



CYBER ACADEMY OF SOUTH CAROLINA

powered by K¹²

PARENT AND STUDENT HANDBOOK

2019-2020

330 Pelham Road, Suite 101-A,
Greenville, SC 29615
Phone: 864-236-4006
Fax: 864-558-0535

This handbook sets forth general guidance for parents and students enrolled in the Cyber Academy of South Carolina (CASC). CASC is a public charter school and is subject to the rules and regulations of South Carolina public schools. The charter school guidelines for CASC are available online at <https://erskinecharters.org/>. A copy of this handbook will be posted on the school website at <http://www.cyberacademysc.com/quick-links/casc-handbook>. Handbook items may be amended as necessary throughout the school year.



Cyber Academy of South Carolina does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, age, religion, or immigrant status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle the nondiscrimination policies. For questions pertaining to Section 504 contact the Academic Administrator, Jennifer Matthews. For questions pertaining to Title IX contact the Operations Manager, Michael White, mwhite@k12.com.

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Fax: 864-558-0535

Every student... Every Class... Every day... That is my focus for Cyber Academy of South Carolina (CASC). The individual student is the most important person in any school—traditional, charter, virtual, or private. At CASC, we will focus on the individual needs, desires, and interests of our students and families, and we will do everything we can to help our students reach their academic goals.

Every student, regardless of their zip code, should have access to an award-winning curriculum and dedicated, highly qualified teachers. That is exactly what you will get at CASC. My goal is to build a program that takes advantage of the strengths of virtual learning while increasing the accessibility of the teaching staff to a level not always seen in a virtual school. Each course will offer multiple live sessions and virtual "office hours" so that our students can get real-time help with their lessons.

Socialization also plays a major role in a child's education. At CASC, we have expanded our Learning Labs to have our teachers out in the communities across the state of South Carolina for face-to-face academic instruction, hosting academic outings, and social events. My administrative staff and I will also be busy meeting families across all parts of the state as we host "town hall" meetings to help us get feedback from our families about what they expect and need from their school.

Students in grades K–12 from all walks of life and from anywhere in South 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.

Sincerely yours,

A handwritten signature in black ink that reads "David Crook". The signature is fluid and cursive, with the first name "David" and the last name "Crook" clearly distinguishable.

David Crook
Head of School
Cyber Academy of South Carolina

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SCHOOL ADMINISTRATIVE DIRECTORY

David Crook; Head of School

864-236-4006 EXT: 1001

dcrook@k12.com

**Kristin Kerns; Elementary School Principal;
Grades K-5**

864-236-4006 EXT: 4068

kkerns@cyberacademysc.org

**Jamie Scorsone; Middle School Principal; Grades
6-8**

864-236-4006 EXT: 1013

Jscorsone@k12.com

**Nicki Batson; High School and CTE Principal;
Grades 9-12**

864-236-4006 EXT: 4034

ibatson@k12.com

Michael White; Operations Manager

864-236-4006 EXT: 1003

mwhite@k12.com

Jennifer Matthews; Special Programs Manager

864-236-4006 EXT: 4012

jmatthews@k12.com

Erin Craft; Student Support Administrator

864-236-4006 EXT: 1002

ecraft@k12.com

K12 Customer Support: 1-866-968-7512

CUSTOMER CARE – Choose option #1 if you need assistance with:

Materials, Navigation/Login,
Usernames/passwords

TECHNICAL SUPPORT – Choose option # 2 if you need assistance with:

Hardware, Software, Learning Systems –
OLS/LMS, blackboard

COMPLAINTS

Complaints may be received by any of the above listed administrators by phone or email.

