

# Remote Academies Update May 2026 Board Meeting

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# Remote Academy Requirements

Session Law 2022-59: Authorizes Local Education Agencies to apply and establish a remote academy with SBE approval.

- A remote academy is a public school whose instruction is provided online or a combination of online and face-to-face instruction.
- A LEA must submit a plan to the SBE for approval for a 5 year cycle.
- Remote academies are not unregulated virtual programs as they operate under public school requirements with additional safeguards around access, support, and accountability.

# Remote Academy Required Components

The LEA must submit a plan that includes:

- Grade levels served
- Methods for:
  - Attendance tracking
  - Enrollment monitoring
  - Course completion & credit tracking
  - Progress toward graduation
- Description of:
  - Hardware, software, and platform for instructional delivery (Learning Management System)
- Instructional design:
  - Synchronous + asynchronous structure
  - Alignment to the Standard Course of Study
- Professional development for remote teaching
- Student eligibility criteria and characteristics for success
- Communication plan for families
- Any nutrition and transportation services offered

# Student Requirements

- Parental permission
- Schools retain the authority to reassign students Enrollment may not be denied based on disabilities
- Appropriate accommodations must be made for students with Individualized Education Programs (IEPs) or 504 plans
- Consistent Internet and equipment access

# Staffing and Personnel Requirements

Local Education Agencies must provide:

- Teachers must meet **same licensure and evaluation standards** as traditional schools
- Professional learning to teachers on remote instruction pedagogy and digital teaching practices
- Must provide dedicated support staff, including:
  - Instructional technology facilitator
  - Media coordinator
  - Data manager
  - Technical support staff

# Evaluation

*§ 115C-234.25. Evaluation. The State Board of Education shall evaluate the success of remote academies approved under this Part. Success shall be measured by school performance scores and grades, retention rates, attendance rates, and, for grades nine through 12, high school completion and dropout rates. The Board shall report by November 15 of each year to the Joint Legislative Education Oversight Committee on the evaluation of these schools and on any recommended statutory changes."*

*SECTION 2.(b) The State Board of Education shall make the first evaluation report required by G.S. 115C-234.25, as enacted by this section, by November 15, 2024.*

