



STUDENT AND PARENT HANDBOOK

2025-2026

821 Baker Road | Virginia Beach, VA 23462 | <https://cba-va.org/cadetnet> | 757.497.6200

Contents

1. Welcome.....	3
2. Mission, Vision & Philosophy.....	3
3. Statement of Diversity and Inclusion	3
4. General Information	4
5. No-Tolerance Policy on Violence, Threatening Behavior, Weapons, and Drug Use Policy.....	4
6. Child Protective Services	5
7. Student Attendance.....	5
8. Student Promotion & Retention Guidelines.....	6
9. Program	6
10. Equipment, Instructional Materials, and Media.....	7
11. Quarterly Progress Reports and Report Cards	8
12. Standards-Based Grading Rubric	8
13. Parent Information	9
14. Citizenship and Behavior Management	10
15. Technology & Acceptable Use Policy.....	12
16. Dress Code	13
17. Enrollment and Community	13

1. Welcome

Welcome to the 2025-2026 school year! We are delighted to have you as members of the CadetNet Community. At CadetNet, our mission is to help students become confident, capable individuals who grow into responsible and compassionate citizens. We believe that when home and school work together, children develop to their fullest potential academically, athletically, artistically, and socially. Our virtual instruction offers our CadetNet Community members a unique opportunity to welcome school into the home to align toward that goal. This handbook is designed to serve as a helpful resource as you navigate the school year. We encourage you to read it carefully and reach out with any questions as they arise.

2. Mission, Vision & Philosophy

Mission Statement: CadetNet is dedicated to delivering evidence-based virtual instruction tailored to neurodiverse students, fostering the development of the skills and confidence necessary for success in higher education, careers, and life.

Vision Statement: Our vision is to cultivate a continuously evolving virtual educational environment that values diversity and embraces the unique qualities of every student.

Philosophy Statements:

- CadetNet is committed to the goal of developing self-confident young people who will become responsible and caring citizens.
- CadetNet is committed to the individual success of students from all racial, ethnic, cultural, and socioeconomic backgrounds who benefit from specialized academic programs.
- CadetNet strives to provide a supportive, challenging, and secure learning environment wherein students with discrepancies between academic achievement and aptitude may build self-esteem, recognize their strengths, address their learning differences, and acquire effective strategies for success.
- CadetNet maintains a dynamic and individualized curriculum delivered through multisensory instruction, advanced technology, and close mentorship to meet the distinct needs of each student.

3. Statement of Diversity and Inclusion

CadetNet at Chesapeake Bay Academy creates and fosters a diverse, anti-racist, inclusive and accepting environment for all those who engage in and with our community. We are committed to aligning our policies, programs, processes, and people with our core values of education and inclusion, integrity and respect. We actively stand against discrimination based on race, religion, gender identity, sexual orientation, country of origin, and physical or cognitive differences. It is our intent that every individual who engages with CadetNet feels accepted, represented, and empowered to share their beliefs and opinions.

4. General Information

Schedule & Hours: The school year will begin the week of September 30th. All students will participate in a week-long virtual orientation. The first official day of instruction is scheduled for Monday, October 7th. Please refer to the school calendar for detailed information and the orientation schedule.

Time/Day (EST)	Monday	Tuesday	Wednesday	Thursday
9:30am - 10:30am	Math	Language Arts	Math	Language Arts
10:30am - 10:45am	Break			
10:45am - 11:45am	Social Studies	Science	Social Studies	Science
11:45am - 12:00pm	Break			
12:00pm - 12:30pm			Learning Lab	

5. No-Tolerance Policy on Violence, Threatening Behavior, Weapons, and Drug Use Policy

Philosophy: See Something > Say Something > CadetNet will DO Something

CadetNet maintains a strict no-tolerance policy regarding violence, threatening behavior, possession of weapons, and drug use within its virtual learning environment. Such conduct is strictly prohibited and will not be tolerated under any circumstances. If a student feels threatened or experiences any form of violence, they must immediately report the incident to their assigned virtual teacher. CadetNet administration reserves the right to restrict access to its programs, terminate virtual sessions, and involve law enforcement authorities when deemed necessary.

