Dogwood Virtual School
Parent and Student Handbook
School Year 2026-2027

Dogwood Virtual School by K12™

Dogwood Virtual School by K12

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Note: A signature contained in the Appendix A of this document is legally binding and indicates that the signatory has carefully read the terms and conditions and understands its significance.

INTRODUCTION

This Handbook is both a source of information for parents and students as well as a guide to Dogwood Virtual School's (DVS) expectations of its families. The Handbook is written from the perspective that DVS is a community, indeed, a "family," where all involved -- the students, their families, the faculty, staff, Board of Directors and stakeholders give of their time, talent or resources -- work together to create a warm, but challenging virtual learning environment.

MISSION STATEMENT

Dogwood Virtual School is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students' success in school, career, and in life.

DVS BOARD OF DIRECTORS

DVS is an affiliate organization of Pine Springs Preparatory Academy which is governed by a volunteer Board of Directors. The Board of Directors provides oversight to ensure the school is achieving its mission, creates and follows board policies, oversees the strategic plan for the school, and approves and follows the annual budget.

Meeting Schedule

The board meets monthly, and the meeting schedule is posted on the Pine Springs Preparatory Academy website https://pinespringsprep.org. Board meetings follow NC Open Meetings Law.

Requests to Address the Board

In order that the board may fairly and adequately discharge its overall responsibility, our brick-and-mortar affiliate, Pine Springs Preparatory Academy, provides the opportunity for members of the public to address the Board of Directors during their public meetings.

- Those who wish to provide public comment must sign up prior to the meeting beginning. While the board chair will establish the rules for public comment, as a general rule, for meetings held in- person, public comment sign-up will end 5 minutes before the meeting is called to order. For remote meetings, public comment sign-up will end 30 minutes before the meeting is called to order. For "Special" meetings, public comment will only be offered on topics that are specific to the special meeting agenda.
- Public comments are offered at the beginning of board meetings, and those wishing to make a public comment must be present at the time that the public comment portion of the agenda is being offered.
- The Board reserves the right to establish a time limit or halt public comment at any time.

Public comments shall not interfere with the board's duty to conduct orderly and efficient meetings. Individuals who address the board shall not use language that is obscene, vulgar, contains fighting words or otherwise disrupts the orderly conduct of business. Discussions regarding employees, litigation, student records or other potentially confidential matters may not be discussed during the public comment session.

Persons who willfully interrupt, disrupt or cause disturbances at official meetings of the Board may be directed to leave by the board chair. The board chair shall determine whether matters of discussion are inconsistent with these restrictions or other requirements for public comment, and may rule the speaker out of order, if necessary. Disruptions by any person or persons of a public meeting shall be subject to action in accordance with G.S. 143-318.17.

Board of Directors 2026 -2027

- Jamie McDonald, Board Chair
- Dave Machado, Vice Chair
- Sean Coleman, Secretary
- Gregg Sinders, Treasurer
- Samara Cuccurullo, Board Member
- Julia McCombs, Board Member
- Fay Gore, Board Member
- Josh Prizer, Board Member

Compliance with Applicable Laws

The School shall comply with all applicable federal laws and regulations, including but not limited to such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. The School shall comply with all applicable health and safety laws and regulations, whether federal, state or local. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of the School except as may otherwise be required to monitor the charter School for compliance with applicable laws and regulations.

DVS SCHOOL LEADERSHIP

- Dr. GeRita Connor, Executive Director
- Ms. Shaina Velesz, Senior Academic Administrator
- Dr. Jalen Brown, Kindergarten-5th Grade Principal
- Dr. Margeaux Kittles, 6th– 8th Grade Principal
- Ms. Sara Kordbacheh, Interim High School Principal
- Ms. Riva Gomez, Special Programs Academic Administrator
- Ms. Ashlyn Dorsey, Operations Manager

SCHOOL CALENDAR

The DVS School Calendar meets State of NC requirements for the number of instructional hours that schools are required to provide. The most up-to-date School Calendar can be found here.

Dogwood Virtual School by K12

Dogwood Virtual School by K12

Jul-26				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Aug-26				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Sep-26				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Oct-26				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Nov-26				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Dec-26				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Jan-27				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Feb-27				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

Mar-27				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Apr-27				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May-27				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Jun-27				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

KEY:

- End of quarter
- First/Last Day for Students
- End of first semester
- School Holiday - No School For Students
- Teacher Workdays (Asynchronous Day for Students)
- Teacher Workday (No School for Students)
- In-Person Testing
  - August 31-September 4- All Third Grade Students
  - December 14-18 - All High School Students Taking an EOC Semester 1
  - May 21 - June 4 - 3rd- 8th Grade EOG Testing
  - May 28 - June 4 - HS EOC Testing
  - October 12-16 - pre ACT - all 10th graders; RTA- select 4th graders
  - February 23-26 - ACT - all 11th graders; WorkKeys - select 12th graders

STUDENT AND PARENT REQUIREMENTS AND EXPECTATIONS

To accomplish our mission, DVS requires the support and cooperation of the parents and guardians of our students. DVS has the following expectations of its students, parents, and families.

As a DVS student, I will

- **State Testing Attendance:** Attend in-person for state testing (BOG, RtA, EOG/EOCs, pre-ACT, ACT, CCRAA, ACCESS, WIDA) as required. (Testing window dates are listed in the Testing Section)
- **Communication:** Check email accounts daily to stay informed and communicate regularly with school staff.
- **Class Participation:** Keep cameras on at all times during classes unless instructed otherwise by the teacher or have a written medical excuse.
- **Testing Integrity:** Complete all tests independently; parents should not assist during testing.

- **Attendance:** Attend all classes daily and be present for all small group sessions. All classes are required unless notated as optional. Students must be online for a minimum of four hours daily in order to be counted as attended.
- **Learning Environment:** Participate in classes from a conducive learning environment that supports academic advancement.
- **Daily Engagement:** Engage with the learning platform daily to complete assigned work.
- **I-Ready Participation:** Dedicate at least 45 minutes per week to I-Ready activities.
- **Appropriate Conduct:** Maintain respectful and appropriate conversations in chats and during class. Inappropriate behavior may lead to disciplinary action.

Expectations for Parents:

- **State Testing Support:** Support and ensure student attendance at all required in-person state assessments (BOG, RtA, EOG/EOCs, pre-ACT, ACT, CCRAA, ACCESS, WIDA) including making necessary arrangements for transportation and scheduling as required. (Testing window dates are listed in the Testing Section).
- **Active Communication Requirement:** Maintain an **active and working communication channel** (email and/or phone) with DVS to ensure timely contact with the family/learning coach/student. You must notify the school if your e-mail, phone number, or address changes.
- **LC and Parent Engagement:** Check email accounts daily to stay updated and communicate regularly with school staff.
- **Support Testing Integrity:** Encourage students to complete tests independently without assistance.
- **Encourage Attendance:** Ensure students attend all classes and small group sessions daily.
- **Learning Environment:** Help create a supportive learning environment at home that fosters academic success.
- **Monitor Student(s) Engagement:** Encourage daily engagement with the learning platform and I-Ready activities.
- **Promote Appropriate Conduct:** Reinforce the importance of respectful communication during classes and in chats.

Parents/guardians may refer to the Learning Coach and Teacher Partnership Guide, which highlights the best practices and role definition to empower true partnerships.

Legal Custody

If a parent has a custody agreement or a current restraining order against a person, it is the responsibility of the parent/guardian to provide the school copies of the orders immediately. According to North Carolina law, both parents have legal custody of minor children unless a court has decreed

otherwise and either can pick up the child or remove the child from school and have access to educational records.

Student Code of Conduct

DVS's expectations for student behavior are based upon the following governing principles:

1. Students will act with courtesy, consideration, tolerance, and patience in all interactions with others, both in virtual school and during school-sponsored activities.
2. Students shall treat school property with care and respect.
3. Students will follow DVS's Honor Code and be honest in all academic and social situations.
4. Student behavior will reflect positively upon DVS by a display of manners, pride, and ownership of DVS core values.

Parent and Learning Coach Code of Conduct

This section describes the policies and guidelines for the use of DVS's learning systems and exists to ensure that all students are aware of and understand their responsibilities when accessing and using DVS resources. Students and parents/learning coaches enrolled in DVS should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Code of Conduct and Acceptable Use Guidelines.
Failure to Follow These Guidelines Could Result in the:
· Removal of student access to DVS instructional computing resources, which could result in his/her inability to complete learning activities.
· Suspension or expulsion from DVS.
· Involvement with law enforcement agencies and possible legal action.

Prohibited Conduct
The following is a list of behaviors not permitted by DVS:

1. Disregard or disrespect for directions of teachers, school staff, or administrators
2. Disruption and/or interference with the normal and orderly conduct of school and school-sponsored activities
3. Use of profanity, vulgar language, or obscene materials
4. Engaging in insults, verbal abuses such as name calling, ethnic or racial slurs or using derogatory statements to other students, school personnel or other individuals
5. Bullying behaviors that are intended to harass, intimidate, ridicule, humiliate or instill fear in another individual
6. Insults or attacks of any kind against another person
7. Harassment (posting unwelcome messages to another person) or use of threats
8. Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.

