

NCVPS Teacher Practices and Expectations 2014-2015

APPENDIX A

*This is a **live and changing** document and will accompany the NCVPS Teaching Contract. Please refer to this link to see any changes made during the year.*

Develop a Teacher/Student Relationship with Each NCVPS Student

A major difference between our NCVPS instructional model and all other online providers is in our level of teacher support and interaction with students. Beyond the encouragement in all communication offered by our teachers, here are other ways we will develop that very important student/teacher relationship. Please review the expectations below. If you have questions about an expectation, contact your Instructional Leader (IL.)

[Additional Credit Recovery Teacher Expectations](#)

[Additional OCS Blended Learning Teacher Expectations](#)

[Additional STEM Blended Learning Teacher Expectations](#)

Table of Contents

Expectations Prior to "Meet the Teacher"	<u>Page 2</u>
Expectations for the First Week of Class and DAILY Thereafter	<u>Page 5</u>
Expectations for Learning Communities	<u>Page 7</u>
Expectations for Wrapping Up Course	<u>Page 8</u>
Grading Expectation: Review and Prepare Assignments for Students	<u>Page 10</u>
Grading Expectation: Log into the Course and Grade Work Submitted DAILY	<u>Page 10</u>
Grading Expectation: Providing Feedback	<u>Page 10</u>
Expectations for Sharing Student Information	<u>Page 10</u>
Expectations for Complying with Copyright	<u>Page 11</u>
Expectations for Summary of Teacher Work Hour Expectations	<u>Page 11</u>
Code of Ethics	<u>Page 11</u>

Expectations Prior to "Meet the Teacher"

Students will have access to your course several days before the semester starts. During the NCVPS "Meet the Teacher," teachers have opportunities to make lasting first impressions, build relationships with their students, and share the variety of ways students can communicate with you. The following expectations will give a positive first impression and begin to establish the relationship between you and your students.

1. Edit "Your Teacher"

Add your contact information in this area. Include:

- Your name
- Any background you would like to provide (including a professional photo no more than 150-200 pixels wide)
- Office Hours with phone number and methods of communication such as text messaging, and/or Blackboard IM.
- Directions for all students to either message you in Blackboard/Moodle or use your NCVPS Public Schools email. **DO NOT use personal email or any other email address with students.** Respond to all student within **24 hours** or sooner if possible.

2. Post Welcome Announcement/Learning Block

Be sure to click the email button so the announcement/learning block goes to all students who have email within your course. The "Welcome Announcement/Learning Block" must include directions on how to:

- Access "Your Teacher" information, that includes your Office Hours.
- Check messages in the messaging system within the Learning Management System (LMS) i.e. Blackboard or Moodle.
- Access the "Getting Started Student Orientation."
- Navigate the course units/modules to access all lessons/assignments.
- Access grades and other important course information such as course pacing guides, calendars, syllabus, textbooks, required course materials, etc.

Make sure your "**Welcome Announcement/Learning Block**" is encouraging, positive, and informative.

3. Getting to Know Your Course

Knowing your course content and the course setup is as critical as knowing your yearly pacing guide or creating weekly lesson plans. Review the following information:

- Familiarize yourself with the setup of the units in the course. Check **ALL** units/modules, gradebook, teacher notes (in Moodle) or teacher tab (in Blackboard), and the order of all materials. Use the following checklist corresponding to your assigned LMS. [Moodle Checklist and Blackboard Checklists](#)
- Remember you have the option to create new materials to differentiate for your

students' needs. However, **NEVER** remove any assignment, folder, file, etc. in the course. **DO NOT** click the remove button!

- Review all supporting documents students will need such as: pacing guide, syllabus, calendars, textbook requirements [AP courses only], required course materials, etc.
- Review the "Getting Started Student Orientation." unit/module for students.
- Remember to look ahead each week so you know what students will be working on to ensure students can access all of the course materials/resources.

