



Coast to Mountains Preparatory Academy by k12™

North Carolina

Parent/Student Handbook 2026-2027

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Section 1: Welcome to Coast to Mountains Preparatory Academy

Thank you for choosing Coast to Mountains Preparatory Academy (CM Prep)! We recognize that the individual student is the most important person in any school, and we will focus on the specific needs, desires, and interests of our students and families. As we partner with you, we will do everything possible to help our students reach their academic goals.

We believe every student should have access to an award-winning curriculum and dedicated, highly qualified teachers. Our curriculum and teachers help build a program that leverages the strengths of virtual learning to increase accessibility of the teaching staff to a level not always seen in a physical school. Each course will offer live sessions and virtual "office hours" so that our students can get real-time help with their lessons.

Students from all walks of life and anywhere in North Carolina have an opportunity to learn using an amazing curriculum, and the help of a dedicated staff, to put them on the path to college and career readiness while learning 21st-century skills.

Welcome to CM Prep and let's partner together for success!

Sincerely yours,

Dr. Susan Hollingsworth

Executive Director/Head of School

Section 2: General School Information

Overview of CM Prep

Our Goal

At Coast to Mountains Preparatory Academy, our goal is to cultivate confident, capable learners by meeting each student where they are and supporting their growth through personalized, intentional instruction.

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 actually 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.

Our Faculty & Staff

We believe a strong, collaborative partnership between families and teachers is essential to student success. Your student's homeroom teacher serves as your primary point of contact for all academic questions and is equipped with the knowledge and resources to support your child's learning. When teachers reach out, it is part of a shared commitment to ensure your student is making consistent progress and meeting expectations in all areas.

Coast to Mountains 2026-2027 School Calendar

Date	Event
August 5-17, 2026	Teacher Professional Development
August 18, 2026	First Day of School/Semester 1 Begins
September 7, 2026	Labor Day (No School)
October 15-16, 2026	Fall Recess (No School)
October 23, 2026	End of Quarter 1
October 26, 2026	Quarter 2 Begins
November 25 – 27, 2026	Thanksgiving Recess (No School)
December 21, 2026 – January 4, 2027	Winter Recess (No School)
January 12 – 14, 2027	Semester 1 Final Exams
January 14, 2027	End of Quarter 2/Semester 1 Ends
January 15, 2027	Staff Professional Development (No School for Students)
January 18, 2027	Dr. Martin Luther King Jr. Day (No School)
January 19, 2027	Semester 2 Begins/Quarter 3 Begins
February 15, 2027	Presidents' Day (No School)
March 19, 2027	End of Quarter 3
March 22 – 26, 2027	Spring Recess (No School)
March 29, 2027	Quarter 4 Begins
May 25 – 27, 2027	Semester 2 Final Exams
May 28, 2027	End of Quarter 4/Semester 2 Ends/Last Day for Students
May 31, 2027	Memorial Day (No School)
June 3, 2027	Last Teacher Day
June 12, 2027	Graduation

Use this link to access the calendar on our school's website: [2026-2027 CM Prep Calendar](#)

Student Code of Conduct

CM Prep students are expected to adhere to all rules and expectations established by Coast to Mountains Preparatory Academy, including the Student Code of Conduct and Acceptable Use Guidelines for the Internet. Students should be familiar with and follow the guidelines outlined below. Any behavior not specifically listed that violates local, state, or federal law will also be considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Acceptable Use Guidelines for the Internet

Coast to Mountains Preparatory Academy students are expected to use all instructional computing resources responsibly, ethically, and in accordance with school policies.

Account Security & Access

- Students must use only their assigned usernames and passwords and must not share this information with others.
- Students are responsible for all activity conducted under their accounts.
- Students may not access or attempt to access another user's account.
- Passwords should be updated regularly; changing them at least once per semester is strongly encouraged.
- Each student must use their own login credentials when completing coursework.

Appropriate Use

- Posting anonymous messages is not permitted unless explicitly authorized by a teacher.
- Impersonating another person is strictly prohibited.
- Students may not interfere with another user's ability to access CM Prep systems.
- Personal contact information (such as home address or phone number) must not be publicly shared.
- Private communications may not be shared or posted without permission.
- CM Prep resources may not be used for personal financial gain, commercial activities, advertising, or political lobbying.
- Students may not use CM Prep systems to buy or sell illegal items or substances.
- Only school-approved software may be uploaded or used on CM Prep instructional systems.

Inappropriate Behavior

The following behaviors are strictly prohibited:

- Insulting, attacking, or threatening others
- Use of obscene, profane, or degrading language
- Harassment, including repeated unwanted communication

- Posting or distributing harmful, offensive, or defamatory content
- Sharing spam, chain messages, viruses, or intentionally harmful material
- Bullying or discrimination based on gender, race, color, national origin, disability, or any protected status

Monitoring & Responsibility

CM Prep reserves the right to review any content transmitted or stored using its instructional computing resources at any time, with or without notice. Communications conducted through CM Prep systems are not private and may be monitored.

CM Prep is not responsible for the accuracy, legality, or content of information accessed through the Internet. The school also assumes no liability for damages, losses, or claims resulting from the use of its computing resources. Any opinion expressed online are those of the individual user and do not represent CM Prep.

Use of CM Prep technology must also comply with the **Use of Instructional Property Agreement** signed during enrollment. In the event of a conflict, the terms of that agreement will take precedence.

Section 3: Program Information

Learning Coach Responsibilities

In the Elementary School, the Learning Coach, working in conjunction with an experienced CM Prep teacher, facilitates progress through the daily lessons and working to modify the pace and schedule according to the child's needs. A homeroom teacher is assigned to the student and communicates via school email, telephone, and online meetings but the Learning Coach guides day-to-day progress. A weekly lesson plan is provided, which updates automatically as the child progresses through the courses. The Learning Coach can vary the lesson plan to accommodate the child's pace or abilities, and the teacher is available to the Learning Coach and student for support.

In the middle grades, the Learning Coach works closely with CM Prep instructional staff, non-instructional support staff, and the student, but is less involved in the daily instructional process for their students than they would be with an Elementary School student. An important role of the Learning Coach for middle school students is to help their child effectively manage any shyness they might feel about reaching out to their teachers for help.

By high school, students are expected to begin managing his or her own time and schedule more directly. However, even for high school students, the Learning Coach plays an important role in helping the student stay on task and to ensure the student turns in assignments as they complete them. Remember that the Homeroom Teacher or School Counselor can answer any questions about how best to motivate your student to succeed.

Teacher Responsibilities

The teacher is the first point of contact for Learning Coaches and students. They should be guiding and directing students through the Stride K12 Online School platforms and providing instructional support throughout their academic experience. Responsibilities include facilitating academic conferences, reviewing student-submitted work throughout each grading term, and responding to all emails and telephone calls within 24 business hours. Additionally, they should keep the Learning Coach informed of school updates and information from CM Prep and/or Stride K12, administering required diagnostic assessments, and providing support in all areas that contribute to successful student learning and achievement.

Communication

Relationships in a virtual school are created and maintained in a different manner, so communication strategies are absolutely vital for the success of students. We, at CM Prep, are expecting the following from students and staff:

- Ongoing and consistent communication is required between the student, parent, and teacher(s) for school compliancy.
 - School communications include: school email, telephone (leaving voicemail when necessary), text messaging, school announcements made via email and/or Canvas, and school newsletters.
- Teachers, advisors, and Administrators will respond to any school emails/phone messages within 24 hours of receiving the message, and we ask that you, as parents, do likewise.

Class Connect Sessions

CM Prep teachers will offer multiple live sessions each week. The instructional sessions will cover a variety of topics, which may include any of the following:

- Support for daily lessons in Canvas.
- Data supported areas of need.
- Other instructional topics as deemed necessary.

These lessons are an integral component of virtual education and great opportunities for live instructional support. Families find these sessions and the feedback received from them indispensable while trying to meet the expectations of our rigorous program.

Remediation sessions will be mandatory for individual students if it is deemed necessary for that student's success in the program. You and your student will be notified by your CM Prep teacher if a session is mandatory.

Instructional Time and Attendance

State Requirements

North Carolina recommends all non-public schools offering a minimum number of days of instruction each year (180 days) with a minimum number of instructional hours (1025 hours) for each student. The minimum attendance requirements are outlined below:

Grade Level	Minimum Yearly Hours	Weekly Hours	Daily Hours
K-12	1025	30	6

CM Prep students are expected to attend school at the equivalent of 6 hours for each regular school day, or an average of 30 hours for a 5-day week. Attendance is tracked according to a student's daily login activity and course progress in the online school platform.

Parents are welcomed and encouraged to involve their children in supplemental educational experiences on school days, however, students are still required to complete their daily coursework and login to each course every day. Supplemental experiences cannot be in place of daily coursework, and online time must be prioritized over offline time. These experiences can be counted toward attendance time in subjects where the learning experience supports the objectives of the course.

Illness or Inability to Participate in Courses

If an unexpected situation should arise and the student will miss instructional time, 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 missing hours with teacher and Learning Coach prior to the absence, when possible.
- If the inability to participate is not due to illness, the family should determine if Internet access is available (through libraries, etc.).
- Even if a student is sick and provided a doctor's note, any missed progress or hours are still required to be made up within a reasonable timeframe.