Acceptable Use Guidelines for the Internet

- Posting anonymous messages online is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must only use their own usernames/passwords and must not share these with anyone.
- Students may not interfere with other user's ability to access DVS or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activity that are associated with their usernames and passwords.
- Students are expected to maintain their login and password for all platforms and devices.
- Students must not publicly post their personal contact information (address and phone number) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students are not allowed to download, transmit, or post material intended for personal gain or profit, non-DVS commercial activities, non-DVS product advertising, or political lobbying on a DVS owned instructional computing resource.
- Students may not use DVS instructional computing resources to sell or purchase any illegal items or substances.
- Students are not allowed to upload or post any software on DVS instructional computing resources that are not specifically required and approved for student assignments.
- Students must have their own student login and use it when completing work.
- DVS does not promote any social media that is not created, maintained, and monitored by faculty and staff at DVS. Therefore, the use of any platform such as Instagram, TikTok, Snapchat, Discord, etc. is outside of the scope of DVS.
- Students should not create any social media profiles using their DVS email address.
- DVS and its staff are not responsible for any individual or group communications on any non-approved school platforms.

Dress Code

The purpose of the dress code is to clearly identify appropriate attire for all our students attending DVS. In keeping with our school mission, the board and administration of the school believe attire should be modest, not offensive to others, and not disruptive to the learning environment while on school property or at a DVS sponsored event or field trip. We believe it is important for all students to learn the importance of presenting themselves well and that they should begin learning those habits while at school. Failure to comply with the school's uniform policy and/or dress code are violations of the Student Code of Conduct.

Outings/Events

DVS sponsors optional outings for students and families on a regular basis that enhance the Stride K12 curriculum/learning activities. While attendance is not mandatory, it is a wonderful opportunity to meet other school participants and have conversations about our children and programs and share practices that work. Outings are opportunities for both the students and parents to socialize. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings. While credit for field trips is not offered in lieu of the regular curriculum for most outings, attendance

at these events can be included under an applicable subject area. Parents/ Legal Guardians must complete the Liability and Photo release form for their student to fully participate and attend outings and events.

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

Students and parents are to abide by the code of conduct listed earlier in this handbook. Tobacco products, drugs, alcohol, and weapons of any kind are not permitted on school outings or events. If these circumstances arise, they will be dealt with in accordance with this handbook and all applicable state laws. DVS parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for supervision of their children at all times. Any other group outings are not considered "official" outings unless a DVS staff attends.

Students are expected to dress appropriately when attending outings. Examples of inappropriate dress include but are not limited to:

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

Student Photos

Parents who do not wish to allow DVS to use their child's picture or image must fill out the Photo Release form, please email schooloffice@dogwoodvirtualschool.org for that link.

Inappropriate Behavior

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

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

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

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

Discipline

Good discipline is imperative to the success of the school: it is helping a student adjust to the requirements of his/her environment rather than punishment for his/her not having adjusted, it is turning unacceptable conduct into acceptable conduct, and it is not humiliating or embarrassing. The ultimate, unique achievement of good discipline is self-discipline on the part of the student. Each teacher/team has a plan for managing student behavior that incorporates effective strategies consistent with the purpose and principles established by Board policies regarding student behavior. Teachers are encouraged to seek positive, innovative, and constructive methods of correcting and managing student behavior to avoid repeated misbehavior and suspension.

Consequences for violating the policies in this handbook, teacher/team standards, or rules may include, but are not limited to the following:

- Correct the situation
- Parental involvement
- Loss of privileges
- Behavior improvement agreements/behavior contracts
- Individual or small group sessions with an administrator
- Exclusion from extracurricular activities/loss of privileges, and/or field trips (with administration approval)
- Expulsion (Age 14 or over)

Opportunities to learn from mistakes create a context for students to learn to make good choices in the future. Ultimately, the goal is for students to do the right thing, even when no one is looking.

DVS is not required to engage in progressive discipline. Some offenses are so serious they warrant more severe consequences including but not limited to recommendation for longer-term consequences. This Student Code of Conduct is not to be seen as all-inclusive. The administration

reserves the right to amend or add to these lists as unique situations arise. The administration further reserves the right to deviate from the stated disciplinary action(s) based on unique or aggravating factors.

Failure to follow the instruction of a teacher, administrator, or other school official and any conduct in violation of any written rule, policy or procedure, or code of DVS will result in appropriate disciplinary measures.

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

outings, or other school events. Parent support is critical in the effort to maintain a productive academic atmosphere. Shirts and blouses must cover the midriff, chest, and back. Pants, skirts, and tops should be high enough and long enough, so no portion of the backside or undergarments is seen.	Backpacks or handbags may be subject to search at school events, outings, or testing. Depending on circumstances, an administrative meeting may follow.

Expulsion: The indefinite exclusion of a student from school enrollment for disciplinary purposes.

A student may be long-term suspended from the school if, in the opinion of the school administration, there has been sufficient violation of the rules of conduct as established by the School so that continued attendance would be disruptive or dangerous to other students and/or staff. Long-term suspension shall occur if a student continually violates the DVS Honor Code, or if a student or his/her parent(s) fail to adhere to the terms of the DVS Honor Code and other DVS policies. School administration has the discretion to enforce the honor code with all due consideration given to the age of the student and other relevant circumstances.

DVS and its employees shall follow applicable rules concerning the discipline of students who qualify under relevant special education laws.

The school administration may recommend Expulsion, and/or participation in a Behavioral Contract. Decisions Expulsion shall be made by the school administration after appropriate notice to the parties involved and a hearing if one is requested. Student appeals against the decision of the school administration shall be heard by a panel of two Board members who shall be appointed by the Board Chair. Appeals must be made in writing to the Board Chair within ten (10) days of the decision. The hearing of the panel will occur at a discipline hearing. Decisions of the Board panel shall be final, and there will be no further appeal to the full Board of Directors.

DVS's disciplinary procedures will be exercised in a manner consistent with state and federal law, including the Gun-Free Schools Act, the Individuals with Disabilities Education Act, and the Rehabilitation Act of 1973.

ACADEMICS AND CURRICULUM

Academic Honesty

Academic honesty is required by DVS, and any form of academic dishonesty is a violation of the school's Honor Code and the Student Code of Conduct. Academic dishonesty is defined as cheating; working with another person(s) without permission, copying someone else's work, sharing your work with others, unauthorized use of notes or books on examinations, tests, or quizzes; giving or receiving information on examinations, tests, quizzes, classroom assignments, lab assignments, homework assignments or any other work without the approval of the instructor; forging a parent signature; and plagiarism. Plagiarism is defined as intentionally using another person's words, thoughts, or ideas as one's own without proper citation. Generative Artificial Intelligence agents are not to be used to complete entire assignments or homework, or assessments, and are seen as an act of academic dishonesty. Academic honesty will be reviewed with learning coaches and students during the

onboarding process. Any act of academic dishonesty could result in loss of credit for the assignment and/or other disciplinary action.

Academic Standards

The key to DVS's curriculum and student performance standards is rigor. DVS is a school that demands hard work from all students at all grade and ability levels. Students who attend DVS will find they are continually challenged in all subject areas and that they will have to work diligently to meet academic expectations.

The types of challenges students will face are progressive complexity and competency in all subject areas, active participation in all areas of their education, including in-class and out-of-classroom experiences, and problem-solving. Through self-assessment and teacher evaluation, along with the results from standard assessments, students will be challenged to excel beyond state standards in all academic areas.

They will be given tools to meet the demands of DVS's rigorous standards, and they will be held to those standards. Students are expected to perform at their level of engagement or higher.

Award-Winning Curriculum

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

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

Academic or Intelligently Gifted (AIG) Program

Dogwood Virtual School provides services for students identified as Academically and Intellectually Gifted (AIG) in accordance with North Carolina state guidelines. AIG students demonstrate high levels of academic achievement and/or intellectual ability and may require educational opportunities beyond those typically provided in the regular curriculum.

The goal of the AIG program is to ensure that advanced learners are appropriately challenged and supported through differentiated instruction, enrichment opportunities, advanced coursework, flexible pacing, and acceleration options when appropriate. Services are designed to address the unique academic, intellectual, and social-emotional needs of gifted learners.

Students may be referred for AIG consideration by parents/guardians, teachers, school staff, or through review of academic performance data. Eligibility is determined using multiple criteria, including assessment data, classroom performance, and other evidence of advanced aptitude or achievement.

Identified students receive a Differentiated Education Plan (DEP) that outlines the instructional supports and services provided. AIG services are delivered through collaboration among classroom teachers, counselors, instructional leaders, and the Special Programs Department.

Families seeking additional information about AIG identification, services, or referral procedures should contact the Special Programs Department.

Career and Technical Education (CTE) Program

Career and Technical Education (CTE) teaches the college and career skills students need to be successful after high school. In addition to core courses required for graduation, students' electives allow them to explore different career fields and gain skills that can help them be successful in the workplace and in college.

Whether students intend to go to college, are working in their career field now, or plan to enlist or start their career right out of high school, the occupational programs offered can combine passion and interests with the skills needed to compete for jobs in high-demand fields.

DVS's Career Technical Education program includes courses taught by highly qualified professionals with industry experience. At least 1.0 credits are required for graduation. Completion of 2.0 credits in CTE courses can lead to completion of a Graduation Pathway. CTE students also have opportunities to participate in project-based learning, earn dual college credit and industry recognized technical certifications as well as seek student leadership roles in National Career and Technical Student Organizations (CTSO).