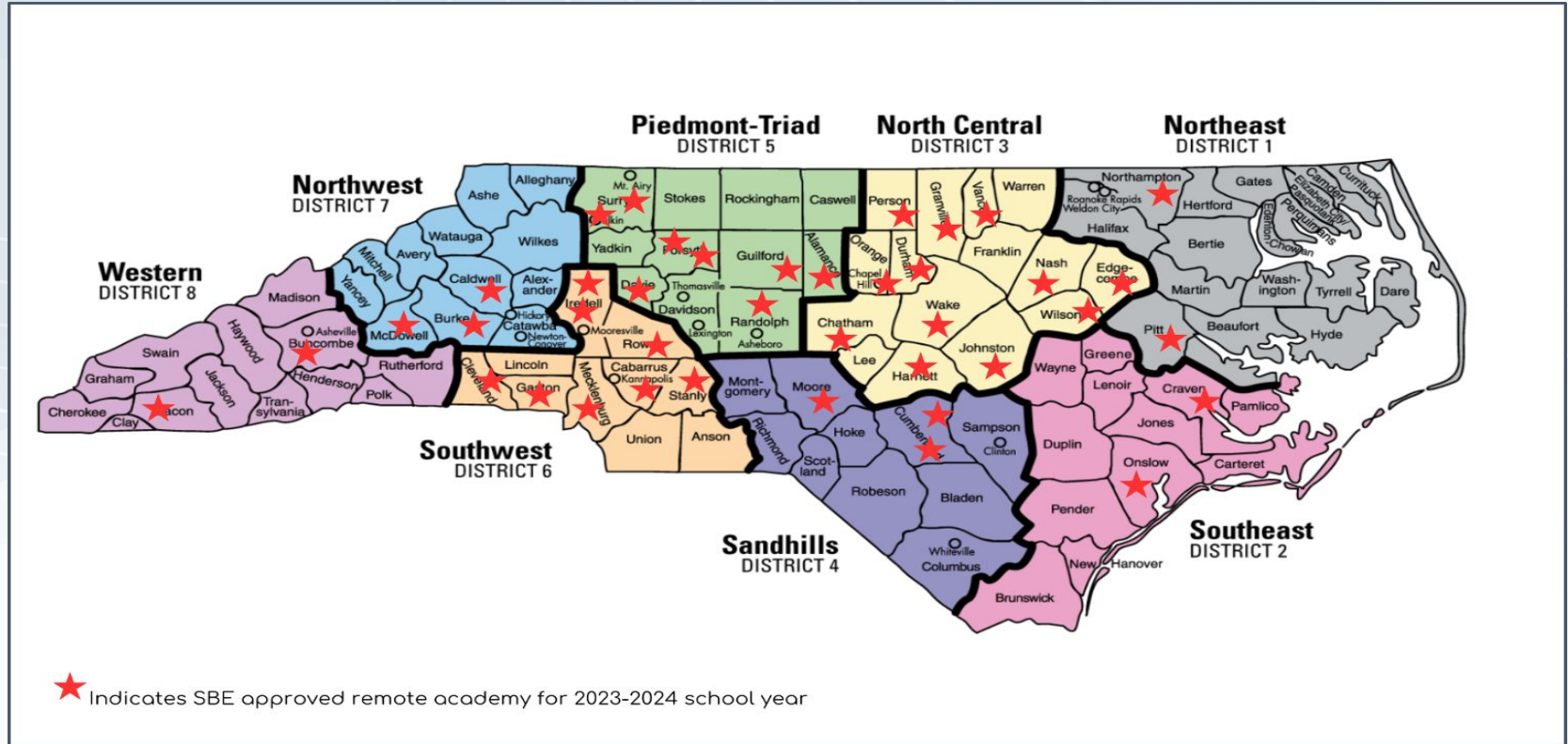
# Accountability and Evaluation

A report is presented to the state board and shared with the General Assembly annually.

Success will be measured by:

- School performance scores and grades
- Retention rates
- Attendance rates
- For grades 9-12, high school completion and dropout rates
- Any changes require SBE approval

# Remote Locations





# New Remote Academy Proposals

# Brunswick County Schools

# Brunswick Virtual Academy (BVA)

**PSU:** Brunswick County Schools

**Projected Enrollment:** 150

**Type:** Blended

**Grades:** K-12

**[Full Application](#)**



# Brunswick Virtual Academy



“The driving force behind Brunswick Virtual Academy is to create a high-quality public school option for students and families whose needs are not fully met in a traditional school setting.”

# Brunswick Virtual Academy

## *Strategic Goals Alignment*



Supports district goals by:

- Expanding school choice
- Retaining and attracting students
- Increasing flexibility while maintaining high expectations
- Creating additional pathways for success

# Brunswick Virtual Academy

## *Enrollment Criteria*



Students must:

- Be a resident of Brunswick County
- Demonstrate readiness through evaluations of self-motivation, time management, and digital literacy
- Show appropriate academic history through review of grades, attendance, and assessment data
- Participate in a required introductory session with a parent/guardian
- Complete an IEP/504 review to ensure the virtual setting can effectively meet student needs

# Brunswick Virtual Academy

## *Calendar, Enrollment, Attendance*



Students will:

- Follow the Brunswick County Schools district calendar.
- Participate in live (Synchronous) sessions
- Participate in self-paced (Asynchronous):
  - Counted by daily academic engagement in the Learning Management System
- Weekly reporting to identify and address absenteeism and student progress.