In the event of an extended inability to participate, the teacher will make the Academic Administrator(s) aware of the situation to determine if further action is required.

Attendance Procedures

School staff will review student accounts weekly by monitoring login activity and course progress within the online school platform. Students should attend an average of 6 hours on each school day in accordance with their instructional learning plan.

- Instructional components include but are not limited to:
 - Live, required Class Connect sessions.
 - Targeted small groups, etc.
 - Assigned coursework and assessments.
 - Supplemental Programs.
- If the student misses instructional time, the student should work extra on other days in order to make up for the missed instructional time.
- If a student misses a live instructional session, they should go back and watch the playback recording. If the student's account shows 18 hours of missed live class connect instruction and/or assigned coursework progress in Canvas or 3 consecutive days of no log in to Canvas courses, school staff will contact the Learning Coach with an attendance warning letter.
- If the student's account shows 36 hours of missed live class connect instruction and/or assigned coursework progress in Canvas or 6 consecutive days of no log in to Canvas courses, the learning coach will receive a truancy letter. An intervention plan will be put in place, and a petition to family court may be made.
- If the student's account shows 60 hours of missed live class connect instruction and/or assigned coursework progress in Canvas or 10 consecutive days of no log in to Canvas courses, the Learning Coach will receive a truancy letter and our counselors will schedule a truancy meeting with administration to determine the consequences, which could include immediate removal from the school.

All appeals will be directed to the CM Prep Head of School, who will review the applicable documentation and uphold or overturn the appeal.

Please send all attendance concerns to: ctmpattendance@ctmprep.com

Grading Policy

Kindergarten through fifth grade students will be issued four grade reports. Progress Reports will be issued after quarters 1, 2, and 3. The progress reports will reflect the students' progress at that point in the school year. With

CM Prep being a cumulative program, the final report given at the end of the school year is the official report card that reflects the student's overall grades. The end of the year report card will be cumulative and will be one data point used in determining grade level/course promotion for the next school year. Promotion and retention decisions will be made using multiple data points collected throughout the year. Decisions will be made on mastery of state standards, successful completion of courses, and BOG/EOG testing scores where applicable.

Grades for students in K – 5th grade will be calculated as follows:

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

Grade marks will be based on the student's level of success using a combination of categories and weights. Depending on the course and grade level, grades will be calculated based on progress, assessments, academic effort/engagement, and class participation.

6th-8th grade students will be issued two progress reports at the mid-point of each semester. In addition, students will be issued two official grade reports during the year upon conclusion of each semester. Grades are determined by the sum total of points a student earns on all graded assignments and tests.

Points earned by student /Total points possible = Grade

***Example:** In his or her math class, the student earns 563 points out of a total of 700 possible points. The grade would be 80%.*

$$563/700 = 80\%$$

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

High School students will be issued four official grade reports during the year; one at the midpoint of each semester and one upon conclusion of each semester.

Points earned by student /Total points possible = Grade

***Example:** In his or her math class, the student earns 563 points out of a total of 700 possible points. The grade would be 80%.*

$$563/700 = 80\%$$

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

Evidence of Mastery

Grades are determined based on how well a student performs on graded activities within each course. Graded activities include but are not limited to:

- Practice Lessons
- Threaded Discussions
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Participation
- Note Taking

Some assignments are teacher graded, and others are computer graded. During the semester, students and parents can always view grades in the grade book for each course. It is important to note that these grades are updated every time an assignment is graded.

Warning: If a deadline has passed and the teacher has not entered a zero for that assignment, the student's grade may be temporarily inflated.

[Late Work Policy](#)

Kindergarten - 5th grade

- Canvas-Graded assignments – any assignments not completed by the provided due date will be considered overdue.
- Students are expected to go in and make up all overdue lessons as soon as possible.
- Teacher-graded assignments will have a one-week deadline for student completion from the date assigned. This ensures that timely instruction, following the assignment review by the teacher, can occur to target students' learning needs. After one week, students will receive a grade of zero if the assignment has not been submitted.
- Temporary zeros are entered for overdue assignments as a reminder of late assignments and a mechanism to help students stay on pace.
- In case of computer- or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hardcopy of all teachers' names and phone numbers.

6th - 8th grade

- All Canvas assignments are given a due date. Graded assignments – whether teacher or computer scored – are listed on the course calendar. These assignments must be completed and submitted no later than the due date for that assignment to receive full credit for the work. Any work that is not received by the due date will be considered missing and assigned a zero no later than the Tuesday following the due date.
- Students are encouraged to complete assignments according to due dates on their course calendar.
- Temporary zeros are entered for overdue assignments as a reminder of late assignments and a mechanism to help students stay on pace.
- When you click on an assignment in your course, both a due date and the end date are shown. The end date is the permanent zero date, when the assignment will no longer be accepted. The times correspond to 11:59 Eastern Time but will be displayed according to your local time zone.
- Work submitted prior to the permanent zero date will be accepted and the zero will be replaced by the grade earned.
- Computer-Scored assignment and assessments will not be accepted after “the last day to submit work” for the term.
- Teacher-Graded assignments due during the first half of the course must all be submitted by the course's midpoint. Teacher-Graded assignments due in the second half of the course will not be accepted after “the last day to submit work” for the term.
- The deadlines for submitting work are also displayed on a Permanent Zero Calendar posted in the Course Materials folder of each course.

9th – 12th Grade

- All assignments – whether teacher or computer scored – are listed on the course calendar and are given a due date. These assignments must be completed and submitted by their assigned due date. Any work that is not received by the due date will be considered missing and assigned a zero.
- Students are encouraged to complete assignments according to due dates on their course calendar.
- Temporary zeros are entered for overdue assignments as a reminder of late assignments and a mechanism to help students stay on pace.
- When you click on an assignment in your course, both a due date and the end date are shown. The end date is the permanent zero date, when the assignment will no longer be accepted. The times correspond to 11:59 Eastern Time but will be displayed according to your local time zone.
- Work submitted prior to the permanent zero date will be accepted and the zero will be replaced by the grade earned.
- Computer-Scored assignment and assessments will not be accepted after “the last day to submit work” for the term.
- Teacher-Graded assignments due during the first half of the course must all be submitted by the course's midpoint. Teacher-Graded assignments due in the second half of the course will not be accepted after “the last day to submit work” for the term.
- The deadlines for submitting work are also displayed on a Permanent Zero Calendar posted in the Course Materials folder of each course.
- In case of computer- or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hard copy of all teachers’ names and phone numbers.
- Please be aware that because of the point values assigned to teacher- scored assignments, it is mathematically impossible to pass a course without completing them.

Section 4: CM Prep Instructional Assessment Plan

The CM Prep Instructional Assessment Plan is a strategic use of diagnostic and informal assessments over the course of a school year to ensure that all students are provided with a growth measure for academic progress. The data generated will make data-driven instruction possible. These assessments include course interims and diagnostic assessments given at the beginning, middle, and end of the school year.

The goal is to continuously improve student learning and academic progress through the use of data. Through the Stride K12 Instructional Assessment Plan these goals can be accomplished.

Participation in the Instructional Assessment Plan is a requirement for continued enrollment with CM Prep. Missing required assessments will immediately generate referrals to school administration and can lead to curriculum lock and/or removal from CM Prep for non-compliance.

Assessments

K-12 Assessments:

In accordance with G.S. 115C-549, 550 and G.S. 115C-557, 558 in the state of North Carolina, every student enrolled in private schools must be administered a nationally standardized test or standardized equivalent measurement selected by the chief administrator to all students enrolled. For Coast to Mountains Preparatory Academy, we will be administering the NWEA MAP Assessment 3 times per year.

All students in grades K-12 will be required to take assessments. Details on these assessments will be communicated by grade level teachers. Assessments will be computer based and students may be required to complete these during their class connect sessions using a webcam and microphone. It is critical that each student complete the assessment independently, as the data helps to inform teachers on the mastery of concepts. The results provide teachers with data to help content delivery.

The purpose of these assessments is to:

- Demonstrate growth of the student during the course of the year and throughout their K12 experience.
- Allow teachers to plan based on your child's strengths and weaknesses.
- Provide educators with valuable data to support instruction.

CM Prep Assessment Calendar 2026-2027

Dates are tentative – Info will be emailed closer to the testing window.

Grade	Test	Dates/Window
K-12	NWEA MAP Assessment	Fall: August-November
K-12	NWEA MAP Assessment	Winter: December-February
K-12	NWEA MAP Assessment	Spring: March-June

Remediation Tools

Upon completion of assessments, teachers will work collaboratively with students and learning coaches to identify areas of need and implement appropriate remediation tools to address learning gaps. Participation in assigned remediation activities is required. Teachers will establish specific schedules, expectations, and parameters for completing remediation activities and will communicate these requirements to students and

learning coaches. Students are expected to actively participate and complete assigned remediation activities within the established timeframes to support academic growth and mastery of essential skills.