Students in grades 9-12 are enrolled in CTE courses to complete North Carolina Board of Education Requirements for graduation and are automatically enrolled in our CTE program. Students in grades 6, 7 & 8 are automatically enrolled in foundational computer literacy and planning courses to introduce them to college and career learning concepts.

Career and Technical Education Program Opt-Out

Students in grades 6-12 are automatically opted into DVS's Career and Technical Education Program due to the learning benefits for this group of students as well as supporting progress toward graduation requirements for students in grades 9-12 as outlined by the NC Board of Education. While students in grades 9-12 may not opt out of graduation requirements, all students in grades 6-12 may opt out of being identified as a Career and Technical Education Program student. To do so, Legal Guardians, Students over the age of 18 or Legally Emancipated Students over the age of 16 may submit the CTE Opt Out Choice Form to have the program ended for their student. If you would like more information about opting out, please contact the CTE coordinator.

Student Promotion

Student promotion is based on teacher recommendations. It is the responsibility of the School Principals to make final grade level placement decisions.

For students with special needs, promotion will also depend on the fulfillment of the child's Individual Education Plan (IEP). The academic expectations at DVS will be made clear to parents. Additionally, as stated above, teachers and the administration will be diligent in their efforts to keep parents up to date on their children's performance. When a child is in danger of failing, teachers will reach out to the parent or guardian to discuss the child's circumstances and develop strategies that the child, parents, and teachers can implement to afford the child opportunities to succeed.

Retention

Parents of students being considered for retention shall be notified in writing as early as possible, we prefer no less than 45 days before the end of the school year. Parents may respond in writing to School Administration within 5 days of the written notification to appeal the retention. Retention of students will be based upon teacher input and the School Administration/Principal is responsible for final grade level placement decisions.

Administration will consider the following when deciding to retain or promote a student:

- Teacher recommendation
- Student's test scores (Diagnostic, EOG, EOC)
- Student's academic progress over time
    - Students who fail both math and ELA may be recommended for retention
- Student's behavior history
- Student's attendance history
- Student's special education needs
- Parent recommendation

For students transferring to DVS, the student will be placed in the grade level as recommended by their previous school. A retention letter/label may be required.

Testing Schedule

DVS will administer all required North Carolina State Tests. In addition, all DVS students will participate in i-Ready and/or Progress Learning Check-Ins 2, two to three times a year. Visit the DVS Calendar for DVS testing dates highlighted gray. Parents and students will receive specific information for any required in-person tests prior to each testing event. If a student does not confirm testing or does not attend these required testing events, they may be withdrawn from the school. Below are the windows for in-person testing:

Dates	Student Grades	Mandatory In-Person Tests
September 1 – 4	All 3rd Grade Students	Beginning of the Grade Reading Test
October 12 – 16	All 10th Grade Students	Pre-ACT Testing
October 12 – 16	Select 4th Grade Students	Read to Achieve
October 12 – 16	Select 10th Grade Students	CCRAA10
December 14-18	High School Students Enrolled in English II, Biology, Math I, Math III, Intro to Computer Science, Health Science I or Business Essentials in Semester 1	EOC for Semester 1
January 11 – March 12	Grades 1 – 12 ML Students	WIDA ACCESS
February 23 – 26	All 11th Grade Students	ACT Testing
February 23 – 26	Select 12th Grade Students	WorkKeys Testing
February 23 - 26	Select 11th Grade Students	CCRAA11
May 21 – June 4	All 3rd – 8th Grade Students	EOG Testing
May 28 – June 4	High School Students Enrolled in English II, Biology, Math I, Math III, Intro to Computer Science, Health Science I or Business Essentials in Semester 2	EOC for Semester 2

Testing Compliance

DVS will conduct standardized testing as required by state and federal law and provide remediation and intervention for students not scoring at required levels. A testing coordinator will monitor compliance with this policy and will ensure that all testing material is maintained under locked and secure conditions. Students who refuse to participate in mandatory state testing may be immediately withdrawn from the school and will not be able to re-enroll the following school year. All testing personnel, teachers, and school administrators are subject to a state Testing Code of Ethics regarding the statewide testing program.

Student Evaluation/Grading

All parents will be informed at regular intervals on their children's academic progress, based on procedures approved by the School Administration. The academic year will consist of two eighteen-week grading periods. Progress reports are issued at the end of the first grading period, and official report cards will be issued at the end of the second grading period. Parents can access student information via the Parent Portal at any time, including student grades and progress within courses. A date will be sent to parents to check grades during the interim of each grading period in the Parent Portal. A paper copy progress report will not be sent home. Report cards will be a combination of numerical and narrative evaluations.

Grade marks for students in Kindergarten – 2nd Grade and students enrolled in the ECS Program will be calculated as follows:

Grade Mark	Description	Percentage
S	**Satisfactory**: The student does excellent work, achieves mastery of the course objectives and learning outcomes, consistently produces high quality work demonstrating skill and thoroughness, and consistently applies knowledge gained in new situations.	80% – 100%
N	**Needs Improvement**: The student does above average or average work, achieves mastery of almost all the course objectives and learning outcomes, produces above average work demonstrating skill and awareness, and is able to apply knowledge gained to many new situations	60% – 79%
U	**Unsatisfactory**: The student does below average work and is not making adequate progress toward mastering the course objectives and learning outcomes, struggles to produce adequate work demonstrating growth, and is only able to apply knowledge gained in limited situations	0% – 59%

Grade marks for students in 3rd Grade – 12th Grade will be calculated as follows:

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

Report Cards

Report cards are generated from the Student Information System. Parents have online Student Information System access to view the academic records through the parent portal.

Academic Accountability

Students at DVS are responsible for:

a. Completing assignments within time limits acceptable to the teacher and administration.
b. Participating actively in all classes and class-related activities
c. Making academic progress by passing, in addition to iReady, EOG, and EOC assessments, all courses required for promotion to the next grade level.
d. Maintaining, being responsible for, and producing in all classes, at all times, necessary materials such as assigned textbooks, writing materials, and class supplies, and using these materials in an appropriate manner.

Plagiarism and Use of Generative Artificial Intelligence

Plagiarism is the attempt to pass off the ideas, research, theories or words of others as one's own. Plagiarism is a serious academic offense. Most students know when they are intentionally plagiarizing, for example copying an entire essay of a book or buying a paper off the Internet. However, many people are tripped up by unintentional plagiarism, that is, not giving proper credit for others' quotes, facts, ideas or data. Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values at DVS. Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. Plagiarism interferes with the assessment and feedback process

that is necessary to promote academic growth. Plagiarism defrauds the instructor with a false view of a student's strengths and weaknesses. It may prevent further instruction in areas of weakness and delay the student in reaching his or her potential. Generative Artificial Intelligence agents are not to be used to complete entire assignments, homework or assessments, and are seen as an act of academic dishonesty. Academic honesty will be reviewed with learning coaches and students during the onboarding process.

Plagiarism includes:

- Taking someone else's assignment or portion of an assignment and submitting it as your own.
- Submitting work written by someone else or rephrasing the ideas of another without citing the source.
- Presenting the work of tutors, parents, siblings, or friends as your own.
- Submitting purchased papers as your own.
- Submitting papers from the Internet written by someone else as your own (ex: utilizing artificial intelligence to complete coursework)
- Supporting plagiarism by providing your work to others, whether you believe it will be copied.

Use of Artificial Intelligence (AI)

While AI tools can be useful for brainstorming, checking grammar, or learning concepts, students are not permitted to submit AI-generated content as their own work for any graded assignment. This includes content generated by tools such as ChatGPT, Google Gemini, or other AI writing/image/code programs.

Students may use AI responsibly in the following ways (with teacher approval):

- To brainstorm ideas before writing.
- To check grammar or sentence structure.
- To get clarification on complex topics (e.g., asking AI to explain a math process).

However, the final submitted work must always be authentically the student's own.

Consequences for Inauthentic Work

1. First Offense
    - The student will receive no credit for the assignment.
    - The student will be required to resubmit their own authentic work within 5 school days from notification.
    - New submission will be graded.
    - Parents/guardians will be notified.
2. Repeated Instances
    - The student may lose credit for the assignment with no opportunity to resubmit.

- A conference will be scheduled with the student, parent/guardian, teacher, and administrator.
- Continued violations may result in further disciplinary action which may include removal from our program.

Student Responsibility for Academic Integrity

Academic integrity is a value that all DVS students are responsible for. Students are expected to take ownership of their learning by submitting authentic work that reflects their own effort and growth. They should ask their teachers whenever they are unsure about whether a resource, citation, or tool (including AI) is permitted. Students are also responsible for properly citing any outside sources they use.

LEARNING COACH AND STUDENT RESPONSIBILITIES

Communication With School Personnel

Email is the simplest and most effective way to contact our staff. A staff directory can be found at the top of the DVS school website. In addition, teachers may be contacted during regular school hours by calling or emailing them, please refer to the Online Learning School (OLS) for contact information. Any dialogue with a teacher concerning a student is to be scheduled in advance. The hours between 8:00 AM and 4:00 PM are when teachers are working. Please allow 24 hours for response for non-emergency situations.