# Brunswick Virtual Academy

## *Instructional Delivery*



Students will

- Learn from Brunswick County teachers using content created by these teachers and curriculum resources from Edmentum
- Communicate with teachers through Canvas or Google Classroom
- Be provided a school issued device that is able to access the internet to engage with their teachers and the curriculum



# Brunswick Virtual Academy

## *Ensuring Mastery and Growth*



Students will have access to:

- Standards aligned curriculum and extension resources.
- Ongoing progress monitoring with weekly data tracking reports
- Targeted live instruction for direct instruction and small group support
- Tiered support including intervention, tutoring, and personalized support plans

# Brunswick Virtual Academy

## *Professional Development & Pedagogy*



Remote teachers are provided:

- Foundational training through NCVPS *Teaching in the Online Environment* (Parts 1 & 2)
- Ongoing instructional coaching from the Digital Learning & Support (DLS) team
- Focused professional development on virtual differentiation, mastery-based grading, and academic integrity
- Collaborative PLCs to share best practices and analyze student data
- Quality oversight through virtual walkthroughs and observations

# Brunswick Virtual Academy

## *Communication*



Families are provided

- Public information through virtual/in-person town halls, open houses, and a dedicated BVA website
- A self-assessment checklist to determine if the remote model is a good fit
- District-wide outreach through phone calls, emails, texts, and social media
- Clear guidance through handbooks and digital brochures outlining expectations and enrollment
- Direct access to counselors and administrators for personalized support

# Brunswick Virtual Academy

## *Nutrition & Transportation*



### **School Nutrition Services**

- Access to district meal programs, including free/reduced-price benefits
- Meal pick-up locations and schedules communicated if available
- Eligible students receive all state and federal nutrition benefits

### **Transportation Services**

- Daily transportation is not provided for remote students
- Transportation available for required in-person events (e.g., testing, field trips)
- All transportation follows district safety procedures

# Northampton County Schools

# Northampton Virtual Academy

**PSU:** Northampton County Schools

**Projected Enrollment:** 25

**Type:** Virtual

**Grades:** 6-12

**Full Application**



# Northampton Virtual Academy



“The reestablishment is driven by the need to provide flexible, equitable access to instruction while addressing barriers related to health, scheduling, and individual learning preferences. The district is committed to offering meaningful educational options that encourage families to remain within Northampton County Schools.”

# Northampton Virtual Academy

## *Strategic Goals Alignment*



Northampton Virtual Academy will:

- Increase student retention and recruitment
- Expand access to personalized learning opportunities
- Provide flexible options to meet diverse student needs
- Strengthen district innovation and long-term sustainability



# Northampton Virtual Academy

## *Enrollment Criteria*



### Students must:

- Be a resident of Northampton County
- Demonstrate readiness through strong time management, self-motivation, and independent work skills
- Have consistent parent or guardian support for learning at home
- Be an appropriate fit based on academic needs and the virtual learning environment

# Northampton Virtual Academy

## *Calendar, Enrollment, Attendance*



### Students will:

- Follow the district-approved instructional calendar
- Have daily attendance monitored through the Learning Management System based on logins, participation, and assignment completion

# Northampton Virtual Academy

## *Instructional Delivery*



### Students will:

- Receive instruction through the Edgenuity online platform
- Engage in asynchronous learning by completing lessons, assignments, and assessments
- Participate in synchronous support from virtual teachers and school staff
- Engage in scheduled check-ins, virtual meetings, and ongoing communication
- Receive academic support through progress monitoring and targeted assistance
- Be provided with a Chromebook to access their course

# Northampton Virtual Academy

## *Professional Development*



Remote teachers are provided:

- Platform-specific training through Edgenuity on navigation and effective use of tools
- Training on best practices for remote instruction and virtual content delivery
- Training on progress monitoring using data to track student performance
- Training to ensure alignment with the North Carolina Standard Course of Study

# Northampton Virtual Academy

## *Communication*



### Families are provided:

- Information through the district website, school communications, and informational materials
- Orientation sessions to review expectations, provide devices, and train families on the learning platform

# Northampton Virtual Academy

## *Nutrition & Transportation*



### School Nutrition Services

- Access to meals at designated district distribution sites
- Meal locations and schedules communicated by the Child Nutrition Department

### Transportation Services

- Transportation is not provided for remote students
- All instruction is delivered virtually through the online platform

# Wayne County Schools

# Wayne Middle High Academy

**PSU:** Wayne County Schools

**Projected Enrollment:** 200

**Type:** Blended

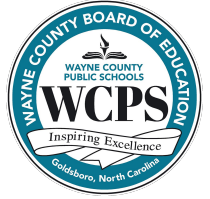
**Grades:** 6-12

**Full Application**





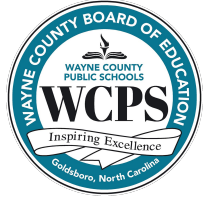
# Wayne Middle High Academy



“Students served in this model often face academic, behavioral, and social-emotional barriers that have interrupted their educational trajectory. This approach provides a structured, supportive environment that promotes re-engagement, builds skills, and prepares students for graduation and postsecondary success.”