4. Teacher/Student Relationships

It is important to begin connecting with students right away, but remember you must maintain a teacher-to-student relationship. A few guidelines you should follow are:

- Maintain a respectful relationship with all of your students.
- Encourage trust and respect with students by avoiding the use of language or materials that may offend any race, religion, ethnicity, gender, or sexual orientation.
- Respect the right of privacy for each student. Do not share student grades, emails, IM messages, or discussion board posts with anyone outside of the class.
- Report any concerns about a student immediately. If a student confides in you, and you believe the student is in danger of hurting herself/himself or being hurt by someone else, the steps to follow are listed in the [Intervention Checklist Regarding Student in Danger of Harming Themselves or In Danger of Being Harmed](#).
- Report any concerns you have about an email, phone call, message or discussion you have had with a student and/or a parent that made you feel uncomfortable and/or threatened. Contact your ID or IL to share your concerns.

5. Student Connection

Communicating with students is important in establishing one-on-one relationships to ensure students' success in the course. Calling the students before the semester begins is the first step in developing this relationship. Complete the following tasks:

- Use the [Welcome Call Script](#) to call students prior to or during the "Meet the Teacher" time frame usually two or three days before the first day of classes. OCS teachers need to use the [OCS First Phone Call Checklist](#).
 - **NOTE:** You must speak with each student **SYNCHRONOUSLY** before the end of the first week, but ideally you will speak with each student as soon as possible. The first contact should be made by phone.
- Access your student roster through the NCVPS Registration System and in Blackboard and/or Moodle.
 - **NOTE:** The roster in the Registration System is the most up-to-date. The Blackboard and/or Moodle roster is updated based on the Registration System roster.
- Record all synchronous contact with students in your Communication Journal. Also, a brief summary of asynchronous contact i.e. emails, Bb IM, text messaging, and LMS messaging must be included in your Communication Journal because these communications must be saved or archived due to N.C. Executive Order 18. This communication is a standard, **DAILY** practice of all NCVPS teachers and may be summarized in your Communication Journal as evidence of connecting with students.
- Update your Communication Journal weekly so you don't fall behind on your documentation. A best practice is to update your Communication Journal daily and/or as you make contact with students.

- Send students a message within the LMS or an email from your NC Public Schools email account to welcome them. Use the [Pre-Course Email Sample](#). OCS Teachers, please use the [OCS - Prior to the Start of the Semester](#).
- Contact the ELA with questions or concerns that come up during the "Welcome Call" the ELA needs to address such as:
 - Parents or students that are not aware of the child's enrollment or have questions about the enrollment. Be kind and send the parent and/or the student to the ELA with these questions.
 - Wrong phone numbers, disconnected phone numbers, or school phone numbers given as contact phone number for a student. Email the ELA you attempted to contact student, but phone number is not correct, disconnected, etc. This will serve as good documentation for us and hopefully get you a new phone number from the ELA.
 - Student ids and passwords. **Do not give students ids and passwords as this is the school's responsibility.** Schools may have different processes for distributing ids and passwords often tied to local orientations or trainings. We need to respect the schools' processes and direct all students back to the ELAs in order to obtain ids and passwords.

Contact your IL if you have a student who can't get their ids and passwords from the ELA.

6. School Connection

Developing positive relationships with school level contacts is another major component to ensure student success in the online environment. Complete the following tasks:

- Download your Excel roster in the Registration System to gain contact information for the school ELA of each student. **NOTE:** During the summer, the Virtual Support Center staff will post a Google Doc with an updated summer roster for ELA contacts as many school year ELAs do not work over the summer.
- Send a "Welcome Email" to each student's ELA. Make sure that you include information such as:
 - Wrong or disconnected phone numbers of students.
 - Students and parents that are not aware of being enrolled in your course.
- Respond to all ELAs within 24 hours or sooner if possible.
- Document all communication in your Communication Journal. Any communication with a ELA or other school-level personnel, synchronous or asynchronous, should be included on your Communication Journal.
- Complete a Help Desk Ticket through the Virtual Support Center to gain assistance with unresponsive ELAs. Please provide specific information so the Virtual Support Center staff can assist you. When you submit a Help Desk Ticket requesting help with contacting an ELA, the Virtual Support Center would like to request the following information be included in the Help Desk Ticket.
 - Student's Name
 - ELA's Name
 - District School
 - Course (Section)
 - The contact information that is NOT working for you i.e. student/eLA phone number, email address
 - Types of communication used to reach ELA i.e. email, phone calls to school, voice messages left for ELA. Please include dates.
 - Number of times teacher contacted ELA. **The minimum of two emails and two phone calls and/or voice messages needs to be made before submitting a Help Desk Ticket** (see ["Teacher Steps for Unresponsive ELAs"](#))

- Check your Registration System student roster daily during the first two weeks of the course since students will be in and out during the enrollment period.
 - **NOTE:** You can have the Registration System send you emails as students are added to your class. Be sure your NC Public Schools email is listed in the Registration System. Check the '**Receive daily enrollment change emails**' box under the **My Info** tab in the Registration System.