Meetings with the school personnel, including school administration, must be scheduled in advance.

Engagement Responsibilities

Students are required to attend all scheduled classes unless a session is explicitly designated as Optional. Active participation is expected in every class session, including the use of a functioning camera.

Camera use is mandatory during live class sessions. Exceptions will only be granted for documented medical reasons and must be approved by the school.

Students who fail to use their cameras, are not actively engaged during live class sessions, or do not meet participation expectations may be considered non-compliant with program requirements. Continued non-compliance may result in disciplinary action, including the possibility of withdrawal from the school.

Emergency Contact Data

Every family must provide emergency contacts upon completing the enrollment application. Please communicate any changes to the information throughout the year to your child's teacher and the DVS office staff schooloffice@dogwoodvirtualschool.org. The Emergency Information requested includes the following information:

- Home address
- Home phone number
- Alternate phone numbers (work, cell)
- Names and phone numbers we are authorized to contact in case of an emergency

Continued Engagement Policy

We believe that a student's continuous and active engagement is crucial for their academic success in a virtual learning environment. Our virtual platform provides flexibility and personalized learning, allowing students to complete coursework 24/7. In the event of a power outage, system outage, or other event which disrupts the normal flow of DVS schooling, students should refer to the Continued Engagement Plan.

Inclement Weather Procedures

Inclement weather announcements made by local school districts do not apply to DVS.

Student Health, Wellness, and Safety

DVS's Student Health and Wellness policies are in place to ensure, to the best of our ability, the health and safety of all. As a public charter school, DVS will also follow all the requirements set forth by the NC Department of Health and/or our local health department. For more important information about our health policies and procedures, please be sure to familiarize yourself with the information found on: https://app.smore.com/n/vh36w.

My Teacher Will Support Me By...

- Be the first point of contact for parents and students.
- Guide and direct the student through the Stride K12 Online School platforms.
- Provide instructional support to meet NC state standards.
- Facilitate academic conferences.
- Review student-submitted work throughout each grading term.
- Maintain a school workday from Monday through Friday from 8:00 am – 4:00 pm.
- Respond within 24 business hours when in the office to all emails and telephone calls.
- Inform Learning Coach of school updates/information from DVS and/or Stride K12.
- Plan and attend regional outings/field trips.
- Provide support in all areas of successful student learning and achievement.
- Complete semester progress reports and year-end report cards.

PARENT/STUDENT CONCERN, COMPLAINT, AND GRIEVANCE POLICY

Presenting Concerns

It is expected that any parent or student with a concern or issue should try to resolve the issue by using open communication with the teacher. This means that if a parent or student disagrees with any policy or procedure within the classroom, the first point of contact is their student's teacher. If the parent or student is not satisfied with the teacher's response, they should then notify the school administration.

Grievance Policy for Parents and Students

Most issues that a parent or student have with the classroom, teacher or school do not rise to the level of a grievance and appropriate resolution will likely be found with the teacher and/or the school administration.

A grievance is a verifiable assertion that a school employee has violated a school policy, Board policy, or a law. Parents may file a grievance as follows:

1. Filing A Grievance. A grievance may be filed by a parent by submitting a written explanation of the issue and the specific school policy, Board policy, or law that is being alleged to have been violated by sending an email to the Chairperson for the Board of Directors of the school (whose such email can be found at the school website. The subject of the email needs to state: "Grievance" or otherwise give reasonable notice to the Chairperson for the Board of Directors that the parent is filing a grievance pursuant to this policy. A parent may file a grievance but only after the parent has exhausted the available remedies and filed as follows:
    a. The parent must show they attempted in good faith to resolve the issue with the appropriate teacher or principal; and
    b. The parent must show they attempted in good faith to resolve the issue with the school administration, including the Executive Director, via an in-person meeting; and
    c. The parent must show they were not provided an adequate remedy to rectify the grievance by the teacher, administration or the Executive Director; and
    d. The parent must file the grievance within ten (10) days after the in-person meeting with the Executive Director.
2. Certification of a Grievance. Within ten (10) business days after receipt of a grievance, the Chairperson of the Board of Directors will determine, in his or her sole discretion, if a grievance meets the requirements set forth in Section 1 above. If the Chairperson of the Board of Directors determines in his or her sole discretion that the grievance meets the requirements set forth in Section 1 above, the grievance shall be considered "Certified". If the Chairperson of the Board of Directors determines in his or her sole discretion that the grievance does not meet the requirements set forth in Section 1 above, the grievance shall be considered "Rejected". The Chairperson of the Board of Directors shall notify the filing party whether or not the grievance is Certified or Rejected. If the grievance is Certified, the process as set forth below in Section 3 will be followed. If the grievance is Rejected, no further action will be taken by the school and the decision is final.
3. The Certified Grievance Process.
    Step 1 Establishing Grievance Committee. Once a grievance has been Certified, the Chairperson of the Board of Directors, in his or her sole discretion, will appoint a Grievance Committee made up of at least two (2) Board Members to handle the grievance. The Grievance Committee shall be appointed within thirty (30) days after the grievance has been Certified.
    Step 2a Requesting Written Position Statements. The Grievance Committee will contact both the grieving party and the school administration within ten (10) days of appointment and request written position statements setting forth each side's position as to the grievance and

the desired outcome of the grievance. The written position statements are to be submitted within ten (10) days of the request.

Step 2b Setting a Grievance Hearing Date. Contemporaneously with the request for written position statements, the Grievance Committee will work with the parties to set a hearing date as soon as practicable, but not later than thirty (30) days after the Grievance Committee has been appointed.

Step 3 Grievance Hearing. Direct confrontation or interruption while the other party is presenting to the Grievance Committee will not be tolerated. All parties are to remain civil, or the Grievance Hearing will immediately terminate. At the grievance hearing, the grieving party will have thirty (30) minutes to present any arguments to the Grievance Committee and should state the desired outcome of the grievance. The school will have thirty (30) minutes to present any arguments in rebuttal and should state its desired outcome. The grieving party will then have five (5) minutes to respond to the counterarguments by the school administration. Finally, the school will have five (5) minutes to respond to the counterarguments of the grieving party.

Step 4 Ruling. The Board Committee will rule on the grievance within ten (10) days following the Grievance Hearing. The ruling will be provided to the grieving party and the Executive Director in writing. The Grievance Committee's ruling is final.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA)

DVS will adhere to all federal laws relating to maintaining student files. The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents and eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct their record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, the school must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows the school to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;

- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

The School may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. If a parent would prefer that the School not release directory information about his/her student, s/he must inform the School Office at schooloffice@dogwoodvirtualschool.org by the end of the first week of school.

Right to Know Under the Every Student Succeeds Act

Parents of students have the right to know the professional qualifications of the School's classroom teachers. Parents can ask for certain information about their child's classroom teachers, and the School will give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers and the School:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications
- The School Improvement Plan
- Qualifications of your child's teachers
- Professional development opportunities for teachers and assistants to ensure highly qualified personnel
- Opportunities for parent involvement and input
- The Title I Parent Involvement Plan and School Parent Involvement Plan
- School Report Card

The Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
    1. Political affiliations or beliefs of the student or student's parent
    2. Mental or psychological problems of the students or the student's family
    3. Sexual behavior or attitudes
    4. Anti-social, demeaning, illegal, or self-incriminating behavior
    5. Critical appraisals of others with whom respondents have close familial relationships
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
    7. Religious affiliations, beliefs, or practices of the student or parent
    8. Income, other than as required by law, to determine program eligibility
- Receive notice and an opportunity to opt a student out of the following:
    1. Any other protected information survey, regardless of funding
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the School or its agent, and not necessary to protect the immediate health and safety of the students (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
    3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others
- Inspect the following, upon request and before administration or use:
    1. Surveys created by a third party before their distribution by a School to its students
    2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
    3. Instructional material used as part of the educational curriculum

DVS has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. DVS will directly notify parents of these policies at the beginning of each School year and after any substantive changes. The School will also both directly notify parents through U.S. Mail, e-mail, parent meetings, or the Parent and Students Handbook at the start of each School year of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5920.

Withdrawal Procedures

If a parent/guardian would like to withdraw their student from DVS, they must reach out to their teacher to complete the formal notice of withdrawal process. If the DVS school office receives a records request from another educational institution for one of our current students, it is considered a request for withdrawal and verification of enrollment elsewhere. Once a records request is received, the student's records will be sent, and that student will be withdrawn from DVS. Final report cards and/or transcripts will not be released until all materials have been turned in or paid for.

ATTENDANCE, TRUANCY, AND NON-COMPLIANCE POLICIES

Regular school attendance is essential to the learning process; therefore, we encourage every student to attend live Class Connect Sessions and to be schooled every day, health permitting. We recognize that the school day and the school year should be planned in a manner to facilitate student learning and to permit accurate assessment of student achievement.

State Requirements for Attendance and Instructional Time

North Carolina Compulsory Attendance law states "*Every parent, guardian or custodian in this State having charge or control of a child between the ages of [7] 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*." . North Carolina requires all public schools to provide a minimum of 185 instructional days each year. DVS's school calendar is aligned with this requirement.

Grade Levels: Kindergarten – 12th | Minimum Yearly Instructional Days: 185 days

Attendance Requirements

Regular school attendance is essential to the learning process. We recognize that the school day and the school year should be planned in a manner to facilitate student learning and to permit accurate assessment of student achievement.