Student Responsibility in Virtual Settings

Students participating in virtual education settings are expressly responsible for:

- All content, objects, or materials visible on camera during virtual sessions
- All verbal statements, written communications, or shared content that may violate this policy
- Ensuring their physical environment shown on camera does not display weapons, drug paraphernalia, or other prohibited items
- Preventing any conduct, discussion, or display that could reasonably be interpreted as violent, threatening, or promoting prohibited activities

Reporting Requirements

If a student feels threatened or experiences any form of violence, they must immediately report the incident to their assigned virtual teacher.

Enforcement

CadetNet administration reserves the right to:

- Restrict access to its programs
- Terminate virtual sessions
- Involve law enforcement authorities

These enforcement actions may be implemented when deemed necessary and appropriate based on violations of this policy, including violations that occur through virtual displays, communications, or conduct during online sessions.

6. Child Protective Services

CadetNet is based in Virginia. In accordance with the Code of Virginia, all suspected cases of child abuse, neglect, or mistreatment must be reported to the appropriate child protective agencies. All CadetNet employees are mandated reporters and are required to report any suspected abuse, mistreatment, or neglect of a child that is observed or disclosed during the virtual delivery of the CadetNet program. This obligation applies to all interactions within the virtual learning environment. Under Virginia law, a child under the age of eighteen is considered abused or neglected if a parent or any other individual responsible for the child's care:

- Causes or threatens to cause non-accidental physical or mental injury.
- Has the child present during the manufacture or attempted manufacture of a controlled substance, or during the unlawful sale of such substances, where such activity constitutes a felony.
- Neglects or refuses to provide adequate food, clothing, shelter, emotional nurturing, or medical care.
- Abandons the child.
- Fails to provide adequate supervision appropriate to the child's age and developmental level.
- Knowingly leaves the child in the same residence with a person, unrelated by blood or marriage, who is a registered violent sexual offender.
- Commits or permits any illegal sexual acts upon the child, including incest, rape, indecent exposure, prostitution, or the use of the child in sexually explicit visual materials.

All CadetNet employees are required to immediately notify the Head of School upon suspicion of any child abuse, neglect, or mistreatment involving either school personnel or any adult outside the school community. For students residing in Virginia, the Head of School will immediately contact the local Department of Social Services or the Virginia Child Abuse Hotline at 1-800-552-7096.

7. Student Attendance

The purpose of this Virtual Attendance Policy is to ensure that all students consistently attend and actively

participate in their online classes with punctuality. Regular attendance and timely participation are essential for academic achievement and a successful virtual learning experience.

Attendance and Academic Policies: Regular attendance is a critical component of your child's success and will be recorded daily. To ensure student safety and accountability of all students, parents or guardians are required to report absences by submitting written notification via email to the child's teacher between 7:30 a.m. and 8:30 a.m. Absences do not excuse students from completing assigned classwork or homework.

Excused Absences: An absence will be considered excused only upon receipt of written notification from a parent or guardian. In the event of an excused absence, faculty will work with the student to support the completion of missed assignments. However, it remains the student's responsibility to communicate with their teachers and submit all missed work in a timely manner.

8. Student Promotion & Retention Guidelines

The following guidelines are intended to assist parents, teachers, and school administrators in making informed and thoughtful decisions regarding student placement. When considering factors for promoting a student, it is important to remember that a lack of progress on one or more factors should not automatically result in retention of a child. These guidelines are made available to help teachers assess students' readiness for the next grade.

Middle School Placement Criteria: Promotion or retention in middle school will be based on successful completion of core academic subjects—language arts, mathematics, science, and social studies – and growth as determined by the division leader and evaluated using the following criteria:

- Academic Performance
- Ability Level
- Attendance in conjunction with classroom performance
- Chronological age in relation to the normal grade/age group
- Prior retentions
- Physical Maturity (delayed or advanced)
- Emotional and Social Development
- Study Habits and Work Ethic
- Student Attitude
- Level of Parental Involvement and Support

9. Program

Division Directors: The role of division directors is to execute administrative duties, ensure

curriculum delivery and manage any disciplinary action that requires correction beyond the teacher. If students or parents have a concern that has not been resolved after teacher and advocate contact, the appropriate director should be informed.