7. Parent/Guardian Connection

Another major component to ensure student success in the online environment is to develop a positive relationship with parents/guardians. Your interaction with parents/guardians allows this stakeholder to see your commitment to the student's learning and the interactive nature of our courses. It is important you:

- Obtain parents'/guardians' contact information to include an email address if available. This will give you another way to communicate with parents/guardians. We must contact the parent/guardian listed in the Registration System. If you do not have parent/guardian information listed for a student, please contact the ELA to request the information. If at any time you have questions about whom to contact for a student, reach out to the ELA for the information. If no parent/guardian contact information is provided, then the ELA becomes the de facto stakeholder contact for the student. Document your efforts to obtain parent/guardian contact information in your Communication Journal.
- Respond to parents/guardians who contact you by phone and/or e-mail within 24 hours or sooner if possible.
- Document all communication in your Communication Journal. Any communication with a parent/guardian, synchronous or asynchronous, should be included on your Communication Journal.

8. NCVPS Individual Education Plan (IEP)/504 Guidelines

As mandated by Federal law, all teachers must abide by school-level IEP/504s for students. Complete the following tasks:

- Download your Excel student roster in the Registration System to gain IEP/504 designations for each student. A password protected copy of this document and your **Exceptional Children's Form** should be stored in a hidden folder called Exceptional Children's Report in Blackboard and in the hidden Teacher Resources folder in Moodle.
 - **NOTE: In Blackboard**, verify the Exceptional Student Report and any Teacher Resources menu buttons are hidden by selecting the dropdown menu and choosing "Hide Link". **In Moodle**, make sure that the Teacher Notes section is hidden by verifying that the eyeball is closed and remains closed for this Topic.
- Use the [NCVPS IEP/504 Guidelines](#), [IEP/504 Guidelines for NCVPS STEM Teachers and Partner Face-to Face STEM Teachers](#), or the [IEP/504 Guidelines for NCVPS Partner Teachers and Classroom OCS Teachers](#) that are appropriate to your teaching area for all students with IEP/504s.
 - **NOTE:** Pay close attention to the section of the guidelines that discusses checking your Registration System student roster for any changes to a student's IEP/504 designation.
- Contact your IL or ID with any questions you have about these required guidelines, or the [IEP/504 Accommodations for Scheduled Extended Time Document](#).
- If recommended by ID you may be asked to contact [Sherry Bell](#), Exceptional Children/504 Coordinator for her assistance with a specific question.

Expectations for the First Week of Class and DAILY Thereafter

As we continue to focus on the ways we teach through announcements/learning block, feedback, and synchronous contact, it is important to recognize all of the tasks necessary each day as the semester begins. Review the following information:

1. Be available to students!

- Be active in your course daily. **This is a requirement.**
- Maintain regular scheduled Office Hours to meet the four (4) hour weekly requirement (fall/spring) or three (3) to four (4) hour daily requirement (summer) in accordance with your teacher contract. Remember this time is for students to seek assistance. So while you can set aside blocks of time for your **synchronous contact**, you will need to work with the schedules of your students as well.
- Remember, you must make synchronous contact with each student using a variety of methods such as Blackboard IM, phone, two-way texting. [Dial My Calls, Remind 101](#) or other similar programs are excellent Web 2.0 tools, but they **do not** take the place of a real-time conversation. Do not rely on just one method of communication. The frequency of your synchronous contact will depend on students' needs.
 - Teachers are required to have documented synchronous, two-way, communication with ALL students **bi-weekly** via verbal or written connections (phone call, text messaging, virtual classroom, or BB IM). There must be evidence in the Communication Journal of relationship building with all students.
 - Teachers are also required to have documented communication with stakeholders. Documented communication occurs with all parents/guardian bi-weekly. There is evidence parents/guardians are informed of student's individual progress through verbal and/or written connections (phone calls, text messaging, or emails). The progress report or grade report can serve as one of the weekly contacts for the school ELA. More communication with stakeholders may be required if the student is failing the course or if a major grade drop has occurred.