Cyber Academy of South Carolina 2019-2020

School Year Calendar

August 19						
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▶	August 21 First Day of Class
▶	June 3th Last Day of Class
■	Labor Day: SEPT 2
■	School Holiday: OCT 14
■	School Holiday: NOV 4
■	Thanksgiving Break: Nov 25-29
■	Winter Break: Dec 23-Jan 3
■	MLK Day: Jan 20
■	President's Day: Feb 17th
■	Spring Break April 13-17
■	Memorial Day MAY 25
■	Grading Periods
■	End 1st Quarter: OCT 24nd
■	End 2nd Quarter: JAN 17
■	End 3rd Quarter: March 24
■	End 4th Quarter JUNE 3RD
■	Report Cards
■	OCTOBER 31
■	JANUARY 24
■	MARCH 31
■	JUNE 10

OVERVIEW OF CYBER ACADEMY OF SOUTH CAROLINA (CASC)

OUR MISSION

...Cyber Academy of South Carolina a high-quality, online public charter school, will be accountable for developing each student's full potential by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning. We will produce exemplary levels of student achievement, equipping every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue.

AWARD-WINNING CURRICULUM

The 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. K12 is widely regarded across the country for its passionate and rigorous approach to education focused on how students actually learn.

The 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, K12 provides an adaptable but focused learning environment.

CASC FACULTY

We believe that a collaborative relationship between you and your assigned teachers is necessary. Your homeroom teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic or technical in nature. As your teacher interacts with you, know that this is a team effort to ensure that your student is making progress and demonstrating compliancy in all areas.

CASC SCHOOL REQUIREMENTS and PROCEDURES

STATE and SCHOOL TESTING REQUIREMENTS

As a public charter school in South Carolina, CASC is required to meet the requirements for mandatory state testing. CASC students are required to participate in all state-mandated academic assessments. Specific testing days will be shared as soon as available. The locations of tests will be announced closer to each scheduled testing period. Every effort will be made to ensure that families will not need to travel an unreasonable amount of time to testing locations, but all families should be prepared for the possibility of some travel to and from the testing location.

Mandatory state tests also provide useful information to parents and teachers on a child's academic progress.

Failure to participate in these assessments may result in a student being administratively withdrawn from the CASC program. Failure to participate in these assessments may also negatively impact the future of CASC being available.

LEARNING COACH/STUDENT RESPONSIBILITIES

The following statements are electronically signed by the student's legal guardian at time of enrollment or reregistration.

- I understand that enrollment includes full participation in all state-mandated testing ***on the required dates and at the assigned location.***
- It is my responsibility to provide transportation for all required testing.
- I understand I will have the guidance and support of a South Carolina certified teacher in implementing the K12 curriculum with my student.

- I accept the responsibility to supervise my student in using the K12 curriculum. I understand that ***I am expected to become knowledgeable about the curriculum and the Online School.***
- I accept the responsibility to actively participate in the planning, instruction, and assessment of my child using the K12 curriculum and the Online School. I understand that ***I will schedule a minimum of six (6) hours per school day*** to accomplish this task.
- I understand that all 9th-12th grade students at CASC will work to complete a Destinations Career Academy pathway and attempt an industry credential at pathway completion as part of their enrollment with CASC.
- I understand that there are guidelines and policies regarding daily lesson completion and assignment submission and course level attendance.
- I understand that there are guidelines regarding recording of live online sessions and that my student(s) are ***required to participate fully*** in virtual sessions, including the use of the microphone, camera, and other online tools, as requested.
- I understand that students are ***expected to complete work in the Online School each regular school day, according to the official school calendar***, and that any deviation from this Calendar must be communicated to and approved by my student's homeroom teacher.
- I understand that ***my child and I are required to participate in scheduled conferences*** with our teacher(s). I understand that 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.
- I understand that I must read and respond to emails and phone calls from CASC staff within 24 hours.
- I understand that if my phone number, address, email, or emergency contacts change that I must inform my homeroom teacher in a timely manner.
- I understand that ***CASC students are required to have full-time adult supervision and participation during instruction/learning*** in order to be enrolled in the school.
- I understand that CASC is requesting a one year commitment.
- I understand that in order to fulfill enrollment requirements ***the following documents must be provided***: enrollment form, copy of birth certificate, proof of residency (copy of utility bill, etc. stating service address), Title I eligibility form, agreement to use of instructional property, current immunization record or waiver, previous standardized test scores and report cards (if available), custodial paperwork (if applicable) and a copy of current Individualized Education Program/504 plan (if applicable).
- I understand that periodic ***school diagnostic assessments, both online and face-to-face, are a requirement*** and must be completed within the given time-frame.
- I understand and agree that it is my responsibility to secure an internet service provider that will support a connection that is sufficient for my student to participate in virtual live sessions and access school related video content.
- I understand and agree that CASC is a full-time public school and that my student may not be enrolled in any other full-time public, private or charter school while enrolled in CASC.
- I understand that learning coach/mentor absences are not an excused reason for student absence, and it is my responsibility to create a plan for continued study in CASC's curriculum in my absence.
- I understand that it is my responsibility to alert CASC if my student is currently suspended from school, under a school truancy plan or has court order to attend school for Truancy, Expelled, in the process of an Expulsion Hearing, ineligible to attend classes at their home-based school, or attending Alternative School as part of a probation period