Faculty: CadetNet teachers are responsible for the delivery of curriculum, classroom management, and the safety and security of their students. Faculty members participate in a variety of professional development opportunities offered by the school throughout the course of the school year. All faculty members are required to maintain state licensure in either special education or their content area.

Individual Instruction Plans (IIP): At CadetNet, an Individual Instruction Plan is developed for each student. The plan includes educational history, current level of functioning, areas of academic strength and challenges, accommodations specific to the needs of the student and a course of study for that year.

Specific learning outcomes are set out in areas of concern including Language Arts, Math, and Social/Emotional growth in grades 6-8. IIPs for students in grades 6-8 include transition goals in addition to those previously mentioned. IIPs are created through a collaborative effort by teachers, administrators and parents/guardians and are reviewed biannually (or more frequently, as requested) to monitor student progress to ensure instructional effectiveness, and to implement new goals as the student masters' skills or new needs arise.

The IIP will include beginning and ending dates of services. Student progress reports are provided to parents/guardians quarterly.

Instructional Program: The division leaders and faculty review and evaluate the curriculum and instructional practices on a yearly basis. As new research-based instructional materials are introduced in the field of special education, the division leaders and faculty investigate the potential benefit to our students and discuss possible implementation. This applies to other resources as well, such as math manipulatives, virtual – applications, digital interactive activities, and other technology.

Division leaders and faculty give special attention to curricular objectives and strategies for instructional delivery to serve our students' individual learning needs and styles. The curriculum is designed to align loosely with the Virginia Standards of Learning and may be adapted year to year to ensure students are actively engaged in making connections, solving problems, and thinking independently.

10. Equipment, Instructional Materials, and Media

CadetNet provides students with equipment to facilitate the virtual delivery of the CadetNet program. Please refer to any rental agreement for the specifics that apply to the equipment provided for your student. A wide range of instructional materials and media are also used during the CadetNet program. Instructional materials and media are selected to meet the individual

needs of the students being served.

11. Quarterly Progress Reports and Report Cards

Progress reports are released at the midpoint of each quarter. Report cards are distributed at the end of each quarter. Middle school students' grade reports are emailed home.

12. Standards-Based Grading Rubric

1. Mastery Levels:

- **4 - Exceeds Expectations**
Demonstrates thorough understanding and application of the standard. Consistently exceeds grade-level expectations with exceptional accuracy and insight. Work is highly sophisticated and may demonstrate creative or advanced thinking.
- **3 - Meets Expectations**
Shows a solid understanding and application of the standard. Meets grade-level expectations with accuracy and completeness. Work is generally correct and demonstrates a good grasp of the concept.
- **2 - Approaching Expectations**
Demonstrates partial understanding and application of the standard. Meets some grade-level expectations but has noticeable gaps or errors. Work shows some understanding but requires additional support or practice.
- **1 - Below Expectations**
Shows minimal understanding or application of the standard. Does not meet grade-level expectations. Work is incomplete, inaccurate, or demonstrates significant gaps in understanding.
- **0 - Not Assessed**
The standard has not been assessed yet or the student has not demonstrated any evidence of understanding related to the standard.

2. Assessment Criteria:

- Understanding of Concepts - Ability to comprehend and explain the key concepts and principles.
- Application of Skills - Ability to apply learned skills and knowledge in relevant contexts or problem-solving scenarios.
- Accuracy and Completeness - Quality of work, including correctness and thoroughness in addressing the standard.
- Engagement and Effort- Demonstrates effort and engagement with the material, including participation and practice.

3. Feedback Notes:

- Strengths: [Specific comments on what the student did well related to the standard.]
- Areas for Improvement: [Specific comments on what needs further development or practice.]
- Next Steps: [Suggestions for how the student can improve or further their understanding of the standard.]