# Wayne Middle High Academy

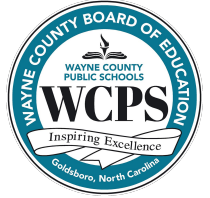
## *Strategic Goals Alignment*



- **Advances academic success** through blended learning, credit recovery, and improved outcomes
- **Strengthens culture and safety** through MTSS, PBIS, and restorative practices
- **Supports student well-being** with mental health, behavioral, and multidisciplinary supports
- **Promotes postsecondary readiness** through workforce, military, and education pathways
- **Enhances family engagement** through active involvement in planning and support

# Wayne Middle High Academy

## *Enrollment Criteria*

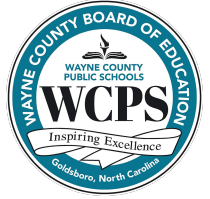


### Students will:

- Be enrolled based on academic, attendance, or behavioral needs through principal recommendation
- Participate as part of a grades 6–12 blended learning program (face-to-face and virtual)
- Demonstrate engagement through daily logins, coursework completion, and participation in live sessions
- Maintain active enrollment by meeting attendance requirements, with withdrawal after extended inactivity

# Wayne Middle High Academy

## *Calendar, Enrollment, Attendance*

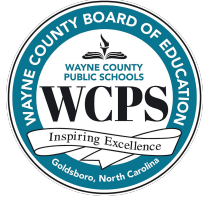


Students will:

- Follow the district calendar with participation tracked through LMS activity
- Maintain enrollment by meeting attendance expectations
- Have attendance recorded through logins, live sessions, and assignments
- Participate in both face-to-face and virtual learning
- Verify daily participation through secure login

# Wayne Middle High Academy

## *Instructional Supports*



Students will:

- Receive a customized success plan developed by the Student Services Management Team (SSMT)
- Participate in targeted interventions addressing social-emotional, behavioral, and academic needs
- Build skills in coping, self-regulation, and interpersonal relationships
- Receive tailored academic support to address learning gaps and support progress toward goals

# Wayne Middle High Academy

## *Instructional Delivery*



### Students will have:

- Participate in live instruction with real-time feedback and interactive activities
- Receive ongoing feedback through assignments, projects, and digital coursework
- Build skills through practice activities and adaptive learning tools
- Have progress tracked based on completion and mastery of content
- Participate in required in-person assessments during face-to-face weeks
- Receive targeted support based on data and identified learning needs
- Access to a school-issued device for coursework

# Wayne Middle High Academy

## *Professional Development*

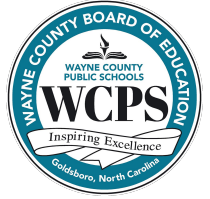


Remote teachers are provided:

- Training in Universal Design for Learning (UDL) to support diverse learners
- Instructional strategies for chunking content using the GROU method
- Techniques to build relationships and community in a virtual environment
- Training in LMS platforms for managing synchronous and asynchronous learning
- Instruction on virtual tools (Google Meet, monitoring platforms) to support engagement
- Professional development on using data to identify and address learning gaps
- Access to instructional and technical support staff for ongoing coaching

# Wayne Middle High Academy

## *Communication*



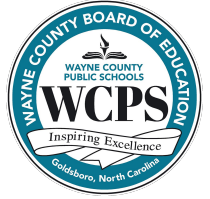
Families will be provided with:

- Information through family intake meetings and virtual training sessions
- Access to resources and guides for key digital platforms
- Clear expectations to support informed decisions about the learning model
- Ongoing communication through the parent portal and direct contact with staff



# Wayne Middle High Academy

## *Nutrition & Transportation*



### School Nutrition Services

- Breakfast and lunch are provided to students during their "Face-to-Face" (F2F) weeks.