2. Post Announcement/Learning Blocks Daily

Encourage and teach using your announcements. **This is required.**

- Your announcements/learning block should be instructional, encouraging, positive, and informative. Your daily announcements/learning blocks should inform, instruct, and celebrate.
- Announcement/Learning Blocks need to be posted by 7:00 a.m. each day. You can post the announcements the evening before if you are unable to post by 7:00 am each morning.
- Look for creative ways to share announcements/learning blocks to include, but limit to interesting copyright-free graphics.
- Use your Announcement/Learning Blocks to provide information that is relevant to the week's learning, encourage students to be aware of upcoming deadlines, and promote the Peer Tutoring Center. The Peer Tutoring Center must be promoted in announcements/learning blocks at least once per week.
- Use your Announcement/Learning Blocks to introduce the learning for the day or to review concepts. Announcement/Learning Blocks are not just announcements; they are teaching tools for students.
- Use your Announcement/Learning Blocks to recognize student achievement --

even the smallest encouragement will boost a student's interest and develop more of the student/teacher relationship. Use only students' first names. Never use a student's last name or school name.

3. Grade Assignments Daily

As stated in the [NCVPS Teacher Expectations for Grading](#), teaching and learning are enhanced when teachers connect daily with their students. Grading should happen daily and assignments should be graded within 24 hours of submission. Longer assignments, such as projects, essays, and research papers, may require longer than 24 hours to grade. Teachers need to communicate strengths and areas of needed improvement with students on a daily basis through the feedback provided on assignments. Teacher feedback should:

- Be meaningful and enrich student understanding,
- Prepare students for the next attempt,
- Encourage students to continue towards success, and
- Be summarized on the bi-weekly progress/grade report.

4. Inactive Students Follow Up

Each student should participate in the course on a daily basis. If students are inactive for more than three days:

- Make personal contact with the student, parent/guardian, and school ELA.
- Record ALL communication made with each stakeholder in your Communication Journal.
- Document the names of students on any NCVPS reports that collect inactive status to include students who do not login or login, but do not complete an assignment. (Follow directions included in those reports and submit by deadlines given.)
- Submit a Help Desk Ticket if you have eLAs who are unresponsive to communication regarding your struggling students. Include the information below and continue to put notes on progress reports and on your Communication Journal to document your efforts.
 1. ELA's Name
 2. School Name
 3. Name of Student(s) Taking Course (List of students the teacher needs info for from the ELA)
 4. Types of Communication Used to Reach ELA i.e. email, phone calls to school, voice messages left for ELA
 5. Number of Times Teacher Contacted ELA - **minimum of two emails and two phone calls and/or voice messages before submitting a Help Desk Ticket**

5. Technical Help for Students and Teachers

Refer students who experience technical difficulties with hardware, difficulty accessing the course, or need their passwords reset to the NCVPS Virtual Support Center - <http://www.help.ncvps.org>. Please review the [Technology FAQs and Quick Reference](#).

Expectations for Learning Communities

We believe it is important for teachers to have an opportunity to participate in a learning community with other teachers. We also recognize the need and encourage professional growth of teachers. NCVPS provides this opportunity through the different types of learning communities listed below.

1. Participate in eLC for each course taught

Teachers are expected to participate in professional learning communities (i.e. eLC) and document their reflections in the eLC Google Doc weekly. There will be three asynchronous meetings and one synchronous meeting monthly with each topic being determined at the beginning of each month. If you are unable to attend the synchronous eLC meeting, you must let your IL know in advance and watch the archived session as soon as possible. Teachers are responsible for maintaining a list of all professional development in their Teacher Portfolio Google doc that has been completed including any certificates earned. NCVPS is not responsible for the above.

