30 minutes for high school students.

- Contraindication: Viewing the remote academy as a passive childcare substitute, leaving young learners unsupervised during the instructional day, or failing to physically verify daily assignment completion.
- Establishing Structure and Environmental Control: The Learning Coach must create a dedicated, distraction-free workspace and rigorously enforce a structured daily routine, including monitoring total screen time and enforcing necessary physical breaks.
 - Contraindication: Allowing the student to work in highly distracted environments (e.g., with televisions or recreational gaming active) or failing to establish consistent wake-up and login times.
- Collaborative Partnership with Staff: Learning coaches must engage in proactive, respectful communication with teachers, serving as the primary professional liaison between the school and the home environment.
 - Contraindication: Refusing to answer school communications within twenty-four hours, using unprofessional language with faculty, or actively bypassing the teacher's instructional plan.
- Academic Integrity Facilitation: Learning coaches must guide and support their student's learning while ensuring the student completes their own original work.
 - Contraindication: Completing assignments, quizzes, or exams on behalf of the student under the guise of "helping," which constitutes a severe violation of the academic integrity policy.
- Technical and Logistical Support: Learning coaches must ensure the home has reliable high-speed internet and assist the student with basic platform logins and local troubleshooting.
 - Contraindication: Expecting the school to provide home network installation or provide daily in-home technical supervision.

Academic implementation

Academic Year

The flexibility of remote learning allows the Telra Remote Academy to follow a unique academic cycle.

1. The year begins with a **Summer** term in July. The Summer term is focused on enrichment, remediation, testing, orientation, and unique in-person opportunities for our Remote Students to build community.
2. **August** offers a break, opportunities for family time, travel, or other intensive activities that may not allow time for remote learning. This time is considered out-of-session, so while online accounts are generally accessible if students want to use them, learning progress is not expected nor monitored.
3. The **Fall** term runs from September – January and one-semester courses are paced to fit within this time period.
4. The **Spring** term runs from February – June and one-semester courses are paced to fit within this time period.

While this calendar holds for most Remote Academy coursework, there may be instances (such as dual enrollment), when specific courses will follow a different calendar.

The Remote Academy calendar can be found online at <https://www.telra.org/calendar>

Placement and Promotion

Initial Grade level placement

Grade level placement for incoming students in the Remote Academy is determined by a combination of placement testing and prior grade completion. The table below describes the minimum required math and reading iReady scores for placement into each grade level.

Grade	Minimum Math score	Minimum English score
Kindergarten	N/A	N/A
1 st	402	434
2 nd	428	489
3 rd	449	511
4 th	465	557
5 th	480	581
6 th	495	598
7 th	508	609
8 th	518	620
9 th	525	640
10 th	556	652
11 th	564	660
12 th	572	668

Establishing minimum scores helps ensure students are ready to successfully tackle the instructional tasks which they will be assigned in the Remote Academy. Students are placed (for the Fall term) into the grade level which is the lesser of:

- The highest grade for which a student meets minimum math score,
- The highest grade for which a student meets minimum reading score, and
- The grade the student successfully completed at another institution in the prior school year + 1.

Grade level placement for continuing students

Students already enrolled in the Remote Academy earn grade level promotion by achieving passing grades in all their core courses. In case passing grades are not achieved, students can also demonstrate readiness for grade promotion by meeting the minimum placement testing scores used for incoming students.

Promotion cycle

Grade promotion happens at different times, depending on the starting grade of the student.

Grade completing	Grade beginning	Timing of grade transition
Pre-K	Kindergarten	Summer (July)
Kindergarten	1 st	Summer (July)
1 st	2 nd	Summer (July)
2 nd	3 rd	Summer (July)
3 rd	4 th	Summer (July)

4 th	5 th	Summer (July)
5 th	6 th	Fall (September)
6 th	7 th	Fall (September)
7 th	8 th	Fall (September)
8 th	9 th	Fall (September)
9 th	10 th	Fall (September)
10 th	11 th	Fall (September)
11 th	12 th	Fall (September)
12 th	Graduation	Spring (June)

For older students (grades 5-11), the Summer term can be thought of as an extension of the school year, so students will retain the grade level designation they had in the prior Spring. For our students who take advantage of dual enrollment opportunities, this approach aligns with college calendars, where summers are also generally viewed as an extension of the prior year.