- I understand that live Class sessions and/or attendance at in-person educational sessions may become required as part of my student(s) Individual Learning Plan
- I understand that students identified as at-risk based on current engagement and/or transfer information (such as credit deficiency, excessive absences, or low academic performance) may have additional probationary enrollment monitoring. This program could entail daily scheduled live sessions that will be required, as well as completion of assignments by deadline.
- **I understand that if my student(s) or I fail to uphold any of these expectations, that my student(s) may be withdrawn from CASC**

At time of Enrollment or Reregistration, families are also asked to acknowledge the following information:

- I understand that the Cyber Academy of SC may take and use photos at school events that may include my student (s) for social media, yearbook, and other purposes. It is my responsibility to contact the school coordinator at each event and notify him or her of our desire to not be photographed.
- I understand that the Cyber Academy of SC may provide a school level directory to be shared with others within the school. It is my responsibility to request to opt out, if desired, by sending a written notice to cascfax@k12.com.

TEACHER and/or ADVISOR RESPONSIBILITIES

- Collaboratively develop an individual learning plan for your student by use of data-driven instructional methods.
- Guide and direct the student through the K12 Online School platforms
- Provide instructional support to meet SC state standards.
- Facilitate academic conferences.
- Review student submitted work throughout each grading term.
- Maintain school work day Monday through Friday from 8:00 am – 4:00 pm.
- Respond within 24 school day hours to all School emails and telephone calls.
- Inform you of school updates/information from CASC and/or K12.
- Plan and attend regional outings/field trips.
- Administer state required assessments.
- Provide support in all areas of successful student learning and achievement.
- Complete semester progress reports and year-end report cards.
- Be the first point of contact for parents and students.

QUESTIONS OR CONCERNS?

CASC staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. CASC staff also realizes that parents and students do not always know what to do or where to seek out answers and often give up and become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

Step 1. All concerns and issues should first be directed to the student's Homeroom Advisor via phone, or school email. If your Advisor cannot resolve the issue, he/she directs the student or parent to the appropriate contact for assistance.

Step 2. If the concern is not resolved at this level, parents are advised to contact an administrator at the CASC office (864) 236-4006 using the directory at the beginning of this handbook.

High-Speed Internet Access Reimbursement for Families

If a family's income meets the requirements for free/reduced lunch under federal guidelines, CASC will subsidize families for monthly internet fees at the rate of \$10.00 per month enrolled. Checks will be sent in February for 1st semester and July for 2nd semester. Information on family income will come directly from the family income form provided at time of enrollment or reregistration. Please reach out to the school as soon as possible if you experience a change in income or family size. Students must be actively enrolled to receive reimbursement. Partial months will be reimbursed at the rate of \$2.50 per full week of enrollment.