Students are expected to meet a minimum daily attendance standard. Of that time, a minimum amount must consist of live, synchronous Class Connect instruction as follows:

- Monday through Thursday: at least 2 hours of live Class Connect instruction, with remaining time completed through asynchronous coursework and learning activities to reach the 4-hour daily minimum.
- Friday: at least 1 hour of live Class Connect instruction, with remaining time completed through asynchronous coursework and learning activities to reach the 4-hour daily minimum.

Students who do not meet the applicable live instruction threshold and the 4-hour total minimum for the day will be considered absent for that day.

Daily attendance is comprised of (1) instructional components, (2) completion of coursework, assignments, and assessments, (3) progress made within courses, and (4) supplemental work as assigned by teachers.

Instructional components include but are not limited to:

- Live, required, synchronous Class Connect sessions (which may exceed two hours)
- Special Ed. Support Session, related services, targeted small groups for intervention, etc.
- Coursework and assessments as assigned by teachers
- Supplemental programs as assigned and approved by teachers

Tardy Policy

Students are expected to attend all Class Connect Sessions on time. Tardiness is only excused for medical and dental appointments or to comply with court ordered attendance at a legal proceeding. In all such instances, for the tardy to be excused proper documentation is required. Students tardy due to illness require written parent communication. Excessive tardiness will be handled on a case-by-case basis. We encourage parents to make appointments for their child outside of school hours; however, if your student must leave a Class Connect Session early, please notify the teacher via email.

Absences

In the event a student is absent, the student must make up work for the day(s) missed within a timeline established by the classroom teacher. If a student misses a live instructional Class Connect session, they must watch the recording. Teachers will post available recordings by late afternoon/evening on the day the session was held.

If an unexpected situation should arise and the student will miss a school day, the student is required to follow these steps:

- Contact your teacher(s) to explain the situation as soon as possible.
- Discuss a plan to make up the missed work with your teacher(s) and Learning Coach prior to the absence, when possible.
- Even if a student is sick and provides a doctor's note, missed work is still required to be made up within a reasonable timeframe.

In the event of an extended inability to participate, the teacher will notify the administration of the situation to determine if further action is required.

Excused Absences

An absence is excused when a parent or guardian sends a note offering a legitimate explanation of the absence. Excused absences are documented and tracked within Infinite Campus. Reasons for an excused absence:

- illness or injury of the child;
- isolation ordered by the Department of Health;
- death in the immediate family;
- medical or dental appointment with documentation;
- court when the child is under a subpoena or is a party to a legal proceeding;
- religious observance – a minimum of two excused absences per year are authorized for this purpose;
- participation in a valid educational opportunity (prior approval is needed);
- catastrophic event or natural disaster.

Students are responsible for and are permitted to make up all the work missed during excused absences. The classroom teacher will assign the make-up timeline for the missed assignments. The student is responsible for finding out which assignments, quizzes and exams were missed and completing them within the specified time. Families are encouraged to check the instructor's website or email their teacher to obtain assignments.

Unexcused Absences

Absences not classified above will be considered unexcused, even with a note from a parent.

Planned Extended Absences

Parents are urged to plan family trips during school vacations so as not to interfere with the learning process. If an extended student absence is unavoidable, the school should be notified in writing at least one week before the first day a student is out. Make-up work will be given to students either before or after the absence based on what the teacher deems as most beneficial for the student.

Truancy

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

Truancy is defined as exceeding 10 unexcused absences, failure to meet the minimum weekly participation requirements for 10 consecutive days, and/or chronic lateness or failure to actively engage in required virtual activities, as determined by teachers and/or administration.

Automatic Triggers for Truancy Referral

A student will be automatically flagged for truancy when the following occurs:

- No login and/or no progress made by the student within courses.
    - Progress is defined as logging into the LMS, completing coursework within each course daily, showing mastery on assignments and quizzes, and attending required, live, synchronous Class Connect sessions.
    - Per state policy, students will be removed from funded membership on the 11th day of consecutive unlawful absences after the start of their initial enrollment date.
- 10 consecutive days absent.

Following NC Compulsory Attendance law, notification regarding chronic absenteeism and truancy will be made by the school accordingly:

- If the student's account indicates 3 days of no login or no progress, the Learning Coach will receive the "3-Day" truancy letter.
- If the student's account indicates 6 days of no login or no progress, the Learning Coach will receive the "6-Day" truancy letter and is REQUIRED to attend a Truancy Prevention Meeting.
- If the student's account indicates 10 days of no login or no progress, the Learning Coach will receive the "10-Day" truancy letter and the Student Attendance Specialist will schedule a truancy meeting with administration to determine the consequences, which could include Administrative Withdrawal from the school. Failure to attend the truancy meeting may result in a referral to the school social worker and/or in a wellness check from the Sheriff's Department.

Truancy and Non-Compliance Withdrawals

As a charter school, Dogwood Virtual School is required to monitor student attendance and progress and report on attendance, in accordance with all applicable statutes and State Board of Education rules and regulations.

All absences must be made up within the LMS. Failure to make up missed work will result in truancy proceedings and the possibility of Administrative Withdrawal. Missed days due to absences can be made up in advance of and/or after the absence.

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

- Failure to provide sufficient compliance documents required by the state to establish eligibility for enrollment, such as guardianship, proof of residency, and immunization records.
- Failure to make sufficient progress as established during the Parent/Teacher conference (15 or more overdue lessons, and over 15% behind expected course progress).
- Failure to respond to teacher/administrator phone calls and/or e-mails.
- Failure to participate in scheduled parent, student, & teacher conferences.
- Failure to attend live Class Connect sessions via the Engageli platform as indicated in student's plan or as required by their teacher and/or administration.
- Failure to submit required work samples by deadlines.
- Failure to participate in state-mandated, in-person assessments.
- Failure to participate in required benchmark testing sessions.
- Falsifying attendance and/or progress in the online school platform.
- Providing student(s) access to Learning Coach's online school platform username/password.
- Cyber-bullying/inappropriate behavior in any online capacity or at any DVS event.
- Failure to follow other school policies.

Engagement and Academic Non-Compliance Procedures

Prior to determining non-compliance, the teacher will communicate with the parent/learning coach about concerns by phone and follow up after the conversation with an email. The teacher will make every effort to support the parent/learning coach in their needs and will clearly and concisely communicate the policies and expectations for students and parents as outlined in the DVS Parent Student Handbook. The teacher will conference with administration as needed for assistance.

In the event a student is non-compliant with work completion and/or live class attendance, the teacher team will work together to give your family additional support. Teachers will call the Learning Coach and student to offer suggestions and plans to get back on track. If there is no response from the Learning Coach and/or the student does not get back on track, the student's curriculum will be locked until a meeting with the administration (principal) is held. If deemed necessary by administration, a wellness check may be implemented by the Sheriff's Department to ensure the safety of your student. Once the team and family meet, the curriculum will be unlocked, and the student is placed on probation with the opportunity to work and meet the expectations set forth by the school team. If the student continues to be non-compliant, Administrative Withdrawal may occur.

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

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

There are exceptions to this process in which the steps could progress more quickly than the timeline outlined above. Such examples might include truancy (10 or more unexcused absences), inappropriate language/behavior to other students/staff, not attending required in-person state testing, repeated cases of non-compliance or other situations that must be rectified instantly.

In the event of Administrative Withdrawal, students between the ages of 7–16 must be enrolled in another public, private, or homeschool. DVS administration will follow up to ensure students are enrolled in another school, as is required by law. If the intent is to homeschool, families must notify the district of that intent, per state requirements. Students who are withdrawn due to non-compliance are not eligible to re-register or re-enroll at DVS.

Administrative Withdrawal Appeal Process

All appeals will be made to the DVS Executive Director or designee, who will first review the appeal and applicable documentation, and then decide to either uphold or overturn the Administrative Withdrawal. If overturned, the parent/guardian will receive guidance on requirements to maintain

enrollment and return to good standing. If upheld, a last appeal may be made by the parent/guardian to the Board of Directors via the Executive Director, whose decision would be final. Should the parent/guardian choose to appeal, students are expected to meet all attendance requirements until a decision is reached.

Legal and Policy References

- G.S. 115C-378 – Compulsory Attendance Law
- G.S. 115C-84.2 – School Calendar (185-day minimum)
- G.S. 115C-84.3 – Remote Instruction
- G.S. 115C, Article 16 – Remote Academies
- G.S. 115C-276(p), -288(b), -307(g), -317 – Student Data Reporting Requirements
- Session Law 2014-100, Section 8.35(b)(3) – Administrative Withdrawal Process
- SBE Policy ATND-004 – Student Chronic Absenteeism
- 20 U.S.C. 6311(h)(1)(I)(viii) – Federal Chronic Absenteeism Reporting
- NC School Attendance and Student Accounting (SASA) Manual, Version November 2025 – NC DPI School Business Services

SCHOOL SAFETY

Weapons Ban Policy

DVS prohibits weapons (and replicas of weapons) from being shown on video and on School property, in School vehicles and at School- sponsored activities on or off School property, except for weapons utilized by our School Resource Officer or other law enforcement officials. Weapons and replicas of weapons constitute any item (regardless of its nature) used to threaten or cause actual harm, including but not limited to: firearms, knives, metal knuckles, chains, razors, explosives, poisonous or noxious gases or any other tool or instrument capable of inflicting bodily injury as determined by School administration. On-duty Law Enforcement Officers (LEO) or School Resource Officers (SRO) are the only approved individuals to carry weapons on School property or at other School-sponsored activities on or off School property.