Remediation Tools (Including, but Not Limited To)

Teachers may assign the following remediation tools and resources based on individual student needs and identified learning gaps:

- IXL: Targeted practice to strengthen skills and address areas of academic need.
- Reading Eggs: Reading support and skill development.
- Teacher Sessions: Individualized or small-group instruction to reinforce concepts and provide additional support.
- NWEA: Assessment data used to identify learning gaps, monitor student progress, and guide targeted remediation.

Additional resources may be assigned as needed to support student growth and mastery of essential skills. Participation in assigned remediation activities is required, and teachers will communicate expectations, schedules, and completion timelines to students and learning coaches.

Section 5: Awarding of Credit, Grade Promotion and Definition, Cohort Year, and Graduation

Credits Needed for Graduation

Students must have the required number of total credits (22) in order to have a diploma from CM Prep issued.

Students are required to complete:

English	4 Credits
History	4 Credits ((including a full credit of Civics, a full credit of World History, American History, and a half credit of Economics and Personal Finance)
Math	4 Credits
Science	3 Credits**
Health/P.E.	1 Credit
Electives	6 Credits (including at least one credit of a computer science related course)***

**One credit of Science must include a lab component

*** Students planning to attend a 4-year public college/university in North Carolina also need to take 2 consecutive years of World Language.

Cohort Year Classifications

Students are placed in a graduation cohort year when they begin 9th grade for the first time. A student's cohort year is based on their expected year of graduation, which is calculated as the spring of their fourth year in high school. For example, a student who begins in 9th grade for the first time in 2026-2027, will be assigned to the 2030 cohort. A student's cohort year does not and cannot change, regardless of grade-level classification earned.

Credit Grade Level Promotion Guidelines

CM Prep calculates grade level based on credits earned.

- 9th to 10th grade (5 credits minimum required which include passing credits in English 1 and Math 1).
- 10th to 11th grade (11 credits minimum required which include the above as well as passing credits in English 2 and Math 2).
- 11th to 12th grade (17 credits minimum required which included the above as well as passing credits in English 3, Math 3, and Biology).
- 22 total credits are required to graduate.

Retention Guidelines

Students who do not meet the minimum credit expectation for the proceeding grade level will be retained within the current grade level. All parents of students in danger of failure or retention will be notified through email, phone, and/or conferencing and written notice throughout the school year.

Graduation Requirements

To be eligible for a CM Prep diploma, students must not be older than 21 years of age at the start of their final semester. Students who are ready to begin their senior year and who do not meet this age requirement will be given information on other K12 powered options to earn a diploma.

Students who meet the age requirement must also meet the following:

- Students must successfully complete 22 credits, as outlined above, to be eligible for a diploma.
- Accreditation standards require that all students successfully complete a minimum of 6 credits with CM Prep and must spend their senior year (the last 2 consecutive semesters of their academic tenure) as a full-time student.
- Students **must** have all official transcripts submitted and on file with the CM Prep Registrar's Office.

Section 6: Special Education

Special Education Services

Coast to Mountains Preparatory Academy (CM Prep) offers a virtual learning environment. Special education services and supports are provided through online meeting rooms, virtual classrooms, telephone, email, and other electronic communication methods, as appropriate.

CM Prep's special education program is led by the Special Education Academic Administrator and supported by the Stride National Special Programs Managers and the CM Prep administration team.

As a private school, CM Prep's special education services and responsibilities differ from those of public schools under the Individuals with Disabilities Education Act (IDEA). The services and supports available to students are determined in accordance with applicable requirements and CM Prep's policies and procedures.

Special education services are available to students who have been identified with a disability and meet applicable eligibility requirements. Families may be asked to provide documentation of a disability or educational need, such as a previous Individualized Education Program (IEP), evaluation, psychological evaluation, or other relevant educational records.

Students receiving special education services may be served in both the general education setting and a specialized or resource setting, depending on their individual needs and educational program.

Each student receiving special education services will be assigned a special education teacher in addition to their general education teacher. Special education services may include specialized instruction, instructional support, accommodations, modifications, and other services identified in the student's Individualized Special Education Plan (IEP).

What to expect:

- Each student receiving special education services will have an assigned special education teacher who will work with the student and family to support the student's educational needs.
- The special education teacher will collaborate with the student's general education teachers regarding appropriate instructional strategies and accommodations.
- Specialized instruction will be provided through virtual Class Connects or other appropriate instructional settings.
- The special education teacher is available as a resource for instructional strategies and adaptations and modifications to the curriculum.
- Special Education meetings will be held either virtually or by telephone, as appropriate.
- Families will receive information regarding their student's progress toward ISEP goals at the end of each grading period.
- Families and students are encouraged to communicate with the special education teacher regarding questions, concerns, barriers to participation, or changes in educational needs.

For additional information, families may access our full Special Education Overview located here:

[CMPA Special Education Overview](#)

Bridge Forward Program

The Bridge Forward Program at CM Prep is a fully online instructional program designed to provide a structured and supportive learning environment for students with moderate to severe disabilities who benefit from additional academic, social, and organizational support.

This program emphasizes consistency, clear expectations, and individualized attention to support student progress. Instruction is delivered in a small-group setting, allowing for increased teacher support and monitoring of student engagement and understanding.

The Bridge Forward Program includes:

- Small-group instruction to support individualized learning needs
- A consistent daily schedule designed to promote routine and predictability
- A dedicated support team familiar with each student's academic and developmental needs
- Educators trained to work with a range of learning profiles
- Ongoing communication between school staff and families

The program is intended to support students in developing the skills necessary for academic progress while fostering increased independence and engagement in an online learning environment.

Bridge Forward Program Age-Out Policy

Students may participate in the Bridge Forward Program through the school year in which they reach age 21, subject to applicable enrollment requirements and program availability. Students will not remain enrolled in the Bridge Forward Program after reaching the program's maximum age of 21.

Families will be encouraged to participate in transition planning and to work with the student's educational team to identify appropriate postsecondary, vocational, community, or other services and supports as the student approaches the program's age limit.

[NC Diploma Considerations for Exceptional Children](#)

CM Prep currently offers two educational pathways for students receiving special education services:

Future-Ready Core Course of Study – Standard Special Education Program

Students participating in CM Prep's standard special education program work toward a North Carolina High School Diploma through the Future-Ready Core Course of Study.

Students must meet the applicable North Carolina graduation requirements for their entering ninth-grade cohort, including the required number of course credits. Families should work with the student's special education teacher and school administration to review graduation requirements, course selection, credits, and progress toward graduation.

Each student receiving special education services will be assigned a special education teacher who can assist the student and family with graduation planning, course selection, credit requirements, and progress toward graduation.

Graduation Certificate – Bridge Forward Program

Eligible students with significant cognitive disabilities and other qualifying educational needs may participate in the Bridge Forward Program. The Bridge Forward educational program provides individualized instruction and support while connecting instruction to the general curriculum, as appropriate to the student's individual needs.

Students participating in the Bridge Forward Program work toward a Graduation Certificate rather than a North Carolina High School Diploma.

The specific course and credit requirements for the Graduation Certificate will be established in accordance with applicable requirements and CM Prep's program requirements. Families will receive information regarding their student's graduation requirements and progress from the student's educational team.

The student's special education teacher will assist the student and family with course planning, progress toward completion requirements, and transition planning as the student approaches completion of the Bridge Forward Program.

Families who have questions about their student's graduation pathway should contact the student's special education teacher or the Special Education Academic Administrator.

[Related Services](#)

Related services are only available to eligible students enrolled in the Bridge Forward Program when identified as appropriate for the student's educational needs.

Related services may be provided by CM Prep staff, contracted independent therapists, or contracted service providers. Services may include therapies or other supports identified in the student's educational plan.

CM Prep does not independently conduct evaluations or records reviews for the purpose of determining eligibility for related services. Families may be asked to provide relevant evaluations, educational records, or other documentation when necessary to determine appropriate services.

Related services, placement, and goals are determined based on the student's individual educational needs and applicable educational planning processes. Depending on the service, these determinations may involve the student's resident district, CM Prep's educational team, or a licensed private provider.

Related services, placement and goals are determined by the IEP Committee at a student's resident district or through a licensed private provider.

All related services provided through CM Prep will be delivered virtually.

Related Service Manager (RSM) System

CM Prep uses the Related Service Manager (RSM), a secure system managed by Stride, to coordinate and manage related services. Student information, documents, and service-session details are protected through individual user access and other security measures.

The RSM is used to support the coordination and documentation of related services, including:

- Receiving referrals for students who need Related Services;
- Assigning therapists or service providers;
- Managing therapy schedules;
- Documenting attendance in accordance with school requirements; and
- Processing service documentation and invoices

Related Service Providers

Related services may be provided by CM Prep staff or contracted individuals and organizations. Contracted providers must complete the required contracting process and provide required documentation before being assigned to a student.

Student-specific information will not be shared with a potential provider until the provider has completed the required contracting and authorization process.

CM Prep follows applicable state requirements regarding licensures and qualifications for contracted therapists and related service providers. Licensure and required documentation are reviewed by the appropriate CM Prep/Stride team before a provider is assigned to a student.

Special Education Attendance Policy

Students receiving special education services are subject to the same school attendance requirements as their peers. Students are expected to participate in all scheduled special education service sessions identified in their Individualized Special Education Plan (IEP).