2. Participate in Department Meetings

Teachers are expected to attend monthly department meetings. If you are unable to attend the department meeting, you must let your IL know in advance and watch the archived session as soon as possible. A **3-2-1 Reflection** must be completed and **posted as a note** in your **Teacher Portfolio** under the **Attendance and Participation** tab.

NOTE: Include the following information in the **3-2-1 Reflection**:

- **Three (3)** things you **learned** from the archived meeting
- **Two (2)** things you can **implement** in your course
- **One (1) question** you still have after listening to archive.

Please make sure you let your IL know you have completed the **3-2-1 Reflection** and added it as a note in your Teacher Portfolio.

3. Participate in all Required Professional Learning

Teachers are expected to complete any **mandatory** professional learning NCVPS offers. NCVPS may offer optional professional learning during the year as well and while this is highly suggested, it is not mandatory. You should document all completed professional learning in your Teacher Portfolio Google doc in order to receive CEU credit. Your IL will use this information to share with Andrea Pacyna, Office Assistant, who will issue the CEU certificates.

4. Attend Required NCVPS Meetings Each Term

Teachers are expected to participate in required NCVPS meetings each term. If you are unable to attend these required meetings, you must let your IL know in advance and watch the archived session as soon as possible. You should document all completed professional learning in your Teacher Portfolio Google doc in order to receive CEU credit.

5. Keep Teacher Portfolio Google doc Up-to-Date

Teachers are expected to keep their Teacher Portfolio Google doc up-to-date by recording all professional learning completed, including eLC participation, Spot Check reflections posted within one week of the IL completing the required Spot Check, VTAP reflections, and positive teacher feedback. This portfolio will be used as documentation of the professional growth throughout the year. Teachers are responsible for maintaining a list of all professional development that has been completed including your certificates. NCVPS is not responsible for the above.

Expectations for Wrapping Up Course

As semester comes to a close, in addition to completing the Final Grade Report as directed and on time, there are several situations that may arise outside of the normal procedures. Please follow the guidelines below on how to handle these situations.

1. Early Grade Requests for Graduating Seniors

If a teacher receives a request to send grades early for a graduating senior, the teacher will:

- Communicate to ELA or other school-level personnel the request must be made

in writing. The formal request must be send as a Help Desk Ticket through the [Virtual Support Center](#).

- Create a password-protected document with student's final grade, once the request has been approved,
- Send two separate emails to the ELA or school-level contact and **cc** your ID.
 - Email #1 gives the password for the password-protected document only.
 - Email #2 includes the password-protected grade document only.

2. Course Extension Requests

There are only three reasons a student can be granted an extension to complete the course: IEP, 504, and medical. If a teacher receives a request for a course extension, the teacher will:

- Communicate to the ELA and parent/guardian these three reasons.
- Communicate to ELA or other school-level personnel course extension request must be made in writing from the school principal to the appropriate ID. The ID will determine if a course extension will be granted. All course extension requests should be made through the [Virtual Support Center](#).
- Please view the [Course Extensions - Quick Reference Guide](#) for more details.

3. Course Extension Guidelines

Guidelines have been developed to address students granted a course extension. The teacher will:

- Comply with the written guidelines provided regarding the length of time allowed for the extension and closing dates outlined in the [IEP/504 Modifications for Scheduled Extended Time Google Doc](#) and the [Course Extensions-Quick Reference Guide](#).
- Communicate with the student, the parent/guardian, ELA, and principal the terms of the course extension i.e. length of extension, units to be completed, communication during extension, and date grades will be sent.
- Look through the list of documents below to find the guidelines for your specific needs:
 - [IEP/504 Guidelines - NCVPS Partner Teachers and Classroom OCS Teachers](#)
 - [IEP/504 Guidelines for NCVPS Teachers and School-Level ELAs](#)
 - [IEP/504 Guidelines - NCVPS STEM Teachers and Partner Face-to-Face STEM Teachers](#)
- Create a password-protected document with student's final grade at the end of the extension and send to ELA and principal.
- Send two separate emails to the ELA or school-level contact and CC your IL and ID/IC.
 - Email #1 gives the password for the password-protected document only.
 - Email #2 includes the password-protected grade document only.
- Notify your ID once grades have been emailed to the ELA or school-level contact.
- Input student's final grade in the Registration System when notified that the report is reopened by Tech.