Students who violate this policy will be subject to disciplinary action, up to and including expulsion from School for a period of one (1) year from the date the student was found guilty of the violation. The School Administration will review each alleged violation of this policy and will exercise discretion for expulsion on a case-by-case basis.

All acts of violence and possession of weapons as defined in this policy shall be reported to parents of the violator, appropriate law enforcement agency, and any other government agency as required by law. In addition, the School Administration is required to report immediately to the appropriate local law enforcement agency whenever the School Administration has personal knowledge or actual notice from School personnel that any of the following acts have occurred on School property: assault

involving the use of a weapon, unlawful possession of a firearm, and/or unlawful possession of a weapon.

This reporting requirement applies regardless of the age or status of the person thought to have committed the act. The report to law enforcement is only required if the act occurs on School property, which includes any public-school building, bus, campus, grounds, recreational area or athletic field.

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICIES

Equal Education Opportunities

DVS provides equal education opportunities for all students and does not discriminate based on race, religion, gender, ethnicity, national origin, disability, or any other legally protected classification. DVS adheres to the legal obligations and requirements under all state and federal laws, including without limitation, section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education.

Anti-Harassment Policy

DVS is committed to providing an environment that is conducive to learning, free from improper and illegal discrimination and harassment, particularly that which is based on race, religion, gender, ethnicity, national origin, disability, or any other legally protected classification. Furthermore, DVS is committed to promoting the worth and dignity of all individuals, regardless of race, religion, gender, sexual orientation, ethnicity, national origin, or disability. Discrimination involves intentionally treating anyone in an unequal or disparate manner because of that person's inherent or natural personal characteristics when such treatment causes the victim to suffer adverse educational, employment, or other school-related consequences. Harassment is any unwelcome offensive verbal, nonverbal or physical conduct that is sufficiently severe, persistent or pervasive as to significantly affect the conditions of one's employment or a student's learning. Harassment includes but is not limited to the following: abusive jokes, insults, slurs, name- calling, threats, bullying or intimidation, unwelcome sexual advances, or the exchange of benefits for performance of sexual or other favors.

Sexual Harassment Policy

Of the various types of harassment, sexual harassment is worthy of special considerations beyond those applicable under the School's general Discrimination, Harassment and Bullying Policy. No employee or student shall engage in sexual harassment against any other student, employee, or another person in the school community. Sexual harassment includes any unwelcome sexual advance, request for sexual favors, or sexually suggestive comments when:

- Submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
- Submission to or rejection of such conduct by an individual is used as a basis for student or employment decisions affecting such individuals.
- Such conduct has the purpose or effect of interfering with an individual's academic or work performance or creates an intimidating, hostile, or offensive working or educational environment.

Examples of sexual harassment include, but are not limited to, the following: deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances, or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used toward, or in the presence of, an individual or to describe an individual; or the display of sexually suggestive objects, signals, or pictures. A hostile environment exists if the conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit a person's ability to participate in or benefit from the educational program or creates a hostile or abusive educational or work environment.

Romantic or sexual advances toward students by employees or romantic or sexual relationships between school employees and students are always prohibited in all circumstances. School employees are prohibited from engaging in romantic or other inappropriate relationships with students and are required to report such relationships or reasonable suspicions thereof, to the School Administration or other appropriate administrator. Procedures established by the School for reporting suspected sexual harassment shall be followed in any instances involving such conduct.

Bullying

DVS follows the North Carolina law regarding bullying and harassing behavior. Bullying or harassing behavior is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication that takes place on school property, at any school-sponsored function, and that:

1. Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
2. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Discrimination, harassment, and bullying are prohibited at the School and during school-related activities between students, employees, school agents, volunteers, visitors and any other person associated with or under the control of the School. Procedures established by the School for reporting suspected discrimination, harassment or bullying shall be followed in any instances involving such conduct. DVS prohibits reprisal or retaliation against any person who reports an act of discrimination, harassment, or bullying. This policy, however, shall not be used to bring frivolous or malicious complaints. Any DVS employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official. A student or volunteer who has witnessed or has reliable information that a student or School employee has been subject to any act of bullying or harassing behavior should report

the incident to the appropriate school official. The School Administration is authorized and expected to establish training and administrative procedures to help eliminate discrimination, harassment, and bullying and to foster an environment of understanding and respect for all individuals.

Procedures for Handling Discrimination, Harassment, and Bullying

1. Any student who believes s/he is the victim of harassment, bullying, and/or discrimination should immediately inform a trusted teacher, advisor or school official. Students are also encouraged to inform their parents.
2. When anyone reports harassment, bullying, and/or discrimination to a school employee, that employee shall notify the School Administration as soon as possible and within 24 hours.
3. If the School Administration is involved in the allegation, then another administrator will immediately inform the Chair of the Board of Directors who will conduct the investigation, working in concert with the School's Board of Directors. In all other cases, the School Administration will be immediately informed and will investigate or appoint a designee to conduct the investigation.
4. In investigating, a group may be convened to include some of all the following: the student's advisor, other teachers or administrators, the school counselor, and any other appropriate personnel. Interviews will be conducted as appropriate. At all times during the investigation, confidentiality will be balanced with the need to gather facts.
5. The School Administration, Board Chair or designated investigator will communicate, as appropriate, with the student's parents. A confidential report will be prepared and filed. Based upon the outcome of the investigation, appropriate disciplinary action will be taken.

ADDITIONAL STUDENT SERVICES

Rights of Children with Disabilities

Rights of Children with Disabilities This section explains the educational rights of children with disabilities to attend a charter school that has been authorized by the North Carolina Department of Public Instruction (NCDPI). Both federal and state law requires that admission to a charter school be conducted without regard to or consideration of whether the child has a disability; therefore, charter schools are open to all students, whether they are eligible to receive special education services. Charter schools must provide special education services, as outlined in the child's Individualized Education Plan (IEP), to all eligible students. This is a summary of your child's rights to attend and receive needed services from his or her public charter school.

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

Charter schools must ensure that your child receives special education services if the child has been determined to be an eligible student with a disability by the Individualized Education Program (IEP) Team. Charter schools within the NCDPI must ensure that students with disabilities receive the special

education services to which they are entitled. The services consist of special education instruction and related services in the least restrictive environment. The amount and location of services (where services will be delivered) are determined by the student's IEP team and are documented in the student's IEP.

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

Charter schools are required to meet the needs of qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, even if the student is not eligible as a student with disabilities under federal and state special education laws. Charter schools within the NCDPI are required to provide a FAPE to students with disabilities determined eligible under Section 504 of the Rehabilitation Act of 1973, as amended. An appropriate education for a student with a disability under Section 504 regulations could consist of education in general education classrooms with or without accommodations and/or supplementary services. These services will be decided upon by the child's 504 Planning Committee.

Child Find

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

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

Special Needs Services

DVS provides education to all children. Any child who is eligible for enrollment, submits a complete application and is offered enrollment through the school's admission policy will be enrolled. The School Administration will ensure enrollment documents are completed by all families and that any records for a child with disabilities pertaining to their placement and services under IDEA are secured from the child's previous school.

DVS will provide a full continuum of services to students with disabilities, based on individual needs in the least restrictive environment determined appropriate for a free, appropriate public education (FAPE). Free appropriate public education or FAPE means special education and related services that-

a. Are provided at public expense, under public supervision and direction, and without charge;
b. Meet the standards of the state of North Carolina and requirements of IDEA;
c. Include an appropriate preschool, elementary school, or secondary school education; and
d. Are provided in conformity with an individualized education program (IEP) that meets the requirements of NC 1503-4 and NC 1503-5.1 outlined in the North Carolina Policies and Services Governing Children with Disabilities.

Section 504

DVS will ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, assessed, and provided with appropriate educational services. DVS will provide reasonable accommodations to students in accordance with the student's 504 Plan developed by a team of individuals who are knowledgeable of the student, the evaluation results, and available services.

Section 504 of the Rehabilitation Act of 1973/Public law 93-112 is a comprehensive law that addresses the rights of handicapped persons and applies to all agencies receiving federal financial assistance. Eliminating barriers to education programs and services, increasing building accessibility, and establishing equitable employment practices are thoroughly and specifically addressed in Section 504 regulations.

Under this policy, a student with a disability is one who (a) has a physical or mental impairment that substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, or working—examples include Tourette's Syndrome, epilepsy, sickle-cell anemia, asthma, or a serious long-term illness or injury—if there is a resulting impact on a major life activity such as learning; (b) has a record of such impairment; or (c) is regarded as having such impairment. Students may be disabled under Section 504 even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Due process rights of students with disabilities and their parents under Section 504 will be enforced.

Multilingual Learners

Multilingual Learners who transfer in from other schools and are already identified as ML students will qualify for ML services at DVS. ML students who are new to the area will be identified through Home Language Surveys. These surveys are a part of the student registration packet. All students will be required to return a completed Home Language Survey before starting class. Those who list a language other than English on their Home Language Survey will be required to take the WIDA Screener.