Students must attend and participate in scheduled special education service sessions to receive the service time and frequency identified in their IEP. Missed or unresponsive special education service sessions will be addressed in accordance with the Student Non-Responsiveness procedures outlined in CM Prep's special education procedures manual located here: [Special Education Procedures Manual](#).

Special Education Attendance for FLEX Students

Students participating in the FLEX Program are also required to attend and participate in all scheduled special education service sessions identified in their ISEP. FLEX does not change or eliminate required special education services or scheduled special education service sessions.

Failure to consistently meet FLEX expectations, including attendance and participation in required special education services, may result in a review of the student's continued participation in the FLEX Program. Students may be removed from the FLEX Program if they do not maintain the program's expectations.

Section 7: Multi-Tiered System of Support (MTSS)

What is MTSS?

The Multi-Tiered System of Support (MTSS) program is an instructional framework with multiple tiers which promotes school improvement through engaging, research-based academic and behavioral practices. CM Prep employs a whole-school systems approach using data-driven problem-solving to maximize growth for all. Every student is a part of the tier structure, and every faculty member is involved in providing our students support within it.

How does it work?

MTSS is an instructional model that consists of three tiers of instruction that are fluid and overlapping. The tiers provide varying levels of instruction to students in terms of duration and intensity. The more instructional support needed the higher up on the model the student moves. It is possible that a student may be receiving a different tier level of support in different subjects at different times throughout the year. Students can change tier levels multiple times in a year.

Every student is given an opportunity to meet or exceed proficiency standards by teachers utilizing data in an effective and collaborative decision-making process which results in differentiating instructional practices for all learners.

What does it look like?

Every four to six weeks counselors meet with the MTSS team to discuss students. As a team, decisions are made about what tier a student needs to be at. The higher the tier the more support the student gets. These decisions are based off of data.

- All students are on Tier 1, this is regular core instruction where teachers support students as needed.
- Students that are at Tier 2 will have additional, required class connect sessions in their areas of need.
- Students that are at Tier 3 will have additional, required class connect sessions focused on interventions in their area of need for reading and/or math.

FLEX Program

The Flex Program gives an opportunity for students to own their own learning. Students are offered a more flexible experience that still provides continuous academic monitoring and intervention as needed. Students at all levels can inquire about the Flex Program.

Student Expectations:

- Maintains grades of 70% or higher
- Logging in to online school consistently
- On-time assignment completion
- Timely teacher and school communication
- Participation in all required assessments
- Attendance to any required class connect sessions (SPED, Intervention, etc)

Students and parents can inquire about the Flex Program with their counselor to see if they qualify.

Please Note: Students can be removed from the Flex Program if they do not maintain the expectation.

Section 8: Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provides parents and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. These rights are:

- The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access.
- To request an inspection and review, the parent or eligible student should submit a written request to the Head of School that identifies the record (s) they wish to inspect. The Head of School makes arrangements for access and notifies the parent or eligible student of the time and place where the records may be inspected.
- The right to request an amendment of the student’s education records that the parent or eligible student believes are inaccurate.
 - Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the Head of School, clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the school notifies the parent or eligible student of the decision and advises him/her of his/her right to a hearing regarding the request for amendment.
 - Additional information regarding the hearing procedures is provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA allows disclosure without consent.

One exception that permits the school to disclose information without consent is when the school discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Ave., S.W.

Washington, D.C. 20202-4605

FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the School may disclose "directory information" without written consent, the parent or eligible student, have advised the school in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties.

Examples include:

- Shipment of computer and school materials to and from student's home.
- Entry of student enrollment information into a computer database for use by school officials.
- Sports activity sheets, such as for wrestling, shows weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws require the school to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

The school has designated the following information as directory information:

- Name
- Address
- telephone number
- e-mail address
- photo
- athletic information
- grade level
- activities and clubs
- awards

If a student has reached the age of 18 and does not wish for his/her educational information to be released to the parent or legal guardian, the student should submit a letter, ink signed by the student, indicating that desire. The letter will be placed in the student file and information will only be released to the student from that point forward.

Section 9: School Policies

Coast to Mountains Preparatory Academy has developed policies that guide the operation of the school, help to maintain order and fairness, and that ensure quality and academic integrity. Parents and students are expected to read and understand all school policies, and to refer to them as needed throughout the year.

Policy: Absence/Inactivity/Truancy

Effective Date: August 1, 2026

Summary:

Regular online attendance, including logging in regularly and maintaining required pacing in CM Prep courses is required to remain enrolled. Students who are designated as Inactive will be required to improve their level of activity and engagement in their courses to avoid being designated as Truant. Students who cannot participate due to illness must follow the procedures listed below to notify CM Prep of the situation and the timeline for returning to expected school activity levels.

Definition of Inactivity

A student is considered inactive if he/she does not submit work to an enrolled course for more than 10 consecutive school days.

Definition of Truancy

A student is considered truant if he/she does not submit work into all enrolled courses for more than 10 school days.

Policy:

Students must be regularly engaged with their courses and submit assignments according to course schedules to be successful online students with CM Prep. Inactivity is always a concern and will be monitored by the Homeroom Teachers. Truancy is more serious and there are specific procedures followed for students who are truant, up to and including removal from CM Prep. The Truancy and Inactivity Policy define truancy and inactivity and outlines the specific steps taken and potential outcomes.

If a student exhibits signs of truancy or inactivity, the teacher and/or School Counselor make multiple attempts to reach out to the student and Learning Coach.

- If the student and/or Learning Coach are unresponsive to these attempts, an official warning letter will be sent.
- If the student and/or Learning Coach do not respond to this letter, a final letter will be sent, and the student will be administratively withdrawn from all courses and the program; in the case of inactivity, students will be removed from the affected courses in which they are inactive.
- Students who are administratively withdrawn for truancy will not be eligible for a tuition refund, nor will future payment obligations for the cohort be suspended.
- Students withdrawn for truancy or other administrative reasons will receive Ws on their transcript in all the courses they were enrolled in at the time of withdrawal.

Illness/Extended Inability to Participate

If a student is going to be out (unable to log in) for a period of 3 or more days, his or her Homeroom teacher (K-5) or School Counselor (6-12)/Homeroom Teacher must be contacted in advance to report the expected absence. It is the responsibility of the student and Learning Coach to make arrangements with the teacher(s) regarding missed assignments. Students should, if possible, work ahead before a planned absence rather than falling behind and having to catch up. Scheduled schoolwork will not be waived.

Policy: Academic Integrity (Plagiarism and Cheating)

Effective Date: August 1, 2026

Summary/Policy:

CM Prep students are expected to uphold the highest standards of Academic Integrity by expressing their own thoughts, language, and expressions, and to respect and acknowledge any other author's works with proper documentation in all assignments. Academic Dishonesty or plagiarism is the act of using another person's work to claim as your own. Examples of Academic Dishonesty are:

- Copying answers word for word from any portion of an outside source such as AI, Google, etc.
- Intentionally paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole, or in part, the work of another student.
- Submitting in whole, or in part, an assignment written for another course by someone else.
- Submitting in whole, or in part, an assignment written for another course by someone else.
- Intentionally allowing one's essay, assignment, or test answers to be copied by another student.

Plagiarism and cheating are taken very seriously. Students who use all or part of someone else's work, without appropriate credit or citation, are in violation of these policies.

- Students will receive a zero on any submitted assignment containing all or partial work, not completed as their own work, or properly cited within the assignment.
- Students assisting other students in cheating or plagiarizing are also in violation of this policy and will receive a grade of zero on their assignment submission.

First Offense: The teacher will call the student and parent/LC to provide additional instruction as to what constitutes academic integrity. The teacher will send the student a written correspondence explaining and documenting the academic integrity offense. The student may have an opportunity to make up the assignment, at the discretion of the teacher.

Second Offense: The teacher will call the student and parent/LC providing additional instruction and feedback regarding academic integrity. The student will receive written correspondence from the teacher documenting and explaining the academic integrity offense and will CC the Head of School or other administrator on the correspondence. The student will earn a grade of zero without any chance to make up the assignment.

Third Offense: The teacher will call the student and parent/LC providing additional instruction and feedback regarding the incident. The student will receive a written correspondence from the teacher explaining and documenting the academic integrity offense. The student's curriculum will be locked. The teacher will schedule a live session with the student, parent/LC, and Head of School or other administrators before student is allowed to continue working in their courses. Failure to attend the meeting may result in being administratively withdrawn from CM Prep. Any further offenses will automatically result in progressive discipline up to and including administrative withdrawal from CM Prep.

NOTE: Offenses are cumulative for the year regardless of the class for which questionable work was submitted. For example, if a student gets a first offense in history and another incident occurs in math, then this most recent incident is a "second offense."

If you wish to appeal administrative disciplinary decisions, the parent must appeal the decision within 3 business days. An email must be sent to the Head of School. In that notification, the parent should state the justification for why they are appealing the decision. The Head of School will review the documentation and may call the parent to discuss before finalizing the decision through a letter to the parent.