Checklist for Daily Tasks

- Be active in your course daily.
- Post daily [announcements](#)/learning blocks which instruct, inform, and celebrate.

- Identify/Contact [inactive students](#)
- Grade assignments [daily](#) and provide feedback.
- Update [Exceptional Children's Report](#) document as needed.
- Respond to all questions/comments within 24 hours or sooner from ALL stakeholders i.e. [students](#), [parents/guardians](#), ELAs, and NCVPS staff.

Checklist for Weekly and/or Biweekly Tasks

- Make [synchronous contact](#) with all students
- Weekly document all contact on your [Communication Journal](#).
- Be prepared each week by [reviewing content](#)
- Contact ELAs and parents/guardians regarding [failing](#) and below 85 students
- Maintain weekly [Office/Tutoring Hours](#)
- Complete all required [Progress Reports and/or Grade Reports](#) as directed.
- Adhere to the [NCVPS Grading Guidelines](#).
- Submit **Help Desk tickets** for any problems within your course section that deal with technical issues such as broken links, etc. (added by ML on 4/29/14)

NCVPS Teacher Expectations for Grading

Expectation 1: Review and Prepare Assignments for Students

Make sure you know what each unit's assignments require of the student and of you as the teacher. During the course copying process, changes to the testing options could have occurred and MUST be checked before students attempt any assignment and/or quiz. Verify the following items and make any needed adjustments PRIOR to students attempting those assignments and/or quizzes:

- 1. Ensure tests, forums, assignments, etc are made available for students.**
- 2. Verify the number of allowed attempts on the tests, assignments, etc are correct and check the grade book.**

If you find a problem in your course, please submit a Help Desk ticket that describes the problem.

Expectation 2: Log into the Course and Grade Work Submitted DAILY

We know teaching and learning are enhanced when teachers connect daily with their students. We must communicate (connect) with our students on a daily basis, guiding them on their strengths and areas of needed improvement. For that reason, we expect teachers to grade any work that is submitted daily and provide meaningful and relevant feedback on **ALL** assignments.

Expectation 3: Providing Feedback

Making connections with students is essential in building relationships. Teacher feedback should be meaningful and enrich student understanding, prepare students for the next attempt, and encourage students to continue towards success. For this reason, **ALL** assignments must have individual and thoughtful teacher feedback that identifies the student's areas of weakness and strengths and prepares them for the next steps.

If you need additional help with how to leave feedback on automatically or manually graded assignments, contact your IL or ID.

- [NCVPS Grading Guidelines](#)
- [QRG -- Grades](#)
- [Academic Integrity](#)- **Student Conduct Guidelines (Please pay close attention here to the information in YELLOW regarding how to handle cheating.)**

NCVPS Teacher Expectations for Sharing Student Information

Expectation 1: Before sending student information in an email, determine if it needs to be sent in a password protected document.

Sometimes you will be asked to share information regarding a student with the school and/or parents/guardians. If you are asked to share student information, follow the guidelines below to determine if the information needs to be sent in a password protected document.

Student Information To Be Sent by Email in Password Protected Document

- Student Grades
- Student/Parent/Guardian Physical Address
- Student/Parent/Guardian Phone Number(s)
- Comments Containing Grade Either Numerical and/or Letter Grade
- 504/IEP/Medical Details i.e. reasons for IEP i.e. medical issue or actual accommodations
- Personal Situation(s) i.e. custody or abuse issues
- Response to a Message i.e message from ELA/school/parent/guardian containing any of the above information It is important to remember, **DO NOT** reply back to message from anyone with any of the above information. Send your response in a password protected document

NOTE: Use a student's name sparingly in case a copy of your emails are requested. The student's name will have to be removed before email records are released. Use the word student instead of a student's actual name when possible.

Student Information Sent by Email Not Password Protected

- Student's Name – First and Last – use sparingly when possible and use the word student instead when possible
- Student's /Parent's/Guardian's Email Address
- Course Name
- NC Wise ID

- School of Record
- Comments - Information that exclude grade, personal situation, and IEP/504 details

NOTE: If you are not sure if the information you want to send in an email needs to be password protected, please contact your IL.