Once a student has qualified for ML services, the school LEP team will meet to discuss which services the student would benefit from. The services that will be discussed at the meeting are the:

1. Amount and level of in-class and out-of-class tutoring per week by ML instructors;
2. Amount and level of accommodations and/or modifications for class work and testing; and
3. Amount/type of assistive technology devices (such as native language dictionaries, etc.) the student will use, if any. Based on the LEP team's recommendation, the ESL instructor will either work in-class with the student or out-of-class in small groups or one-on-one.

Vocabulary and content will be generated by the instructor. The instructor will ensure that students understand the key vocabulary being presented in each unit as well as incidental vocabulary necessary for understanding. In addition, the ESL instructor will teach English grammar patterns that are unfamiliar to the student. The ESL instructor will also be available to help with content testing during the year and during EOG based on accommodations that were determined by the LEP team.
All ML students will be tested annually during the WIDA ACCESS Placement Test window (W-APT), typically February through mid- March. Students who receive an overall composite score of 4.4 or below on the W-APT would qualify to continue receiving ESL services. Those who test out would

continue to receive ESL services only if the team deems it necessary and funding is available. Students who have become proficient in English but are struggling academically would qualify for other services offered by DVS, such as weekly teacher tutoring, at-risk tutoring services, and the MTSS process. ESL instructor(s) will monitor all ML students' achievement by keeping daily records of lessons taught and the students' accomplishments. Evaluations will take place during regular meetings between the ESL instructor and the classroom teacher.

Special Programs

At DVS, we are committed to building an inclusive and supportive environment where all students can thrive. We recognize the vital role that special programs play in addressing the unique needs of our students. By adhering to Federal and North Carolina state laws, we ensure equal opportunities for every student to achieve academic success and excel in their educational journey.

Our programs and services are thoughtfully designed to address the academic and developmental needs of eligible students. DVS collaborates with district departments, school sites, specialized programs, and external community organizations to provide robust support and resources, empowering students to reach their full potential.

Programs provided through this office are:

- Students Experiencing Homelessness (McKinney-Vento Act)
- Foster Care
- Military Affiliated Students
- Migrant Education

Students Experiencing Homelessness (McKinney-Vento Act)

The term "homeless children and youths" refers to individuals who lack a fixed, regular, and adequate nighttime residence. This includes students living in transitional or emergency shelters, motels, campgrounds, or sharing housing with other families due to a loss of housing or financial hardship. It also applies to students staying in substandard housing, abandoned in hospitals, or living in places not typically used for sleeping. Additionally, this definition includes unaccompanied youth who have run away from home or those whose parents have forced them out of the home. Children and youth "awaiting foster care placement" are no longer included under the federal McKinney-Vento definition.

Homeless students have the right to remain in their school of origin throughout the school year, if feasible, even if they move outside the school's boundaries. Alternatively, they may enroll in the school district where they are currently residing.

A student may also qualify as an "unaccompanied youth" if they are temporarily living with someone other than their parent or legal guardian, are moving frequently, staying in a shelter, or are otherwise not in the physical custody of a parent or guardian.

At DVS, we are committed to providing a stable educational environment and comprehensive support to students who qualify under the McKinney-Vento Act.

DVS's Commitments to Homeless Students and Families:

- Ensure equitable access to education.
- Connect families with essential resources and services.
- Build partnerships with community outreach organizations.
- Provide training and information to all stakeholders to promote awareness and understanding.
- Immediate enrollment, even if records are unavailable.
- Participation in school activities and programs.
- Assistance obtaining immunization and educational records.
- Transportation (if needed).
- The right to dispute eligibility decisions.

MKV Federal and North Carolina Laws

McKinney-Vento Homeless Assistance Act: This federal law ensures that students experiencing homelessness have equal access to education and the opportunity to succeed academically.

North Carolina Department of Public Instruction: Homeless Education Program

If you are experiencing homelessness, please contact the McKinney Veno Liaison. Eligibility determinations for qualifying students are made on a case-by-case basis. Students that qualify under the McKinney Vento act are provided a school-issued laptop to access their virtual education at no cost.

Foster Care

At DVS, we are dedicated to promoting and implementing protocols that support the educational stability and success of students in foster care and those awaiting placement. By removing barriers and fostering collaborative efforts, DVS creates a supportive learning environment designed to ensure academic achievement and personal growth.

Who Are Students in Foster Care?
Students in foster care are children and youth who are placed in foster care under the legal responsibility of a state or local child welfare agency due to circumstances such as abuse, neglect, or other factors requiring out-of-home placement. Example living situations include foster family homes, kinship care placements, group homes, and residential treatment facilities.

DVS's Support for Students in Foster Care:

Assistance with enrollment, even in the absence of typical documentation, such as school records or immunization records.

Commitment to maintaining school stability, regardless of changes in placement.

Collaboration with child welfare agencies to address educational needs and facilitate smooth transitions between schools.

Access to essential educational resources, including tutoring, counseling, and extracurricular activities.

Additionally, DVS ensures that students in foster care are marked present when attending court proceedings related to their care and placement. Students in foster care are provided a school-issued laptop to access their virtual education at no cost.

Foster Care Federal and North Carolina Laws

Every Student Succeeds Act (ESSA): ESSA includes provisions to ensure educational stability and support for students in foster care.

North Carolina Department of Public Instruction: Foster Care Provisions

Military Affiliated Students

DVS honors the sacrifices made by military families and is committed to supporting military-connected students. The Interstate Compact on Educational Opportunity for Military Children (MIC3) addresses key educational transition challenges faced by children of military families, ensuring they receive the support needed for a seamless academic experience.

Who Qualifies as Military-Connected Students?
Eligible military-connected students include children whose guardians are:

Active-duty members of the uniformed services, including National Guard and Reserve members, on active-duty orders.

Service members who are medically discharged or retired for one year following discharge or retirement.

Members who died while on active duty (eligibility extends for one year after death).

Uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration (NOAA) or the United States Public Health Service (USPHS).

DVS's Support for Military-Connected Students:

1. Enrollment and Educational Records:

Accept unofficial or "hand-carried" education records for immediate enrollment.

Place students appropriately while waiting for validation of official records.

Provide flexibility in enrollment and transfers to accommodate frequent relocations.

2. Immunization Records:

Allow students 30 calendar days from the date of enrollment to provide immunization documentation.

3. Kindergarten and First-Grade Enrollment:

Permit students to enroll at the grade level consistent with their enrollment in the sending state, including kindergarten, at the time of transition.

4. Support Systems and Course Placement:

Honor placement decisions based on the student's previous enrollment and/or educational assessments, while allowing for further evaluation if needed.

Recognize the unique challenges associated with military deployments, relocations, and family transitions, and provide access to school counselors and other support services as needed.

5. Graduation Requirements:

Provide flexibility for transferring high school students by waiving specific graduation requirements when comparable coursework has been successfully completed in another state or school, consistent with the Interstate Compact on Educational Opportunity for Military Children and North Carolina regulations.

Waive graduation course requirements if similar coursework has been completed in the sending state.

If a waiver is not granted, provide an alternative means for the student to fulfill requirements and graduate on time.

6. Deployment, Transitions, and Graduation Support:

• Excuse student absences related to deployment activities, including pre-deployment, deployment, and post-deployment events, in accordance with North Carolina law and DVS attendance policies.

• Facilitate the timely transfer of educational records to minimize disruptions in learning and ensure continuity of services during school transitions.

• Work collaboratively with sending and receiving schools to support appropriate course placement, credit transfer, and academic planning.

Military Student Federal and North Carolina Laws

Interstate Compact on Educational Opportunity for Military Children: This compact ensures that the educational transition of military children is smoother across state lines.

North Carolina Department of Public Instruction: NC Supports Military Children

Migrant Students

DVS is dedicated to supporting migrant students and their families by fostering a welcoming, inclusive, and safe environment. Through tailored programs and initiatives, DVS addresses the unique needs of migrant students and their families, ensuring that every student and family feels valued and empowered to succeed both academically and socially.

Who Are Migrant Students?

Federal law defines eligible migratory children as those who have moved within the previous 36 months across school district boundaries (or equivalent geographic areas) with a parent, guardian, spouse, or independently to obtain temporary or seasonal agricultural or fishing work.

Eligibility Determination:

Eligibility for services under the Migrant Education Program (MEP) is determined through the official identification and recruitment process established by the North Carolina Migrant Education Program and in accordance with federal guidelines under Title I, Part C of the Elementary and Secondary Education Act (ESEA).

Eligibility determinations are made on a case-by-case basis and are based on factors such as a family's qualifying move and involvement in temporary or seasonal agricultural or fishing work. DVS works collaboratively with the North Carolina Migrant Education Program to identify eligible students and connect families with available educational and support services.

Families who believe their child may qualify for migrant services are encouraged to contact DVS for support.

Services Available to Migrant Students:

- Immediate enrollment, even if school or medical records are unavailable.
- Access to supplemental academic and support services to address educational gaps.
- Assistance with transferring educational records between schools to ensure continuity of learning.
- Collaboration with community organizations to provide additional support, such as healthcare, housing, and other essential resources.
- Language support services to assist students and families with communication and integration.
- Migrant Student Federal and North Carolina Laws
- Title I, Part C, of the Elementary and Secondary Education Act (ESEA):
- North Carolina Department of Public Instruction: Title I, Part C: Migrant Education Program

DVS prohibits discrimination or stigmatization based on housing status, foster care placement, military affiliation, immigration status, or participation in federally supported programs.