Policy: Course Swap/Add/Drop & Cohort Change Requests

Effective Date: August 1, 2026

Summary:

Changing, adding, or dropping courses is sometimes necessary but results in challenges in the online school environment. Changing courses usually means the need to purchase and ship new books and materials, which results in extra cost and extra time. Students may begin the new course after the start date, which means a student may be starting the course at a disadvantage or may need to move to a later cohort. When course changes are necessary, the following policy applies. Admissions Advisors, coaches, and teachers can offer guidance with course planning, and students and parents should make every effort to carefully select the courses and levels of difficulty that suit their child's needs and academic goals, as well as grade progression or graduation requirements.

Policy:

- Students wishing to add, drop or change courses within the first 30 calendar days from their course start date, may do so without academic penalty. After this time, no course changes will be allowed.
- Course drops after the 30-calendar day window will be handled according to the Course Withdrawal Policy.
- All course changes/adds/drops require the approval of CM Prep staff.
- In most cases, the student will be placed in the next cohort if the course is already in progress, meaning the course will have a later end date.
- Books and materials cannot be returned or refunded. Making course changes may result in the necessary purchase of additional books and materials at an additional cost to the student.
- Course change requests should always start with a request to the student's homeroom teacher (K-5) or the School Counselor (6-12).
- Part-time students may request a course drop through a teacher (K-5) or the School Counselor (6-12), but they must contact an enrollment consultant to add or purchase an additional course.
- No credit is granted for dropped courses, and they will not be calculated into a student's GPA. These courses will appear on the student's transcript as a W with zero credit value.
- Course changes after the 30-day mark may incur a \$100 fee per request.

Policy: Course Completion

Effective Date: August 1, 2026

Summary:

CM Prep courses are designed to meet rigorous content standards and are designed with the goal of requiring approximately 90 hours to complete a Core or Comprehensive level half-year course, and 180 hours to complete a Core or Comprehensive full year course. Honors and AP level courses require more work to complete. CM Prep teachers prepare course calendars to guide students to their course pacing to finish the course on time. Appropriate pacing and adherence to assignment due dates is a requirement in high school courses. Middle grade courses have slightly more flexibility with due dates, but parents and students should keep in mind that taking responsibility for pacing will be a requirement in high school and college, so establishing those habits early is highly beneficial.

Middle grade students will follow the pacing guide with both online unit assessment and offline teacher graded assignments for their grades. Students enrolled in middle grade courses should review and print out the course calendar for a list of lessons and assignments required each day for each course. It is important that students adhere to the course schedule indicated in the course calendar.

Policy:

- It is the student's responsibility to access and complete daily assignments as outlined in each course calendar.
- Due dates for assignments are posted in each course calendar to ensure students are informed of appropriate pacing.
- Students should reference the Late Work Policy for work submission requirements.
- Students in the Elementary Grades (K-5) may need to repurchase a course that is not completed during the established school year, to receive a grade report that reflects grade level completion.
- There will be a posted "last day to submit work" for each course according to the student's cohort start date; no assignments will be accepted after 11:59 PM (Eastern Time) that day.
- For assignments not submitted or assignments skipped, grades will be reflected as a zero in the student's grade book.
- Working ahead is perfectly acceptable and preferred if a student is going to be absent. A student is required to inform his or her teacher(s) and School Counselor of their travel plans before a trip occurs.
- Special exceptions to the established course completion policy may not be considered for students who do not communicate their travel plans to school staff.
- Course accelerations and extensions are possible, with approval from the appropriate school administration.
- Students must spend a minimum of eight (8) weeks in a course to be considered complete.

Policy: Course Accelerations

Effective Date: August 1, 2026

Summary:

At times, students have a need to finish their course earlier than the course end date or find themselves needing a little extra time to finish a course. CM Prep has developed a policy to cover these situations, but the policy must be followed for the acceleration or extension to be approved. This is an important part of maintaining rigor and quality.

Policy:

Course Accelerations

- Middle and High School courses were developed to be taught over a 90-day period (one semester). However, some students may choose to complete these courses more quickly. We allow students to request course accelerations when the student meets the following criteria:
 - Must be in the course for a minimum of eight (8) weeks
 - Must be on pace with course assignments
 - Must have a “C” average or better in all active courses
 - Middle and High School students who wish to request acceleration must contact their School Counselor to discuss a plan for accelerating courses.
 - Acceleration requests must be submitted no later than two weeks prior to the end of the term.
 - Because our Elementary school courses were designed to be self-paced, requesting a course acceleration for Elementary school is not required or necessary.

Policy: Course Failure and Repeat Credit

Effective Date: August 1, 2026

Summary:

Successful completion of courses with CM Prep signifies that students have learned and mastered the specific course objectives as established within each course. CM Prep's accreditation standards require that when credit is issued, or a course is successfully completed, students are prepared for the next level. For students to advance to the next level or to receive credit, the following policy will be enforced.

Policy:

- Students are permitted to retake failed courses or courses in which a D has been earned.
- Failed courses will be recorded as an F on the student's transcript, and a zero- quality point will be computed for the course in determining the GPA.
- Courses required for graduation must be retaken if failed and must be passed before being eligible to graduate.
- Grade retake for D or F grades is permitted under these circumstances:
 - Students must have earned a D or an F; no grade retake for anything higher than a D grade is permitted.
 - The course is offered, and the student enrolls in the identical course (course name and course number). Exceptions such as replacing a failed honors or comprehensive course with the same course at a lower level can be requested from school administration.
 - **Highly encouraged:** Enrollment in the identical course occurs in the next consecutive term. Exceptions may be approved by school administration.
- Other considerations regarding the grade retake policy:
 - All course attempts will be recorded on the transcript.
- No grade retake offered during summer school.
- No grade retake is offered for courses in which a W grade was issued.
- Where the identical course is not available for any reason (for example, the identical course number may no longer be offered or is not available in the consecutive term) a student will not be permitted to utilize grade retake.
- After a student utilizes grade retake, only the higher of the two grades earned for a course will be awarded credit and quality points. The course with the lower of the two grades earned will still appear on the transcript but will not be awarded credit or be factored into quality points.

Policy: Course Withdrawals

Effective Date: August 1, 2026

Summary:

Students should carefully consider the need to withdraw from a course after the 30- calendar day add/drop period because there are implications for the official report card for grades K –8 and the high school transcript (grades 9-12).

Policy:

- After the course add/drop period, all course changes become subject to course withdrawal procedures. (See the table below for specific information regarding time period, financial implications, and final grade.)
- Credit will not be granted for withdrawn courses and will not be calculated into the student's GPA. The gradebook will reflect zeroes for any unfinished work at the time of the course withdrawal.
- For Elementary school students, this will appear as a comment on their report card and "W" in the grade table. For Middle and High School students, it will show as a "W" on the transcript.

Request	Record Implication
Course Add/Drop* (within the first 30 calendar days of the cohort)	N/A – No Grade Implication
Course Withdrawal* (after the Course Add/Drop Period)	W - on report card/transcript

**Tuition refunds are reviewed based on payment and refund terms*

The Chart on the next page shows the withdrawal dates for the 2026-2027 school year.

FALL 2026					
	Cohort Start Date	Last Day To Drop/Withdraw (No W)	Last Day To Drop/Withdraw for W (Semester)	Semester Course End Date	Teacher Submits Final Grades
	Classroom Start Date-Access to courses	30 calendar days AFTER Cohort Start Date	30 instructional days PRIOR to end date	Cohort End Date	
August Cohort	8/18/2026	9/17/2026	11/23/2026	1/15/2027	1/15/2026
SPRING 2027					
	Cohort Start Date	Last Day To Drop/Withdraw (No W)	Last Day To Drop/Withdraw for W (Semester)	Semester Course End Date	Teacher Submits Final Grades
	Classroom Start Date-Access to courses	30 calendar days AFTER Cohort Start Date	30 instructional days PRIOR to end date	Cohort End Date	
January Cohort	1/25/2027	2/25/2027	4/19/2027	5/28/2027	6/1/2027

Policy: Dual Enrollment

Effective Date: August 1, 2026

Summary:

Students participating in the Dual Enrollment Program at CM Prep are expected to maintain satisfactory academic progress in all college coursework.

Policy:

- Any student who earns a final grade of “F” in a dual enrollment course will be placed on academic probation and dismissed from the Dual Enrollment Program for a minimum of one semester in order to improve their academic standing and overall GPA.
- Following the suspension period, students may request reinstatement into the Dual Enrollment Program. Reinstatement will be reviewed by the school counselor and will consider the student’s academic performance, Principal/teacher feedback, and overall readiness for college-level coursework.
- If a student earns a second final grade of “F” in any dual enrollment course will result in permanent dismissal from the Dual Enrollment Program at CM Prep.
- Students earning a cumulative dual enrollment college GPA below a 2.0 may also be dismissed from the program and required to return to traditional high school coursework.
- Students who fail a dual enrollment course required for high school graduation may be required to complete the course through CM Prep and may not be eligible to repeat the course through the Dual Enrollment Program.
- Upon receipt of final grades, the school counselor or designated school official will notify students and parents/guardians in writing regarding probation, dismissal, or changes in dual enrollment eligibility.
- CM Prep will communicate any changes in student eligibility status to the partnering college or university dual enrollment office as necessary.

