



2025-2026

Telra Institute Remote Academy

4150 McKee Rd
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Introduction

Telra Institute is committed to create 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.

Remote Academy Program

Curriculum

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, and other specialized sources as needed.

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

Courses are delivered 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.

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 English for grades 3-8
- 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, each course will have its own set of curriculum-based assessments which are required to earn credit and/or promotion.

Student Characteristics for Successful Remote Learning

Characteristics for successful remote learning include a high degree of focus, discipline, independence, and technological familiarity from students.

- Remote students must be able to maintain focus on the teacher and learning materials.
- Remote students must have the discipline to use their technology for schoolwork and avoid the potential distractions of an internet-connected device and of their physical remote environment.
- While the school will provide support infrastructure, remote students are more “on their own” and will need to be self-directed and resourceful to take ownership of their learning and any hurdles that might arise.
- In addition, remote learning does require a basic degree of familiarity with the technology to optimize learning conditions, address minor troubleshooting issues, and type effectively for chat communication

Grade level standards and Promotion

Qualification for any grade level in the Remote Academy requires placement into certain minimum math and English courses. For new students, placements into core math and English courses are determined using a combination of prior work, standardized assessments, and curriculum-based assessments specific to each course. When these factors disagree, the school Principal is responsible for final placement decisions.

The table below describes the *minimum* required math and English enrollments for placement into any grade level. *Note: Telra Institute uses a different course naming system for Remote Academy courses than its physical campus courses.*

Grade	Math	English
5 th	Math 6	MS English 6
6 th	Math 6	MS English 6
7 th	Math 7	MS English 7

8 th	Math 8	MS English 8
9 th	Integrated Math 1	English 1
10 th	Integrated Math 2	English 2

Students can, of course, qualify and enroll in more advanced courses than these minimum standards. Promotion from one course to the next or one grade to the next requires a demonstration of satisfactory progress through achieving passing grades in the relevant course(s) and any associated exams.

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 and enjoy being part of the larger Telra community.

Technology

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.

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 online course is assigned Telra Institute lead teacher
 - The lead teacher sets the course expectations & pace, monitors student attendance & progress, and reaches out to students for encouragement and support.
 - Students can reach out to their lead teacher(s) 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.

Students with special needs will be provided reasonable accommodations and specialized instruction as specified in their IEP or 504 plans. However, in most cases, if a student is transferring to the Remote Academy from a physical school, these plans will need to be modified for appropriateness to a different (remote) general education environment. Students requiring individual or group sessions with EC teachers or other specialized staff will need to visit a Telra Institute physical location or receive virtual services through Teams or a similar platform.

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. A student 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

Because the in-person and remote academy programs are different, transfers may involve taking additional assessments to determine grade and instructional group placement.

Expectations

Course load and graduation standards

Typical Full Load – 5 courses

Full-time students are typically enrolled in five courses at once - one from each of the four core areas of mathematics, English, science, and social studies and one breadth course. This pace allows students to progress through the curriculum and graduate within a typical time frame.

However, because the courses are asynchronous, students can proceed at their own pace. Telra provides a minimum required pacing to complete the courses within a year, but students are encouraged to exceed that pace if they can. Students who complete a course can begin the next course in a sequence immediately; they do not need to wait until the start of the next academic year.

Overload – 6 or more courses

Students may petition the Principal for an overload schedule of 6 or more courses. This is generally not necessary as students who wish to move at a faster pace can do so with a typical load of 5 courses. However, there may be times when an overload is appropriate for a student.

Minimum Full Load – 4 courses

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 who enroll at only the minimum load level for multiple semesters may find that they will need to schedule one or more overload semesters in order to accumulate enough credits for graduation.

Part-time students – 2 or 3 courses

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.

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 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.

Telra teacher/advisors plan regular virtual check-ins with students. In instances where a student is struggling to stay on track, these meetings can grow more frequent and become a requirement of attendance.

Calendar

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

Code of Conduct

The Telra Institute Code of Conduct (as detailed in the [Family Handbook](#)) 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.