13. Parent Information

Communication: At CadetNet, we believe that timely, transparent communication is essential to fostering a strong partnership between home and school. To support this goal, parent-teacher conferences are held three times throughout the academic year, and regular student updates are shared via Google Classroom. As the year progresses, we encourage you to reach out to the appropriate faculty or staff members with any questions or concerns. For matters related to classroom activities or daily schoolwork, please contact your child's teacher directly. For broader academic or program-related inquiries, please reach out to your division leader. For questions related to account information, please contact the Director of Finance and Operations. If a concern remains unresolved or falls outside the areas above, please contact the Head of School. CadetNet maintains an open-door policy and is committed to addressing your needs promptly and thoughtfully. We are here to support you and your child throughout the school year.

Student Records: CadetNet maintains cumulative records for all enrolled students. When a student transfers to another school, records will be forwarded upon receipt of a signed Release of Records request from the parent or guardian - provided all fees and contractual obligations have been fulfilled. Transcripts will not be released if tuition is in arrears. A minimum of three days' notice is required for all transcripts. Psycho-educational evaluations and Individualized Instruction Plans are released only to the parent or legal guardian unless a signed Exchange of Information Form is on file authorizing release to a third party.

Parent Conferences: CadetNet works with families to provide the best possible education for our students. Regular conferences are scheduled in the fall, winter, and spring. Student Individual Instructional Plans (IIPs) will be reviewed and discussed at the fall and spring meetings. In cases of separation or divorce, one conference is scheduled and both parents are encouraged to attend. The school notifies both parents of the scheduled time. Students are encouraged to attend regularly scheduled conferences along with their parents.

Please Keep Us Informed: Effective communication between school and home lays the foundation for a successful educational experience for your child. We encourage parents to inform us of anything relevant to your child's education and well-being, and to request informal conferences as needed. If you have a specific concern, please initiate contact with the appropriate teacher via email. The division leader is also available if further discussion is needed.

Our head of school has an open-door policy and will always make herself available to hear your thoughts and/or concerns. If you would like to schedule a time for a conversation with Dr.

Jankowski, please contact Debbie Ramos (dramos@cba-va.org), executive assistant, and she will find a time that is mutually convenient.

14. Citizenship and Behavior Management

Appropriate behavior is imperative to a successful virtual learning environment. Learning to contribute positively to the community is an integral part of each student's education. Teachers work with students to create a safe and productive learning environment and to guide students in making appropriate choices. Students are expected to follow the established rules of each class. When a teacher and student are unable to resolve a matter, they will meet with the division leader and implement an appropriate intervention.

Parents will be notified of the event and the resulting consequences. To support positive behavioral interventions, CadetNet may place a student on a Behavior Contract, as it is deemed appropriate. Severe and no tolerance offenses are directly referred to the appropriate division leader and the head of school. CadetNet will always work with the parents/guardians to proactively address challenging or inappropriate behavior.

All students are expected to:

- Have access to a reliable internet connection and a suitable device (computer, laptop, or tablet, and school-issued headset) capable of running the required software for virtual learning.
- Maintain a respectful and inclusive online presence, engaging in constructive and appropriate communication with peers, teachers, and staff
- Maintain regular attendance and actively participate in all virtual learning activities, including synchronous and asynchronous sessions
- Students are responsible for regularly checking their school email, online learning platforms, and other communication channels for updates and announcements.
- Follow the dress code.
- Complete class work and homework to the best of their abilities.

Examples of behaviors that may lead to suspension from school for a length of time determined by the severity of the behavior include:

- verbal assault
- threatening remarks or gestures
- vandalism/destruction of property
- repeated non-compliance
- bullying/cyberbullying

At CadetNet, any repetitive, disruptive behavior impacting the learning environment will reduce the class participation grade and result in disciplinary action.

Consequences for unacceptable behaviors may include, but are not limited to, the following actions:

A **discussion** is a meeting between a teacher, student, and director. A discussion is necessary when a student is showing signs of academic frustration or demonstrates a marked change in behavior

that could lead to a greater consequence.