Policy: Grade Appeals

Effective Date: August 1, 2026

Summary:

CM Prep employs only certified and highly trained teachers to instruct courses. Teachers follow standard grading expectations and quality standards that have been established and approved as part of our teacher training and evaluation process.

From time-to-time, a student or parent may disagree with an assignment grade or a course grade. The Grade Appeals policy gives directions on how to make these official appeals.

For assignment grades, the best approach is to informally contact the teacher first to discuss the situation before moving to a formal appeal.

Policy:

- Assignment or assessment grade discrepancies or disagreements should first be discussed with the course teacher for resolution.
- If there is still disagreement after this informal step, the issue can be escalated to the principal level.
- Decisions by the Principal regarding assessment or assignment level grading are final.
- Course grade appeals require a more formal process. Course grade appeals requested simply because the student or parent is dissatisfied with the grade earned will not be approved. Appeals will only be considered based on the following situations:
 - The grade was issued in error. This includes situations where there was a miscalculation of grade points that resulted in a lower grade for the appealing student. The student must clearly demonstrate the miscalculation. It also includes situations such as missing records, mistaken grade entries, and the like.
 - The student has documentation that he or she previously received a higher grade on a similar assignment at the same level of competency.
- Course grade appeals must be submitted in writing to the Registrar's Office within 30 days of a cohort end date.
- Reviews will be conducted internally among academic staff/administration and the Registrar's Office.
- At least 10 business days are required for staff to review a grade appeal request and issue an official decision.
- Grade appeals meeting these requirements can be submitted to your Counselor.

Policy: Grade Level Assignment and Promotion

Effective Date: August 1, 2026

Summary:

Students frequently transfer into the CM Prep from other schools or from a traditional homeschool environment. For high school students, the Credit Transfer Policy describes how credits are transferred in and counted. For students in Elementary and Middle school, the following policy describes the placement of students at the appropriate grade level, and the requirements for moving to the next grade level.

Policy:

- During enrollment, a full-time student's grade level is assigned based on age and/or prior course completion and is evaluated by the registrar for final consideration at the end of each term.
- The Registrar's Office reserves the right to request and review all student academic records and any other items pertinent to making an informed grade level and promotion decision.
- The Registrar's Office also reserves the right to move grade levels based on the allocation of credits below.
- Middle and High School grade level assignment is evaluated at the end of the spring cohort for full-time students. At the Middle and High School level, grade level assignments are based on the following accumulation of credits per grade level.

Grade Level	Earned Credits
12	18 cumulative credits
11	12 cumulative credits
10	6 cumulative credits

Mid-year course promotions for full-time students in grades K–8 may be initiated by contacting the homeroom teacher in writing at least eight (8) weeks before the student's year-end date. All promotions must be approved by CM Prep administration and are subject to the following:

- Students must be enrolled in the course for a minimum of eight (8) weeks and complete current course content.
- Student participation in teacher conferences, submission of required work samples, and attendance will be reviewed. CM Prep advises Learning Coaches to maintain additional samples of student work to support the promotion request.
- Approval of course promotion does not signify a change in grade level.
- Approved promotions from 5th to 6th grade will place the student in the next available start date that aligns with our academic calendar.
- 5th to 6th grade course promotions is subject to Middle School tuition rates based on timing within the school year.

Policy: In-Person Event Attendance Policy

Effective Date: August 1, 2026

Summary:

At CM Prep, we are excited to offer students opportunities to connect, learn, and build relationships through in-person events throughout the school year. Because many of our events have limited space and require advance planning, it is important that students and families honor their event commitments.

Policy:

When a student registers for an in-person event, we reserve a space specifically for that student. Registration is considered a commitment to attend.

If a student registers for an event but does not attend, their registration may prevent another student from participating. Therefore, the following policy will apply:

- Students who register for an event are expected to attend.
- If a student is unable to attend, the parent/learning coach should notify CM Prep as soon as possible and, when feasible, before the event.
- Students who register for an event and do not attend without prior notification will not be eligible to participate in additional CM Prep in-person events for the remainder of the semester.
- Extenuating circumstances will be reviewed on a case-by-case basis by school administration.

Our goal is to make as many meaningful in-person opportunities available to our students as possible. We appreciate families helping us by registering only when they are confident they can attend and by communicating with us when plans change.

Policy: Late Work Policy

Effective Date: August 1, 2026

Summary:

Pacing and adherence to assignment due dates is critical for Middle and High School student success. The late work policy below is applicable to all 6-12 courses.

Policy:

- Students are encouraged to complete assignments according to due dates on their course calendar.
- Temporary zeros are entered for overdue assignments as a reminder of late assignments and a mechanism to help students stay on pace.
- When you click on an assignment in your course, both a due date and the end date are shown. The end date is the permanent zero date, when the assignment will no longer be accepted. The times correspond to 11:59 Eastern Time but will be displayed according to your local time zone.
- Work submitted prior to the permanent zero date will be accepted and the zero will be replaced by the grade earned.
- Computer-Scored assignment and assessments will not be accepted after “the last day to submit work” for the term.
- Teacher-Graded assignments due during the first half of the course must all be submitted by the course's midpoint. Teacher-Graded assignments due in the second half of the course will not be accepted after “the last day to submit work” for the term.
- The deadlines for submitting work are also displayed on a Permanent Zero Calendar posted in the Course Materials folder of each course.

Policy: Program Withdrawal

Effective Date: August 1, 2026

Summary:

A program withdrawal from CM Prep refers to discontinuing the program prior to the completion of the semester or year in which the student is enrolled. Students are encouraged to complete the courses and the term they are enrolled in to get the maximum benefit in terms of credit for courses and grade level advancement. If an in- term program withdrawal is necessary, the following policy applies.

Policy:

- Students can withdraw from the program at any time but will be subject to the course add/drop and withdraw policy and payment and refund terms on the website and found within the payment and refund terms that the parent/Learning Coach signed upon enrollment.
- Parents/Learning Coaches of students who are withdrawing from CM Prep must contact their student's homeroom teacher (K-5) or School Counselor (6-12) and notify him/her of their desire to withdraw in writing (e- mail or fax).
- The homeroom teacher (K-5) or School Counselor (6-12) notifies the Registrar's office of the withdrawal request.
- The Registrar reviews the start date, signed payment and refund terms document, and determines if the student is eligible for refund, stopping payments or continuing to charge payments.
- Applicable refund or payment status change is processed.
- Registrar sends the withdrawal letter and withdraws the account.

Upon withdrawal, Parents/Learning Coaches may be asked to complete an exit interview with their assigned homeroom teacher (K-5) or School Counselor (6-12) prior to the withdrawal request being processed. Exit interview information is critical to improving the student experience at the CM Prep. If chosen, families will receive an exit interview via DocuSign as part of the withdrawal process.

Policy: Reshipping Materials

Effective Date: August 1, 2026

Summary:

When materials are required for a course, the purchase and shipping of those materials is handled at the time of course enrollment. Occasionally there is a need to reship materials. This policy explains the responsibilities associated with the reshipment of materials.

Policy:

If customer encounters missing or damaged item(s), customer is responsible for notifying K12 Sales Support at (salesupport@k12.com) within 30 days of receipt of shipment.

- If the missing or damaged item(s) are a result of a K12 or K12 vendor error, K12 will replace the item(s) at no cost to the Customer.
- If K12 is notified of missing or damaged item(s) after 30 days of receipt of shipment and/or the item(s) missing or damaged is not the fault of K12 or K12 vendor error, customer will be sent a replacement and charged a replacement fee, as well as the cost of shipping the replacement materials.*

****Customers are responsible for verifying shipment contents per the packing list upon arrival of the materials and will be responsible for paying any applicable shipping fees.***

Policy: Responsible Use of Technology

Effective Date: August 1, 2026

Summary:

Technology is at the center of learning at CM Prep. Using technology responsibly keeps the learning environment and the learning process meaningful and safe for all. The following policy describes important expectations and violations related to the responsible use of technology in CM Prep.

Policy:

- All students are always expected to be responsible representatives of the school, whether they are on or off campus and whether school is in or out of session. This expectation includes students' behavior in the electronic world.
- Parents/Learning Coaches are responsible for supporting the school's standards when students use Internet resources.
- Failure to adhere to the Responsible Use of Technology Policies or other misuse of the computer or network is a violation of the student code of conduct and will result in disciplinary action.
- Information relating to illegal or inappropriate activities must be reported to a faculty member.
- The Responsible Use of Technology Policies are in effect for as long as students have a valid network account and password, including the summer months and/or any time students use the school's technology resources.
- Students are responsible and liable for maintaining the confidentiality of their assigned passwords and access codes.
 - They agree not to disclose assigned passwords and access codes or allow other people or students to use them or attempt to circumvent the school's security system.
 - Students may not interfere with another user's ability to access CM Prep, disclose anyone's password, or allow them to use another user's account.
- All students will receive a school e-mail account. Students will use school e-mail for all academic work and only for legitimate and responsible communication between students and faculty. Harassing, discriminatory, or otherwise objectionable remarks and any other antisocial activities are prohibited on e-mail. (For further information, see the Student Code of Conduct Policy)
- Students may only access information they have been given permission to use by the owner.
- Malicious use of the network to download, store, or develop programs that embarrass, harass, or are otherwise objectionable to other users is prohibited.
- Activities to infiltrate or overburden a computer or computing system and/or damage computer software or a computing system are prohibited.
- Using technology resources to access, purchase, or download products or services that could subject the school's technology to viruses, malicious code, back doors, or other malware designed to harm technology resources are prohibited.
- Encryption of files is prohibited.
- Posting images, video, or audio of any student, visitor, staff member, faculty member, or administrator on the Internet without receiving permission from the individual(s) is prohibited.