NCVPS Teacher Expectations for Complying with Copyright

North Carolina Virtual Public School Copyright Policy

The North Carolina Virtual Public School respects the intellectual property rights of copyright holders and complies with copyright law of the United States. All administrators, staff, instructors, and students are required to comply with copyright law and guidelines.

For more information about the responsibilities of the the North Carolina Virtual Public School and its instructors in complying with copyright laws and guidelines from **American Library Association (ALA) Distance Education and the TEACH Act** under [Duties of Instructors](#).

For general information on copyright law and fair use guidelines, see [Copyright for Educators](#)

Summary of Teacher Work Hour Expectations

A summary of the weekly expectations for NCVPS teachers related to grading, creating announcements and communication with stakeholders is provided below.

Daily Grading/Announcements per Section

As a NCVPS teacher, you are required to spend at least **one hour per day per section** grading assignments, activities, projects, creating announcements, etc.

Office Hours and Communication with Stakeholders

As a NCVPS teacher, you are required to have **Office Hours** for students and **communicate weekly** with all of your stakeholders to include school eLAs, parents and students. You are required to spend at least **four hours weekly per section** communicating with stakeholders.

Weekly eLC Participation

Each week NCVPS teachers are required to participate in an eLC. The **first three weeks**, teachers participate in the eLC **asynchronously**, reflecting on the specific eLC topic. The **fourth week** of the eLC teachers meet **synchronous** to discuss and reflect on the eLC topic. Teachers are required to spend **one hour each week** reflecting on the eLC topic for both **asynchronous and synchronous**.

State Board of Education Code of Ethics

Each teacher will be expected to follow the **SBE Code of Ethics** to remain compliant. Each teacher signs this in the beginning of their work with NCVPS and it remains in their personnel file throughout their work term:

Preamble: The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

I. Commitment to the Student.

A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decisionmaking processes or due process proceedings.

E. When acting in an administrative capacity:

1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.

2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.

3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.

4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Adopted by the State Board of Education June 5, 1997.

SECTION .0600 - CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR NORTH CAROLINA EDUCATORS

16 NCAC 6C.0601 – THE PURPOSE AND APPLICABILITY OF THE RULES OF PROFESSIONAL CONDUCT FOR EDUCATORS

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation.

The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3; Eff. April 1, 1998.

16 NCAC 6C.0602 – THE STANDARDS OF PROFESSIONAL CONDUCT FOR NC EDUCATORS

(a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

(b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

(1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

(2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the

care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

(3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

- (A) statement of professional qualifications application or recommendation for professional employment, promotion, or licensure;
- (B) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
- (C) representation of completion of college or staff development credit;
- (D) evaluation or grading of students or personnel;
- (E) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
- (F) submission of information in the course of an official inquiry by the

employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and

(G) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

(4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

(5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or

supervision of that educator, as defined below:

- (A) any use of language that is considered profane, vulgar, or demeaning;
- (B) any sexual act;
- (C) any solicitation of a sexual act, whether written, verbal, or physical;
- (D) any act of child abuse, as defined by law;
- (E) any act of sexual harassment, as defined by law; and
- (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The

term "romantic relationship" shall include dating any student.

(6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

(7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

(8) Required reports. The educator shall make all reports required by Chapter 115C

of the North Carolina General Statutes.

(9) Alcohol or controlled substance abuse. The educator shall not:

(1) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat.

§ 90-95, the Controlled Substances Act, without a prescription authorizing such use;

(2) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or

(3) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

(10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

(11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

(13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information

added 2/17/15

Statement Concerning interaction with media outlets

All media inquiries regarding the NC Virtual Public School and its operation should be referred to Dr. Mia Murphy, Director of Outreach and Support. Only the NCVPS Director of Outreach and Support is authorized to make or approve public statements pertaining to the NC Virtual Public School or its operations. No

employees or contractors, unless specifically designated by the NCVPS Director of Outreach and Support, are authorized to make those statements. Any employee or contractor wishing to write and/or publish an article, paper, or other publication on behalf of the NC Virtual Public School must first obtain approval from his/her Instructional Director and Mia Murphy, Director of Outreach and Support.