### Transportation Services

- District-provided transportation is available for all weeks requiring on-site, in-person learning.

# Asheboro City Schools

# Blue Comet Global Academy

**PSU:** Asheboro City Schools

**Projected Enrollment:** 150

**Type:** Blended

**Grades:** 6-12

**Full Application**



# Blue Comet Global Academy

## Core Purpose & Direction



“By establishing our own remote academy, we are competing not just on convenience, but on quality. Our students remain connected to their local school community while benefiting from flexible learning and expanded opportunities.”

# Blue Comet Global Academy

## *Strategic Goals Alignment*



This initiative is the physical manifestation of our commitment to **Inclusion, Innovation, and Excellence.**

- **Equity of opportunity** so a student's circumstances do not limit access to quality education
- **Stronger community connection** by providing a local, high-quality remote option
- **Improved graduation outcomes** through flexible pathways for at-risk students

# Blue Comet Global Academy

## *Enrollment Criteria*



- Enroll voluntarily with parent/guardian consent
- Complete an application with review of academic and attendance records
- Be identified for support, including an Academic Success Plan if needed
- Be a resident of Asheboro City Schools or meet transfer requirements
- Participate in IEP/504 review to ensure all needs are supported

# Blue Comet Global Academy

## *Calendar, Enrollment, Attendance*



Students will:

- Follow the Ashboro City Schools Calendar
- Be audited regularly to verify NC residency and active participation.
- Have daily attendance tracked through participation, communication, or assignment submission within 24 hours

# Blue Comet Global Academy

## Instructional Delivery



Students will:

- Receive instruction with real-time feedback during live lessons
- Participate in small-group support and targeted interventions
- Access regular virtual office hours for individualized support
- Have engagement monitored through LMS data and activity tracking
- Use adaptive platforms that adjust based on performance
- Demonstrate learning through projects, portfolios, and coursework
- Receive support informed by ongoing data review and progress monitoring
- Receive a school provided chromebook to access learning materials



# Blue Comet Global Academy

## *Professional Development*



Remote academy teachers are provided:

- Required certification through NCVPS Teacher Online Training
- Ongoing training in digital learning competencies, including data privacy and digital citizenship
- Specialized training in hybrid pedagogy connecting virtual and hands-on learning
- Regular data PLCs to analyze student engagement and progress
- Ongoing coaching to support student-centered instruction
- Continuous training for platforms and digital tools

# Blue Comet Global Academy

## *Communication*



Families are provided:

- District communication through SchoolStatus for updates and outreach
- Daily academic updates through Canvas (high school) and Google Classroom (middle school)
- Access to live sessions and virtual support through Google Meet

# Blue Comet Global Academy

## *Nutrition & Transportation*



### School Nutrition:

- Standard breakfast and lunch served during face-to-face sessions
- Meal pick-up from their assigned base schools on remote days.

### Transportation

- Bus transportation is provided from a student's assigned base school to the Zoo School and Global Innovation Center.
- Transportation is coordinated for all state-mandated testing (EOC/ACT) for students who indicate a need.
- Transportation is provided for students with IEPs that mandate it as a related service.

# Hyde County Schools

# Mattamuskeet School

**PSU:** Hyde County Schools

**Projected Enrollment:** 312

**Type:** Blended

**Grades:** K-12

**Full Application**



# Ocracoke School

**PSU:** Hyde County Schools

**Projected Enrollment:** 148

**Type:** Blended

**Grades:** K-12

**Full Application**



# Hyde County Schools



“Hyde County Schools’ decision to pursue remote academies for both Mattamuskeet and Ocracoke Schools is grounded in a single, unifying reality: geography in our district is not a minor inconvenience; it is a defining condition of access. For our students, attending school consistently is not always a matter of willingness or engagement, but often a matter of distance, transportation, and the unavoidable demands of living in a remote coastal community.”