- Students must not publicly post their personal contact information (address and phone number), personal messages, websites or blogs, material that is intended for personal gain or profit, audio files or compressed video, any non-instructional files or any material not approved by CM Prep administration.
- Using any recording device, including but not limited to video and digital cameras or camera phones to record videos or take pictures to slander, bully, or denigrate any student, visitor, staff member, faculty member, and/or administrator on or off campus at any time is prohibited.

Policy: Student Code of Conduct

Effective Date: August 1, 2026

Summary:

K12 strives to maintain a positive learning environment where students, families, teachers, and staff are treated with respect and where they respect the personal rights and property of others. All staff members are expected to meet key standards of work performance: achieving committed goals, meeting deadlines, having a positive effect on others, and continuously seeking ways to enhance and improve the school. Students and families are expected to contribute likewise to create the most effective educational environment possible.

Policy:

The CM Prep Honor Code is found within the CM Prep Orientation Course (ORN) to be completed by each student and informs students of behavioral expectations. In addition, students enrolled in CM Prep should be aware of the following guidelines and expectations. Communication and interaction with faculty and staff are to be governed by this code of conduct. This code of conduct is applicable to the online school environment as well as for any on-site/in-person school events. Any activity that is not listed here that violates local or country laws is considered a violation of the Student Code of Conduct and Terms of Use.

Failure to follow these guidelines could result in the following:

- A grade of zero points for the specific activity, assignment, or exam which violates the Code of Conduct.
- Failure of the course or courses in question.
- Removal of student access to CM Prep instructional computing resources, which could result in the student's inability to complete learning activities.
- Suspension or expulsion from CM Prep and loss of paid tuition
- Involvement with law enforcement agencies and possible legal action

Reporting of Incidents

- CM Prep encourages the individual to escalate harassment or bullying incidents to their teacher and/or School Counselor.
- However, the student is encouraged to go directly to the Executive Director if discussing harassment with other staff members is believed unsuitable.
- The school will take immediate action to investigate complaints of harassment and will take steps to stop it and prevent it from occurring in the future.
- Witnesses to harassment or bullying are responsible to report the behavior immediately to a faculty member or administrator.
- The school will follow up with all administrative files.

Definitions and Explanations of Behavior That is Covered by this Policy Inappropriate Behavior

CM Prep is committed to maintaining a learning environment that is free from inappropriate behavior and harassment. Inappropriate behavior includes the following:

- 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 that is intended to annoy, harass, or intimidate another person. This includes distributing spam mail, chain e- mail, viruses, or other intentionally destructive content.
- Knowingly and intentionally reporting or giving false or misleading information, either oral or written, which may injure another person's character or reputation or disrupt the orderly process of the school.
- Intentionally destroying, damaging, defacing, or stealing records or property (whether physical or electronic) owned by the school or school staff
- Exhibiting lewd, indecent, or obscene behavior and/or activity, either in person or online.
- Exchanging personal information between students such as but not limited to email addresses, phone numbers, text, etc.
- Possession, sale, distribution, or use of controlled substances, including alcohol at any school-sponsored event. Students traveling abroad are required to adhere to this policy regardless of local regulations.
- Possession of knives, firearms, lighters, explosives, or any other object used or construed as a weapon at school events.
- Any conduct that disrupts the education process in any environment related to the education process, including but not limited to in person and online.

Harassment

- Conduct that interferes with an individual's academic or work performance or that creates an intimidating, hostile, or offensive environment is prohibited.
- This may come in many forms and include spam (unsolicited emails not pertaining to the course), threatening communications, and offensive communication or interactions of any kind.
- The school does not tolerate harassment or bullying of individuals based on their age, race, creed, mental disability, nationality, physical disability, religion, gender, sexual orientation or based on any other condition or characteristic protected by federal, state, or local law.
- Harassment or bullying of any member of the school's community is considered serious misconduct and will be subject to strong disciplinary action including expulsion.

Bullying

- Bullying is defined as a person who willfully and repeatedly exercises power or control over another with hostile or malicious intent (i.e., repeated oppression, physical or psychological, of a less powerful individual by a more powerful individual or group). Acts of bullying can be physical, verbal, and/or psychological and are in violation of the school's Standards of Conduct.
- Verbal: taunting, making fun of, malicious teasing, insulting, name-calling, making threats
- Psychological: spreading rumors, manipulating social relationships, coercion or engaging in social exclusion/shunning, extortion, or intimidation
- Physical: hitting, kicking, spitting, pushing, pulling, taking, and/or damaging personal belongings or extorting money, blocking, or impeding student movement, unwelcome physical contact

Off-Campus Behavior

- Students are always expected to be responsible representatives of the school, whether online, at an in-person school event or “off-campus” – meaning outside of school activities.
- CM Prep reserves the right to address students and their families whose off-campus interactions have impacted on the on-campus community.

Plan of Action for Concerns

Level 1 — Minor or first-time violation

Examples: isolated inappropriate language, accidental misuse, or a first-time low-impact violation.

- Review expectations with the student.
- Provide reteaching or redirection.
- Document the incident when appropriate.

Level 2 — Repeated or moderate violation

Examples: repeated inappropriate messages, recurring account misuse, or continued noncompliance after redirection.

- Document the behavior and prior interventions.
- Refer to administration.
- Parent/learning coach contact and a corrective action plan.

Level 3 — Serious or harmful violation

Examples: harassment, bullying, privacy violations that create risk, or intentional system disruption.

- Refer promptly to administration for investigation.
- Preserve evidence and take appropriate protective measures.
- Family is notified and required meeting with Admin.
- Repeated offense will result in removal from school.

Level 4 — Critical or potentially illegal violation

Examples: credible threats, suspected illegal transactions, serious, unauthorized access, or conduct presenting an immediate safety risk.

- Escalate immediately to school administration.
- Assess immediate safety and involve appropriate personnel.
- Follow applicable school procedures and legal reporting obligations.
- Repeated offense will result in removal from school without eligibility to re-enroll.

Policy: Transfer Credit

Effective Date: August 1, 2026

Summary:

Many new CM Prep students come from other public and private schools or from a homeschool environment. K12 reviews and recognizes transfer credit for high school students and recognition of completion of coursework in the lower grades according to this policy. Appropriate documentation of homeschool courses completed requires submission of a Homeschool Portfolio to be appropriately placed in lower grades, or to receive credit for high school level work. Students who transfer in mid-year have specific requirements to submit documentation that will assist in the placement of students into the correct courses and the correct place within those courses.

The Transfer Credit policy also addresses credit for outside courses taken while a student is enrolled in CM Prep, including Dual Enrollment in college courses and supplemental courses taken which may not be offered by CM Prep.

Policy:

- CM Prep allows the transfer of up to 16 High School course credits for full-time students, based on credits earned in previous schools, and documented on official transcripts.
- Students transferring from any school are subject to CM Prep's diploma requirements found in this policy handbook. Accreditation requirement is that a student must be full time for their senior (2 consecutive semesters – last two) and a minimum of six total credits earned at CM Prep to be eligible for a diploma.
- An unofficial credit analysis is completed during enrollment to assist in course placement.
- Full-time students must fill out/submit the Transfer Credit Request form (found on the website) and request official transcripts sent to the Registrar's office.
- Official transcripts are analyzed by the Registrar's Office, and students will receive notification of transfer credit decisions and posting of credits.
- Official transcripts from other institutions that have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.
- Honors, AP®, and Dual Enrollment courses taken outside of CM Prep will be weighted using CM Prep's grading scale (.5 for honors and 1 point for AP®/DE).

Mid-Year Enrolling Students

- For students in grades K-8 enrolling in the mid-year term, prior school records must be submitted to the Admissions department prior to placement in the first or second semester of the curriculum.

- High school students enrolling in mid-year (not at the start of a term) can be placed into courses which are in progress, if there are still 8 weeks left in the term, per accreditation requirements. If there are less than 8 weeks remaining, the student will need to be placed into the next cohort.
- Enrollment will need to be delayed to the next cohort start date if the required school records are not submitted prior to the desired cohort start date. This helps to ensure that students will be placed correctly and will be successful in the curriculum.

Homeschool Portfolio Credit

- Students enrolled in CM Prep may be offered credit for previous homeschool or independent study courses that are consistent with the high academic standards and policies of the school. The school recognizes the value of supervised independent study to enrich students' academic experience.
- Families should submit detailed documentation or student assessment documents as part of their request.
- CM Prep will carefully evaluate and assess the student's previous homeschool or independent study work to determine how that work may be accepted as Middle and High School credit.
- Parents and students should review the Homeschool Portfolio Evaluation Form
- Families can discuss requirements for an acceptable homeschool portfolio with the Registrar.