If consequences have proven unsuccessful in extinguishing recurring negative behaviors, a Behavioral Contract between the student and the school may be issued.

The following is a sample list of unacceptable behaviors that may result in disciplinary actions. Not all offenses are listed.

- Inappropriate or disrespectful language deemed as such by a teacher or other adult.
- Inappropriate drug references, conversation, simulations, imitations, or other discussions of illegal drugs or alcohol.
- Individual safety issues that do not affect others.
- Disrupting class (any unwarranted speech or action that distracts attention from instruction).
- Repeated dress code violations.
- Unauthorized use of cell phones or other electronic devices.

Examples of consequences that may be used for disciplinary action to help correct repeated behaviors:

- 1st offense: Conference with student/teacher
- 2nd offense: Conference with student/teacher/parent/division leader
- 3rd offense: Conference with student/teacher/parents/division leader/head of school

Inappropriate comments and/or any action that promotes an unsafe or hostile environment may carry stronger consequences.

No-tolerance offenses result in immediate referrals to the division leader for disciplinary action. The following offenses are examples of “no-tolerance”:

- sexual harassment of any form including innuendo.
- racial/gender/ethnic/religious slurs.
- betting/wagering.
- threatening gestures or remarks.
- provocation (repeatedly nagging or provoking an individual).
- vandalism/destruction of property.
- defiance (expressed or non-expressed refusal to comply with directions).
- possession of weapons of any nature.
- inappropriate use of technology.
- dishonesty.
- cheating/plagiarism. Cheating, defined as copying from another student, hiding notes during tests, getting test questions or answers in advance, etc., plagiarism defined as cutting and pasting Internet text into a paper, submitting published work as their own, using ideas and/or quotations without giving credit, etc. Cheating and/or plagiarism include the unethical use of AI (Artificial Intelligence). Using AI to complete assignments is not acceptable at CadetNet. If a student is discovered cheating or submitting plagiarized work,

the teacher and the division leader will determine an appropriate course of action and inform the parent. Possible consequences may include re-testing for first-time events, receiving a "0" for the assignment, suspension, and, under extreme circumstances that cannot be remediated, expulsion.

The following items are not allowed during virtual instruction and disciplinary action will be taken:

- weapons of any type and any material
- drugs or drug paraphernalia (including cigarettes, e-cigarettes, non-prescription drugs, lighters, etc.)
- toys or electronic games, such as PSPs, of any type
- toys, games, or cards not approved by the classroom teacher

While we make it a priority to teach our students digital citizenship, the school cannot monitor or provide consequences for inappropriate behavior or conversations that may occur between students outside of school and outside of our virtual learning management systems. Please monitor home Internet, text messaging, social media posting and phone use accordingly.

15. Technology & Acceptable Use Policy

CadetNet provides technology resources that meet the academic needs and technological goals of our students. Since electronic media changes constantly and rapidly, this policy cannot lay down rules to cover every possible situation. Instead, this policy expresses and sets forth general guidelines to be applied to all users. Use of CadetNet technology resources is a privilege granted only to those who use these systems responsibly and ethically; inappropriate use of these resources can result in access to these resources being temporarily or permanently rescinded. In addition, other disciplinary consequences may be determined by division directors, as well.

Privacy: Users acknowledge that there is no expectation or right to privacy while using CadetNet technology resources. CadetNet retains the right to monitor, view, or access all uses of these resources, including but not limited to: Internet activities and accounts, and all data and / or software stored on desktops, laptops, mobile devices, and storage media.

Security: Users are responsible for the security of their files and passwords. Sharing of any usernames or passwords is not permissible and may result in the loss of account privileges. Users will be held accountable for any activity under their account.

Electronic Data: Certain data may be collected of or related to the student's participation in CadetNet as part of delivering the CadetNet service. CadetNet may store, use, and/or copy such data without restriction now and in the future.