TECHNOLOGY USE POLICY

DVS believes that the use of a variety of technologies are an integral and essential part of education as well as the school workplace. Accordingly, DVS provides students or staff with a Chromebook or laptop, School Issued Email Account, and access to other technology resources for instruction.

DVS expects students to use these resources responsibly as guided by the Student Code of Conduct as well as Honor Code.

The following guidelines are intended to aid students in determining what is and is not a responsible use of DVS technologies and network resources. Any questions about the application of these guidelines should be directed to the Executive Director. Note that email is the official communications tool of DVS Technology.

DVS Technology Rights and Responsibilities

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

The Internet is an unregulated, worldwide vehicle for communication, information available to students is impossible to control.

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

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

DVS and Social Media

Only digital communications that come directly from DVS via email or text, or information shared on DVS-managed social media platforms should be considered official communications from or about the school.

The official DVS social media platforms are:

- DVS Website: https://DVS.k12.com
- Facebook: https://www.facebook.com/people/Pine-Springs-Preparatory-Virtual-Academy/61561134622887/?_rdr

DVS does not manage nor endorse any other social media platforms that may reference our school.

Dogwood Virtual School by K12

Staff Responsibilities

Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to test security requirements laid out by the North Carolina Department of Public Instruction (NCDPI) and DVS. Staff will be trained on the platform being used for testing so that effective monitoring, instruction, and assistance may be achieved.

User Responsibilities

Use of the electronic testing provided by DVS is a privilege that offers a variety of benefits. This resource is offered at no cost. To maintain the privilege, users agree to comply with all the provisions in this policy.

Acceptable Use

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

From time to time, DVS will make determinations on whether specific uses of the network and equipment are consistent with the acceptable use practice.

Unacceptable Use

- Giving out personal information about another person, including home address and phone number, is strictly prohibited.
- Any use of the network for non-test related activities is prohibited.
- Use of the network/equipment for non-testing related business shall be a cause for disciplinary action.
- Any use of the network for personal business, product advertisement, or political lobbying is prohibited.
- Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the equipment/network
- No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
- Any tampering or efforts to infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
- The unauthorized installation, copying, or deleting of any software, including shareware and freeware is prohibited.

- Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited.
- Use of the network for any unlawful purpose is prohibited.
- Establishing network or Internet connections to communications, including voice and/or video (relay chat), is prohibited.
- Damaging computer so it will not work.

Disclaimers

DVS cannot be held accountable for the information that is retrieved via the network. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all transmissions and will monitor messages.

Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

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

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

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

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

APPENDIX A: PARENT-STUDENT HANDBOOK SIGNATURE FORM

Dogwood Virtual School Student and Parent Compact

Purpose: This compact outlines the explicit expectations for students and parents to ensure a successful learning experience. By signing this compact, both parties agree to uphold these commitments.

Expectations for Students:

1. **State Testing Attendance:** Attend in-person for state testing (BOG, RtA, EOG/EOCs, pre-ACT, ACT, CCRAA, ACCESS, WIDA) as required.
2. **Communication:** Check email accounts daily to stay informed and communicate regularly with school staff.
3. **Class Participation:** Keep cameras on at all times during classes unless instructed otherwise by the teacher or have a written medical excuse.
4. **Testing Integrity:** Complete all tests independently; parents should not assist during testing.
5. **Attendance:** Attend all classes daily and be present for all small group sessions. All classes are required unless notated as optional. Students must be online for a minimum of four hours daily in order to be counted as attended (combination of live class connects and asynchronous work).

6. **Learning Environment:** Participate in classes from a conducive learning environment that supports academic advancement.
7. **Daily Engagement:** Engage with the learning platform daily to complete assigned work.
8. **I-Ready Participation:** Dedicate at least 45 minutes per week to I-Ready activities.
9. **Appropriate Conduct:** Maintain respectful and appropriate conversations in chats and during class. Inappropriate behavior may lead to disciplinary action.

Expectations for Parents:

1. **State Testing Support:** Support and ensure student attendance at all required in-person state assessments (BOG, RtA, EOG/EOCs, pre-ACT, ACT, CCRAA, ACCESS, WIDA) including making necessary arrangements for transportation and scheduling as required
2. **Active Communication Requirement:** Maintain an **active and working communication channel** (email and/or phone) with DVS to ensure timely contact with the family/learning coach/student. You must notify the school if your e-mail, phone number, or address changes.
3. **LC and Parent Engagement:** Check email accounts daily to stay updated and communicate regularly with school staff.
4. **Support Testing Integrity:** Encourage students to complete tests independently without assistance.
5. **Encourage Attendance:** Ensure students attend all classes and small group sessions daily.
6. **Learning Environment:** Help create a supportive learning environment at home that fosters academic success.
7. **Monitor Student(s) Engagement:** Encourage daily engagement with the learning platform and I-Ready activities.
8. **Promote Appropriate Conduct:** Reinforce the importance of respectful communication during classes and in chats.

State Testing Windows – all of these tests will be given in-person and there is not a virtual option.

Dates	Student Grades	Mandatory In-Person Tests
September 1 – 4	All 3rd Grade Students	Beginning of the Grade Reading Test
October 12 – 16	All 10th Grade Students	Pre-ACT Testing
October 12 – 16	Select 4th Grade Students	Read to Achieve
October 12 – 16	Select 10th Grade Students	CCRAA10

December 14-17	High School Students Enrolled in English II, Biology, Math I, Math III, Intro to Computer Science, Health Science I or Business Essentials in Semester 1	EOC for Semester 1
January 11 – March 12	Grades 1 – 12 ML Students	WIDA ACCESS
February 23 – 26	All 11th Grade Students	ACT Testing
February 23 – 26	Select 12th Grade Students	WorkKeys Testing
February 23 - 26	Select 11th Grade Students	CCRAA11
May 21 – June 3	All 3rd – 8th Grade Students	EOG Testing
May 27 – June 3	High School Students Enrolled in English II, Biology, Math I, Math III, Intro to Computer Science, Health Science I or Business Essentials in Semester 2	EOC for Semester 2

Consequences for Non-Compliance: Failure to comply with the expectations outlined in this compact may result in disciplinary action and possible withdrawal from the school.

DVS Student - Parent Compact – Fill out form

Dogwood Virtual School by K12

APPENDIX B: DVS Rights of Homeless Students

RIGHTS OF HOMELESS STUDENTS

Dogwood Virtual Academy: CFA (93N) shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth applies to all services, programs, and activities provided or made available.

McKinney-Vento Definition of Homeless **The term "homeless children and youth"— A. means individuals who lack a fixed, regular, and adequate nighttime residence** [42U.S.C. § 11434a(2)].

A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he or she is presently living in one of the following situations:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- living in motels, hotels, trailer parks, or camping grounds due to the lack of adequate alternative accommodations,
- living in emergency or transitional shelters; or are abandoned in hospitals,

- have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings,
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or

- is a migratory child who qualifies as homeless for the purposes of this subtitle because the children are living in the circumstances described above.

To remove educational barriers for children and youths experiencing homelessness, the McKinney-Vento Act mandates the following: **Immediate Enrollment**: Documentation and immunization records cannot serve as a barrier to the enrollment in school [42 U.S.C. § 11432(g)(3)(C)].

School Selection and Maintained Enrollment: McKinney Vento eligible students have a right to select from the options outlined below. Students may remain enrolled in their selected schools for the duration of
homelessness, and until the end of the academic year upon which they are permanently housed [42 U.S.C. § 11432].

School of Origin	School of Residency
The school the student attended when permanently housed	The school in the attendance area in which the student currently resides
The school in which the student was last enrolled	

Participation in Programs: McKinney-Vento eligible students are guaranteed the right to services comparable to services offered to other students in the school [42 U.S.C. § 11432(g) (4)] & (6)(iii)].

Unaccompanied Youth Experiencing Homelessness: McKinney-Vento eligible students are guaranteed the right to immediate enrollment without proof of guardianship [42 U.S.C. § 11432(g)(1)(H) (iv)].

Access to Extracurricular Activities: Removal of barriers to accessing academic and extracurricular activities for homeless students who meet relevant eligibility criteria [42 U.S.C. § 11432(g)(1)(F)(iii)].

Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district [42 U.S.C. § 11432(g)(3)(E)].

Appointment of a Local Homeless Liaison: The McKinney-Vento Act mandates the appointment of a local

Homeless Liaison in every school district or local education agency (LEA) to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school [42 U.S.C. § 11432(g)(1)(J)(ii) and2 U.S.C. § 11432(g)(6) (A)].

For more information, refer to the North Carolina Department of Public Instruction Homeless Education Page or by contacting:

Dogwood Virtual Academy Megan Borders District McKinney Vento Liaison (984) 600-5900 Mborders@dogwoodvirtualschool.org	**North Carolina Department of Public Instruction** Lisa Phillips State Coordinator for Homeless Education 5900 Summit Avenue, Suite 201 Browns Summit, NC 27214 (336) 315-7491 lisa.phillips@dpi.nc.gov