Communication Responsibility

Ongoing and consistent communication is required between the student, parent, and teacher(s) for school compliancy. School communication includes: School email; Telephone (leaving voicemail when necessary); School Announcements; Newsletters; and Workshops (in person and online via Blackboard Collaborate).

Teachers will respond to any School emails/phone messages within 1 business day of receiving the message.

Our head of school and other administrators are available for CASC families to answer questions, offer support, and receive valuable feedback for growing our school into the best virtual program in South Carolina. Please contact through email or phone listed above.

CLASS CONNECT SESSIONS

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

- Coverage of State Standards
- Support for Daily lessons in the OLS/OHS
- Data supported areas of need
- State testing preparation
- Other instructional topics as deemed necessary

Attendance during the live sessions will be mandated if data indicates that there is a need for additional intervention and instruction. During these sessions it is strongly suggested that families have a working

microphone and camera. Teachers will expect students to use these tools as this helps to improve the interactive experience. Please contact customer support at 1-866-512-2273 for any problems using these tools with your computer. Live Sessions are a great opportunity for instructional support and feedback that are indispensable while trying to meet the expectations of our rigorous program.

CASC INSTRUCTIONAL ASSESSMENT PLAN

The CASC Instructional Assessment Plan is a strategic use of 3rd party curriculum supplements, including periodic Interim Assessments, over the course of a school year to ensure that all students are provided with a growth measure and a systematic exposure to state standards. The data generated will make data-driven instruction possible.

The goal is to provide every student with an individualized learning plan, continuously improve student learning through the use of data, and ensure all students are exposed to and become proficient on state standards. Through the K12 Instructional Assessment Plan these goals can be accomplished.

Participation in the Instructional Assessment Plan, which may be face-to-face at times, is a requirement for continued enrollment with CASC.

Failure to complete Interim Assessments may result in a student's access to course material being blocked. While access is blocked, absences may be recorded until the Interim Assessment is completed.

SCHOOL DIRECTORY

CASC plans to use Parent Square for our directory. Information will be sent out initially by email on how to your student and family can opt-in to the directory to allow whole school level visibility. The directory allows parents and students to search for other community members based on grade levels of students, geography, and areas of interest. The information provided in the school directory is not intended for commercial use. Text messages may be sent from parent square throughout the year. Families can control the settings via the parent square app or by replying "STOP" to any text message. Please note that this will stop all future messages from parent square, which may include important communication.

SUMMER PROGRAMMING REQUIREMENTS

Students who are identified as having additional needs at the end of the school year may have required participation in targeted summer programming, as available. Some examples of this type of programming include:

- High School Credit Recovery
- Summer Reading/ Summer Math Sessions or Requirements
- Face-to-Face or Virtual Sessions
- Home Visits

HOMEROOM ADVISOR MODEL AND STUDENT INDIVIDUALIZED LEARNING

CASC uses a data-driven instructional model which defines the academic needs and strengths of students based on data. Our teachers will use information on previous standardized tests, quarterly benchmark exams, and online school information to track the student's progress towards meeting goals for the school year. It is a fluid process that evolves throughout the school year. All parties involved with supporting the student can be called on to assist with meeting student goals.

Our teachers will review available data and begin to place their students in a data-driven small group within the first 9 weeks of enrollment. This group placement will be reviewed at least quarterly but could also change more frequently based on the individual student needs. The process will start with a "Connection Call" from the Advisor within the first two weeks of attendance and will be followed by periodic data review times at least every 4-6 weeks. During this time, calls and emails to the family may be made or conferences held dependent on needs.

INDIVIDUAL GRADUATION PLAN

For 8th-12th graders this reviewed data will also serve the purpose of beginning a student's projected Graduation Plan. This plan will plot a student's current and suggested future High School courses to help ensure that individual college/career goals are met.

COLLEGE AND CAREER READY

Counselors and teachers will work with students from Kindergarten to 12th grade to integrate a comprehensive counseling and college and career planning program. CASC will use the South Carolina Career Information System (SCOIS) to implement a student-centered college and career counseling program which will be able to help students navigate their education and plan for the future.