Dual Enrollment Credit

The following stipulations should serve as a guideline for accepting credit under dual enrollment for CM Prep:

- CM Prep has a consortium agreement with select colleges and universities for dual enrollment. Taking courses through our consortium can streamline the process and give students access to additional support that may not be available to students seeking dual enrollment from outside programs.
- Students should notify CM Prep prior to enrollment in the concurrent program.
- A pre-approval form is required for any program other than our consortia agreement.
- Students seeking dual enrollment will need to provide a course description that includes the credit value that will be earned for approval.
- The number of credits awarded for each college course taken will be determined on a case-by-case basis. Typically, three or four (3) college credits equate to one (1) CM Prep Credit
- Only credits that count toward the CM Prep diploma will be awarded on the official transcript.
- An approved dual enrollment course will earn a student one (1) CM Prep credit and a 1-point GPA bump.
- Students should be aware that dual enrollment will not always count as college credit at other post-secondary institutions. Students should check college policies on transfer credits.

Transfer Credits Taken While Enrolled

- Fully matriculated full-time Middle and High School students must request pre-approval prior to taking courses outside of CM Prep if they intend to transfer credits back into the school.
- Interested students should discuss this with their School Counselor and fill out the Credit Acceptance Form.

Transferring Credits Taken with CM Prep

- Course credits earned at CM Prep are transferable at the discretion of the receiving school. Typically, schools accredited by one of the six major accrediting bodies will accept credits from other schools accredited by those same organizations.
- It is the right of each school to award or deny credit transfer based on its policy.
- Students who are taking one or more courses at CM Prep who wish to transfer credit to another school of record are encouraged to gain pre-approval for these courses. Students can fill out a Credit Acceptance Form to take back to the school of record to verify credit acceptance prior to enrolling.

Policy: Parent/Student Concern, Complaint, and Grievances

Effective Date: August 1, 2026

Summary/Policy:

CM Prep recognizes that despite best intentions, questions, concerns, or conflicts may arise between the school and/or school staff and CM Prep families and/or students. As problems arise, school personnel and parents should collaborate to solve them whenever possible. Complaints by high school students may be made by the students on their own behalf or by the parent or guardian. A parent or guardian may initiate the complaint process on behalf of an elementary or middle school student.

Please follow these procedures for assistance in resolving a problem:

Step 1: All academic concerns and issues should first be directed to the student's content area teacher via phone or email.

Step 2: If a concern is not resolved at this level, parents are advised to contact the Head of School and/or the Deputy Head of School.

Step 3: If the concern is still not resolved to the parent or student's satisfaction, the parent and/or student may file a formal complaint or grievance.

Students may present a complaint or grievance regarding one or more of the following:

- Violation of the student's constitutional rights.
- Denial, not related to the student's individual capabilities, of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities.
- Discrimination on the basis of race, color, religion, sex, age, national origin, or disability.
- Harassment of the student by another person.
- Intimidation by another student.
- Bullying by another student.
- Concern for the student's personal safety.

Students may present a complaint or grievance provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of CM Prep.
- The procedure shall not apply to any matter for which the method of review is prescribed by law.
- The guidelines to be followed are:
 - The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
 - The complaint/grievance shall be made only to the CM Prep Head of School.
 - The person receiving the complaint will gather information for the complaint form.

- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or as otherwise required by law.
- Once received, the CM Prep Head of School will have 10 school days to review and respond to the grievance.
- Any questions concerning whether the complaint/grievance falls within this policy shall be determined by the Head of School.

Policy: Truancy and Compulsory Attendance

Effective Date: August 1, 2026

Summary/Policy:

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 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. 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.

Attendance at a qualified nonpublic school satisfies the compulsory school attendance requirements provided the school operates on a regular schedule, excluding reasonable holidays and vacations, during at least nine calendar months of the year per North Carolina General Statute 115C-556.

Initially Absent: The homeroom teacher shall notify the parent, guardian, or custodian of a child who has accumulated three unexcused absences (equal to 18 hours of missed instruction).

Potentially Violating Compulsory Attendance: The school shall notify the parent, guardian, or custodian of a child who has accumulated six unexcused absences (equal to 36 hours of missed instruction). This notification shall include that they may be in violation of the Compulsory Attendance Law and may be prosecuted under that law if absences cannot be justified.

Habitually Absent: The school shall notify the parent, guardian, or custodian of a child who has accumulated 10 unexcused absences (equal to 60 hours of missed instruction). The principal of the school will review any report or investigation of the matter and shall confer with the family ensure previous notifications were received. If it is determined that a good faith effort to comply with the law was not made, the principal shall notify the district attorney and director of social services of the county where the child resides. If it is determined that a good faith effort to comply with the law was made, the principal may file a complaint with the juvenile court counselor that the child is habitually absent from school without valid excuse.

Automatic Triggers for Truancy Referral

When the following events occur, a student will be automatically flagged for truancy:

- No login and/ or no progress made by a student within courses.
- 3 consecutive days absent, and/ or the equivalent of 18 hours of missing attendance.
- 6 consecutive days absent, and/ or the equivalent of 36 hours of missing attendance.
- 10 consecutive days absent, and/ or the equivalent of 60 hours of missing attendance.

Progress is defined as logging into and completing coursework within each course daily, showing mastery on assignments and quizzes, and attending live, required Class Connect sessions. The truancy process will be started based on the guidelines set forth in the handbook.

Truancy / Withdrawal

Coast to Mountains Preparatory Academy is required to monitor student attendance and progress, in accordance with all applicable compulsory attendance statutes and regulations.

All hours missed due to student absence must be made up within the Online school. Not making up hours is considered an unexcused absence, which will result in truancy proceedings and the possibility of an administrative withdrawal. Hours due to absences can be made up before or after the absence.

In the event of an Administrative Withdrawal, students between the ages of 7-16 must be enrolled in another private, public, or homeschool. CM Prep 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.

Incidents Related to Student Health and Safety

If any of the following events occur, the Learning Coach should notify a teacher or advisor. This information will be shared automatically with the Head of School to determine the appropriate level of support from CM Prep. These events could increase the likelihood for a student to drop out of school, and CM Prep wants to have every opportunity to keep the student engaged in their education.

Death/Major illness in the family	Financial hardship/community resources
DJJ/DSS involvement	Homelessness
Drug/alcohol abuse	Runaway
Severe health/medical concerns	Teen pregnancy

Effective Date: August 1, 2026

You have just reviewed the Coast to Mountains Preparatory Academy Parent/Student Handbook. We have attempted to cover all the important rules, regulations, and procedures for which you are responsible during this school year. Your success at the Academy is equal to your effort and desire.

By signing the Signature Page found at the end of this handbook, parents confirm that they understand and agree to the contents of this page.

I Understand and Agree that:

- CM Prep is a non-public school of choice with a rigorous curriculum, high expectations, and daily attendance requirements.
- In order to fulfill enrollment requirements, the following documents must be provided: copy of birth certificate, proof of residency (copy of utility bill, etc. stating service address), custodial paperwork (if applicable), copy of a current Individualized Education Program Plan (if applicable), and completed copy of CM Prep's payment and refund terms agreement.
- My student needs his/her own login and will complete all work from the student account. My student will not use the Learning Coach account and my password will be kept private.
- Pre- and post-diagnostic assessments and interim assessments are a requirement that must be completed within the given timeframe and manner specified by the teacher.
- The cooperation and partnership of the Learning Coach, student, teacher, and other school staff is absolutely necessary for student success in our virtual environment.
- I will ensure that my student is meeting the school attendance requirements outlined in the handbook.
- I have read the withdrawal process as it relates to non-attendance, and not meeting school policies regarding attendance and engagement.
- Providing my student with continuous high-speed internet access is required and vital to his/her success in the program and agree to find an alternative internet connection should home service be interrupted.
- I will commit to reading, listening, and responding to email and phone messages daily.
- I will assist my student in contacting staff or Stride K12 technical support/help desk in a timely manner whenever he/she has a problem that needs to be resolved.
- I will contact the school with any address changes as soon as possible so I will continue to receive regular communications materials from CM Prep, and that appropriate state systems reflect the correct address.
- There are guidelines and policies regarding daily lesson completion and recording of scheduled online school lessons.
- My child and I are required to participate in scheduled conferences with our teacher(s) and during these conferences I am expected to have access to all

materials and the computer. Scheduled conferences are expected to occur from the primary location that instruction takes place.

- All school policies and procedures must be met for continued enrollment in the school.
- Learning Coach/mentor absences are not an excused reason for a student absence, and it is my responsibility to reach out to my student's teacher(s) to help create a plan for continued study in CM Prep's curriculum in my absence.
- I will follow the expectations put forward in the Parent-Student Handbook.

We have read and reviewed the Coast to Mountains Preparatory Academy PARENT-STUDENT HANDBOOK. In signing, we indicate an awareness and understanding of the school practices and procedures set forth herein and our willingness to abide by them.

Student ID Number: _____

Student Name: _____

Student Signature: _____

Date: _____

LC Name: _____

LC Signature: _____

Date: _____