# Hyde County Schools

## *Core Purpose & Direction*



- Geography creates barriers to consistent school access
- Students miss instruction due to travel and essential needs
- Past reliance on informal remote learning lacked structure
- Provides a formal, accountable remote learning model
- Ensures continuity when students cannot be on campus
- Supports both traditional students and targeted programs
- Addresses long-standing challenges in access and consistency



# Hyde County Schools

## *Enrollment Criteria*



- Opt in with parent/guardian consent and meet Navigator Program requirements
- Maintain a minimum “C” average
- Demonstrate engagement, communication, and independent work skills
- Have a supportive home environment with reliable technology access
- Maintain eligibility through academic performance and attendance

# Hyde County Schools

## *Strategic Goals Alignment*



- **Academic impact:**
  - Reduces lost instructional time during absences
  - Improves continuity for students with medical or alternative needs
  - Supports personalized pathways toward proficiency and graduation
  - Maintains rigor through monitoring of attendance, engagement, and outcomes
- **Operational impact:**
  - Creates a structured, state-aligned remote learning model
  - Embedded within existing schools (not a separate virtual school)
  - Maximizes staffing and supports small school sustainability
  - Keeps students connected to their home schools and communities
  - Helps retain students who might otherwise leave the district

# Hyde County Schools

## *Calendar, Enrollment, Attendance*



- Follow the district calendar with participation monitored through instructional hours and engagement
- Maintain enrollment through active participation and ongoing monitoring
- Have attendance recorded based on live instruction and Learning Management System activity

# Hyde County Schools

## *Instructional Delivery*



Students are provided:

- Teacher-created, standards-aligned instruction based on the North Carolina Standard Course of Study
- Regular check-ins to support growth and monitor progress
- Frequent assessments to measure mastery and academic performance
- Instruction from teachers trained in remote learning and differentiation
- Targeted support based on engagement and performance data
- *Ongoing progress reviews to adjust and improve learning outcomes*
- A school issued Chromebook to access resources and materials

# Hyde County Schools

## *Professional Development*



- Training in evidence-based remote instruction and standards-aligned content delivery
- Professional development on synchronous and asynchronous lesson design and differentiation
- Strategies to build strong teacher-student relationships through feedback and interaction
- Training in digital platforms to organize instruction and monitor progress
- Support in using data and assessments to guide real-time instruction

# Hyde County Schools

## *Communication*



Families are provided:

- Information through the school website, emails, phone outreach, and printed materials
- Orientation sessions and school-level meetings
- Access to guides, handbooks, and registration resources
- Ongoing communication and onboarding support to understand expectations

# Hyde County Schools

## *Nutrition & Transportation*



### School Nutrition Services

- Access: Students attending on-site have access to the same food resources available to all other students at their respective schools.

### Transportation Services

- Ocracoke School: Transportation is provided for students attending required in-person sessions, such as field trips.
- Mattamuskeet School: Because it operates on a hybrid model, transportation is provided for required in-person sessions, support services, or scheduled check-ins.
- Route Utilization: Mattamuskeet utilizes existing bus routes with adjustments made for hybrid scheduling.

# Remote Academy Revisions



# Wilson Academy of Virtual Education



**PSU:** Wilson County Schools

**Type:** Blended

**Proposed Change:**

- Currently: grades 6-12
- Change to: grades 8-12

**Reason:** No current 6th graders currently enrolled, next year 7th grade isn't needed.

# Caldwell Online Academy



**PSU:** Caldwell County Schools

**Type:** Blended

**Proposed Change:**

- Currently grades 4–12
- Change to grades 6–12

**Reason:**

- Grades 4–5 discontinued due to low enrollment

# Remote Academy Closings

# Burke Virtual Academy



**PSU:**Burke County Schools

**School Number:** 120300

**Type:** Full Virtual

**Grades:** K - 12

**Reason:** We have not had students enrolled in BVA for the past two school years (24-25 or 25-26)

# Pitt County Virtual School



**PSU:** Pitt County Virtual

**School Number:** 740600

**Type:** Full Virtual

**Grades:** k - 12

**Reason:** Over the last 3 years enrollment has decreased significantly leaving only 27 students for the 26-27 school year. PCVS will close as of June 30, 2026.

# Questions?