At the beginning of the school year all 9th-11th grade students will be **required** to attend a class assembly during the first week of school. During that meeting, your school counselor and graduation coach will walk you through the details of your school year; in addition to any requirements you will need to be aware of for a successful school year. This meeting will be recorded and available for you to review throughout the school year.

Throughout the school year, CASC Faculty and Staff will work with all students to prepare for post-secondary college and career opportunities. CASC will offer virtual meetings and face to face meetings around the state. These meetings will provide you with an opportunity to meet with one of the school counselors and our Destinations Academy staff. These meetings will include, but are not limited to, topics such as:

- Identifying your postsecondary goals and developing plans to meet those goals

- Learning about financial aid and how to complete the FAFSA (sessions in the fall and spring)
- ASVAB guidance and support
- Career Readiness
- College Application Day (October)
- Academic support--goal setting
- Soft Skills support--integrity, communication, courtesy, responsibility, professionalism
- Job search support --resume writing, interview skills
- College visits -- technical/community colleges and four-year universities
- Individual Graduation Plan Meetings
- Class Information Sessions
- Other activities are to be determined

SENIOR or 4TH YEAR HIGH SCHOOL REQUIREMENTS

At the beginning of your senior year, or 4th year of high school, you will be **required** to attend a class assembly during the first week of school. During that meeting, your school counselor and graduation coach will walk you through the details of your school year; in addition to any graduation requirements you will need to be aware of for a successful school year. This meeting will be recorded and available for you to review throughout the school year.

Throughout the rest of the year, we will offer virtual meetings and face to face meetings around the state. These meetings will give you an opportunity to meet with your counselor and our Destinations Academy staff. These meetings will include, but are not limited to, topics such as:

- Identifying your postsecondary goals and developing plans to meet those goals
- Learning about financial aid and how to complete the FAFSA (sessions in the fall and spring)
- ASVAB guidance and support
- Career Readiness
- College Application Day (October)
- Academic support--goal setting
- Soft Skills support--integrity, communication, courtesy, responsibility, professionalism
- Job search support --resume writing, interview skills
- College visits -- technical/community colleges and four-year universities
- Individual Graduation Plan Meetings
- Senior Information sessions
- Virtual Graduation Rehearsal (May)
- College and Career Decision Day (April/May) -- announce your plans after high school
- Other activities are to be determined

All seniors must meet the graduation requirements in order to earn their diploma--this will include courses you are enrolled in during your senior year.

- All CASC students are required to be enrolled in a minimum of six courses for the entire school year to meet full time enrollment status.
- Any seniors who are failing courses at interim reports (every 4 weeks) will be required to attend mandatory Senior Study Hall sessions. These sessions will be held in conjunction with our Academic Support Team in order to keep all seniors on track for on-time graduation.
- On-time graduation is graduating by the end of your fourth year after beginning high school.
- Students are required to complete one of the Destinations CTE pathways and attempt the required credential.
- Students are required to take the WIN Career Readiness Assessment if they haven't taken it in the past. Students earning below a Silver will be required to retake the WIN Career Readiness assessment.

There are several areas of focus that the faculty and staff will be working on with you.