Research Data: From time to time, Chesapeake Bay Academy may conduct research covered by Institutional Research Board requirements that includes CadetNet students. Prior to conducting any such research, Chesapeake Bay Academy will contact you to obtain your

consent for data collection related to such research.

16. Dress Code

While attending classes online, students are expected to dress appropriately as if they were attending an in-person class. This helps promote professionalism and focus. Students should wear attire that is appropriate for a school setting. Clothing should be clean, neat, and suitable for an educational environment.

Inappropriate Attire

- **Inappropriate Clothing:** The following types of clothing are considered inappropriate for virtual classes:
 - **Clothing with offensive graphics or slogans**
 - **Revealing or overly casual attire, such as pajamas or bathrobes**
 - **Sleepwear or undergarments worn as outerwear**
- **Exceptions:** Certain clothing, such as hats or costumes for specific events (e.g., Spirit Week), may be allowed if pre-approved by the teacher or school.

17. Enrollment and Community

THE FOLLOWING INFORMATION IS INCLUDED FOR YOUR GENERAL REFERENCE AND TO MEET THE REQUIREMENTS OF THE VIRGINIA DEPARTMENT OF EDUCATION

Who We Serve: Every student at CadetNet is an individual and has unique needs and talents. We serve students who have ADHD, learning differences (such as dyslexia, dysgraphia, and dyscalculia) speech and language disorders and high-functioning autism. CadetNet is licensed to operate as a private day school for SLD (Specific Learning Disabilities), OHI (Other Health Impaired), DD (Developmental Delayed), SLI (Speech Language Impairment) and AUT (Autism).

Application Process: The application process at CadetNet is designed to address all aspects of a child's development. To determine fit, we review both the needs of the student and the resources available to meet those needs. Like every facet of a CadetNet education, the admission process is an individualized experience that thoughtfully considers how we can best serve the student and their family.

Application Checklist

- Completed admissions application.
- Parent interview with director of enrollment management
- Student interview with director of enrollment management
- Transcript Request/Release Form signed by the parent and returned to CadetNet for submission to the student's current school
- Student Recommendation Form completed by a current teacher and mailed directly to CadetNet
- Psychoeducational Assessment: Cognitive Assessment (IQ test) within the past 3 years and

- Achievement Test results within one year
- Student visit (two full days)

Additional Information: Applicants provide the enrollment office with any additional information that elaborates on a child's learning needs. If a child has had any of the following evaluations, they should be included with the application:

- Neuropsychological or Psychological Evaluation
- Occupational Therapy Evaluation
- Speech and Language Evaluation
- Individualized Education Plan (IEP)
- Documentation regarding any medical conditions

Following a comprehensive review of the student's file, the CadetNet Admission Committee will make an enrollment determination based upon CadetNet's ability to meet a child's demonstrated academic and social/emotional needs.

CadetNet practices rolling admissions and processes admissions applications throughout the year. It is recommended that students apply during the year prior to matriculation.

Staff Development: CadetNet is a community of learners. Continuing professional development is critical to our goal of continuous improvement and is a priority for all employees.

All CadetNet employees participate in continuous training and professional development to cover emergency preparedness and accessing student emergency information. Faculty members hired after the opening of school receive training in all areas of the schools' operations as required by Virginia Department of Education regulations.

All faculty members receive professional development specifically related to student progress and academic achievement in service to special education students.

Non-Discrimination Statement: CadetNet will not discriminate against any employee or applicant for employment because of age (as defined by applicable law), religion, gender, gender identity, race, color, national origin, sexual preference, disability, equal pay, genetic information, or any other protected classification.

This Student & Parent Handbook shall be interpreted under the laws of the Commonwealth of Virginia, excluding its conflict of laws rules. All proceedings arising out of or related to statements or requirements in this Student & Parent Handbook shall be brought in the state courts of the City of Virginia Beach in the Commonwealth of Virginia or the United States District Courts located therein and the parties to any such proceedings hereby submit to the exclusive personal and subject matter jurisdiction and venue of such courts.

We look forward to working with your family this year!