Note that students can qualify for grade level promotion earlier than the Summer term via passing courses or placement tests, however promotions for grades 5-11 are not effective until the beginning of the Fall term. For students who have not already qualified for Fall grade level promotion, the Summer term affords an opportunity for remediation, re-testing, and requalification.

Course placement

No matter their grade level, students who are ready for more challenging work in one or more subjects will be able to access this as a core part of the Telra model. However, specific courses may have additional placement testing requirements beyond general grade level placement.

Note: Telra Institute Remote Academy courses are different from its physical campus courses.

For new students, placements into core courses are determined using a combination of prior work, standardized assessments, and curriculum-based assessments specific to each course. The school Principal is responsible for final placement decisions.

Special Education

Telra Institute is committed to providing a Free Appropriate Public Education (FAPE) to all eligible students with disabilities. However, the logistical delivery of these services in a fully virtual environment differs fundamentally from a brick-and-mortar setting.

Telra operates inherently as an "inclusion program" where the student's physical home serves as the regular, primary classroom. Many accommodations are inherently incorporated in the remote learning platform and the need for specially-designed instruction (SDI) may be diminished compared to a brick-and-mortar program. When necessary, SDI, goal tracking, or related services are delivered via online platforms and teletherapy.

- **Instructional Accommodations:** The school will strictly comply with all instructional accommodations outlined in an IEP or 504 Plan, noting that some plans may need to be modified for a unique (remote-first) general education situation.

- **Environmental Accommodations:** The implementation of environmental accommodations (e.g., quiet workspace, preferential seating, elimination of auditory distractions, immediate physical behavioral redirection) is the logistical responsibility of the Learning Coach in the home.

Technology, Communication, and Integrity

Basic needs

Remote Academy students require access to an internet connected computer with two-way video & voice capability. While a phone or tablet may suffice for some occasional reading or light assignments, a device with a keyboard (laptop or desktop) is necessary to participate fully in the program.

Students who do not have regular access to such a device will be provided a laptop by the school for their use while enrolled as a student. Families must agree to a technology acceptable use agreement and accept responsibility for any damage to the assigned device.

Remote academy students need internet connectivity at the location where they will be doing their schoolwork. Families of students who do not have regular internet access at home can reach out to the school for support in locating community Wi-Fi locations or other alternatives to ensure connectivity.

Technology literacy

A baseline of computer literacy is a fundamental prerequisite for enrollment. Before enrollment is finalized, both the student and the parent must understand that the school's primary directive is to teach the academic curriculum, not to provide rudimentary training on basic computer operations. The student, or their designated adult facilitator, must know how to navigate a standard web browser, utilize a word processor, manage complex file downloads and uploads, and seamlessly operate standard audio and video conferencing applications. For early elementary students, this technological and cognitive burden falls entirely on the parent or guardian, whereas high school students assume near-total independence.

Developmental Stage	Time Management and Executive Function	Communication and Advocacy	Instructional Engagement and Focus	Technical Proficiency Requirements
Early Elementary (K-2)	Relies entirely on the Learning Coach to establish daily schedules, transition between subjects, and enforce deadlines.	The Learning Coach manages all communication with instructional staff, serving as the sole liaison.	Participates in highly guided, interactive, and visually stimulating modules with frequent, mandated physical breaks.	Requires basic mouse or touchpad skills; relies entirely on an adult for system logins, hardware setup, and troubleshooting.
Upper Elementary (3-5)	Begins utilizing visual checklists; requires daily adult verification of task completion but can sustain short	Begins initiating communication with teachers or tech support; Learning Coach continues to handle	Sustains focus for moderate asynchronous without constant supervision.	Capable of independent system login, basic typing, and navigating familiar learning management