- **Academic Readiness:** Students with failing or missing EOC scores in Algebra 1 or English 1 will be placed in a remediation program to ensure college/career readiness in Math and English/Language Arts.
- **Credit Recovery:** Credit retrieval is available for failed courses in order to graduate on time.
- **Summer School/Virtual SC:** Students can take courses with Virtual SC during the school year. Course registration will begin in the fall for needed courses.
- **College Readiness:** All CASC students will have the opportunity to complete college readiness requirements while enrolled at CASC.
 - ACT, SAT and ASVAB will be offered to CASC students. If you do not take these assessments through CASC, your scores must be presented to CASC by March 1, 2020 - it is **your responsibility** to provide these scores to CASC.
 - Two or Four year College Application completed
 - FAFSA completion
- **Career Readiness Requirement:** All CASC students will work towards completion of a career readiness program. CASC's career readiness program may include any/all of the following:
 - SCOIS Career and College Profile
 - Tallo Profile
 - Minimum of one Work Based Learning Experience (virtual or face to face prior to graduation)
 - WIN Assessment - National Career Readiness Certificate
 - Transfer students it is **your responsibility** to provide these scores to CASC. If you do not provide the scores, you will be asked to retake this assessment.
 - CTE Pathway Completion with Credential Earned
- Senior information submitted by May 1
 - Picture and goal of what you want to do after graduation
 - Plans for after high school -- military, work force, college (2 vs. 4 year). Depending on your plans you will have to submit:
 - Proof of employment
 - Proof of military enlistment

- Proof of scholarships -- this is ALL scholarships--not just the college you will be attending
- Proof of FAFSA completion
- Proof of college acceptance
- CPR and Citizenship requirement completed
- Graduation Information
 - Date, Time, and Location will be announced during the school year.
 - Each graduate will be allowed 10 guests at the ceremony. No exceptions.
 - While all families are excited to celebrate with their graduate, in order to streamline the graduation ceremony and provide the opportunity for all students to be recognized for their accomplishments, we are asking that there be no cheering for individual graduates until the end of the ceremony. There will be a time after all graduates are recognized for applause and celebration.

ATTENDANCE POLICY

Regular school attendance is an essential part of your student's education and vital to graduating ready to take on the demands of adult life. Students who are frequently absent may be putting their futures in jeopardy by falling behind in school. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

In South Carolina, all children are required to attend a public or private school or kindergarten beginning at age five (5) and continuing until their 17th birthday. If a parent chooses not to send their children to kindergarten, a waiver must be signed. Waivers may be obtained at the local school. Parents also have the option of home schooling their children provided the requirements for home schooling are met.

In accordance with the Compulsory School Attendance Law and S.C. Code of Regulations, uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day and are counted present only when they are in school or are present at an activity authorized by the head of school.

ELEMENTARY ABSENCES

The school year consists of 180 days. To receive credit, students must attend at least 170 days of each year, as well as meet the minimum requirements for each course. Accrued student absences may not exceed 10 days during the school year. The first 10 absences may be lawful, unlawful, or a combination. Any absence more than 10 may cause the student to lose credit for the year or be ineligible to remain enrolled with CASC.

MIDDLE AND HIGH SCHOOL ABSENCES

Absences in Middle and High School are accrued per course. Any absence more than 10 may cause the student to lose credit for a 180-day course or be ineligible to remain enrolled with CASC. The first 10 absences may be lawful, unlawful, or a combination. All absences beginning with the eleventh must be lawful. Furthermore, any absence more than 5 may cause the student to lose credit for a 90-day / semester course. The first 5 absences may be lawful, unlawful, or a combination. All absences beginning with the sixth must be lawful

LAWFUL ABSENCES

1. Absences caused by a student's own illness* **and** whose attendance in school would endanger his or her health or the health of others.
*Verified by a statement from a physician within two (2) days of the student's return to school. Absences for CHRONIC or EXTENDED illness will be approved only when verified by a physician's statement.
2. Absences due to a serious illness or death in the student's immediate family verified by an email from the parent within two (2) days of the student's return to school.
3. Absences due to a recognized religious holiday of the student's faith when approved in advance. Such requests must be made to the homeroom teacher in writing.
4. Absences for students whose parents/guardians are experiencing a military deployment. Head of school may grant up to five days of excused absences provided that 1) the absence is preapproved, 2) the student is in good standing, 3) the student has a prior record of good attendance, and 4) missed work is completed and turned in within the school's allotted time.
5. Absences due to activities that are approved in advance by the head of school. This would include absences for extreme hardships. Such approval should be prearranged when possible.
6. Absences from the online school due to approved school outings and face-to-face testing are counted as attendance days.