Developmental Stage	Time Management and Executive Function	Communication and Advocacy	Instructional Engagement and Focus	Technical Proficiency Requirements
	periods of independent work.	formal emails and progress inquiries.		systems with minimal oversight.
Middle School (6-8)	Utilizes digital calendars and weekly to-do lists; requires weekly rather than daily adult verification of comprehensive assignment submission.	Expected to initiate contact with teachers regarding academic roadblocks, utilizing appropriate educational etiquette.	Sustains focus for extended asynchronous study; utilizes digital collaboration tools.	Proficient in word processing, presentation software, and basic local network troubleshooting (e.g., reconnecting to Wi-Fi).
High School (9-12)	Autonomously manages complex, overlapping deadlines across multiple courses; responsible for meeting all pacing guidelines independently.	Proactively emails teachers, responds to all institutional communications within twenty-four hours, and advocates for academic needs.	Engages in rigorous, self-directed research, extensive asynchronous reading, and mature participation in synchronous sessions, if applicable.	Fully proficient in all required software ecosystems; capable of managing file conversions, software updates, and complex digital submissions.

Communication and Support

Remote Academy students are assigned a Telra Institute student email address and accounts on any learning platforms for their courses. Using these accounts, they can access multiple levels of support.

- Within the online learning platform
 - Students can access an AI tutor on demand for assistance in understanding the content. The AI is tuned to ask guiding questions, not give answers, just as an excellent human tutor would do.
 - Students can reach out for technical support for issues with the platform
- Each student is assigned a Telra Institute Teaching Coordinator (TC)
 - The TC sets the course expectations & pace, monitors student attendance & progress, and reaches out to students for encouragement and support.
 - Students can reach out to their TC for their course by email or Teams if they have questions about the content or grades
- Students and families can reach out to IThelp@telra.org if they have any issues regarding their Telra-issued IT or access to systems
- Students and families can reach out to RemoteAcademy@telra.org if they have overall questions about enrollment, curriculum, or extracurricular activities.

Academic integrity

Access to Telra's digital network and learning management systems is a conditional privilege. Students and parents must understand that school-provided accounts and messages are not private, are the property of the institution, and are subject to continuous monitoring. Interactions with faculty must mimic the professional courtesy expected in a traditional physical environment.

Telra maintains a strict zero-tolerance policy regarding plagiarism and academic fraud. All work submitted must be the student's original, independent creation. Allowing a parent, guardian, sibling, or peer to complete coursework on behalf of the student is a severe violation of the Code of Conduct.

Artificial Intelligence is viewed as a potentially supportive tool to enhance learning, but its use to bypass independent cognitive effort is strictly prohibited. The utilization of Generative AI tools (e.g., ChatGPT, Gemini) requires explicit, assignment-specific authorization from the instructor. Generating an entire assignment or assessment response via Artificial Intelligence and submitting it as original student work constitutes egregious academic fraud, carrying disciplinary penalties up to administrative withdrawal.

Enrollment and Transfers

Eligibility

Students must meet the following criteria for admission to the Telra Institute Remote Academy, in accordance with § 115C-218.121.

1. A student must be generally eligible for enrollment in a North Carolina public school – anywhere in the State.
2. The student's parent or guardian must express affirmative interest in attending the Telra Institute Remote Academy.
3. A student may only enroll in grade levels and in courses that are available under part of the remote academy.
4. Applicants should exhibit the "Characteristics for Successful Remote Learning" in the judgement of the remote learning team.

Application

Families can access remote academy applications on the Telra website at <https://www.telra.org/> and submission of such is considered "an indication of affirmative interest" for the purposes of establishing eligibility. If a lottery is required, please refer to the lottery procedures and admission preferences as described on the Telra website.

Transfers

Internal reassignments between the Remote Academy and in-person programs may be instituted during the school year to better ensure academic success for a student as follows:

- 1) In-person to Remote Academy: when authorized by a Principal and consented to by a parent or guardian
- 2) Remote Academy to in-person: when authorized by a Principal.