UNLAWFUL ABSENCES

1. Absences of a student without the knowledge of his or her parents.
2. Absences of a student without acceptable cause with the knowledge of his or her parents.

TRUANCY

Although the state requires students to attend 170 of the 180 day school year, parents and students should be aware that S.C. Code of Regulations - Chapter 43-274 stipulates that a child ages 6 to 17 years is considered truant when the child has three consecutive unlawful absences or a total of five unlawful absences.

What Do I Do If My Child Refuses To Go To School?

First, contact your Advisor and report the problem. Your Advisor will collaborate with a Student Attendance Specialist (SAS). If your child continues to miss school unlawfully, a SAS or Administrator from your child's school will schedule an intervention conference with you and your child. At that time, a plan will be devised to improve your child's attendance. If your child continues to miss school unlawfully, his/her case will be referred to our Student Resource Coordinator (SRC). The SRC will convene a conference with you and your child regarding his/her attendance problem. If your child continues to miss school unlawfully, the case may be referred to district and/or state authorities for further intervention.

ATTENDANCE

By establishing a daily routine for signing on and completing course assignments in a timely manner, students will be able to successfully complete course requirements and graduate on time. Remember, communicating with teachers is the best way to stay on pace and ensure a successful on-line educational experience at CASC.

Students must sign on and complete work each school day to be considered present. One of the most important responsibilities of students and parents is to ensure that this attendance requirement is met. Attendance is taken daily via the CASC portal. Therefore, students must sign in daily and complete lessons each day in each course to be counted present and to avoid being dropped from the school's membership and/or losing credit in the course.

This is the minimum requirement. If students are unable to sign in every day during the regular school week (Monday through Friday), then Saturdays, Sundays, and holidays may be used as make-up days with prior approval from his or her teacher.

INSTRUCTIONAL TIME (25% Rule)

By law, CASC is required to provide twenty-five percent (25%) of a student's core academic instruction in K-12th grade in a method other than an online or computer instruction program

(S.C. Code Ann. §59-40-65(C)).

To satisfy this requirement, a student's curriculum program must contain an average of five hours a week of some combination of real-time interaction with a teacher for the core instructional subjects (Math, ELA, History/Social Studies, and Science) or offline school work (e.g. reading a book, doing homework, writing an essay, attending a Learning Lab). Students are expected to attend live sessions in each core area class weekly. If the student needs any additional assistance outside of those sessions, they may request it directly from the subject area teacher.

ATTENDANCE ADMINISTRATIVE WITHDRAWAL

If a student has ten (10) or more consecutive, unexcused absences, he/she will be truant and withdrawn from active enrollment at CASC South Carolina as of the 11th day. The team will notify senior administration and a withdrawal review will be held. ***It is imperative that any student who is absent for more than three consecutive days provide any documented excuses to his or her Homeroom Advisor within 7 days of the absences to avoid being considered truant and withdrawn.***

Additionally, any student who has missed more than ten (10) school days cumulatively may be subject to withdrawal by administration as ineligible to remain enrolled with CASC due to attendance policy violation.

KEY ATTENDANCE POINTS

The four critical points about attendance are:

1. ***Sign on daily (Monday through Friday)***
2. ***Use Saturdays, Sundays, and holidays as make-up days;***
3. ***Notify Homeroom Advisor immediately when it is not possible to sign on; and***
4. ***Return telephone calls and/or respond to e-mails from Homeroom Teachers and Student Attendance Specialist.***

MEDICAL HOMEBOUND

South Carolina's mandates regarding medical homebound instruction appear in State Board of Education Regulation 43-241. Put in the simplest terms, R 43-241 defines "homebound instruction" as teaching that is offered to the student who has an acute or chronic medical condition that prevents him or her from attending classes at school, takes place "in a room especially set aside for the period of instruction," and is conducted by an individual who holds a South Carolina teacher's certificate.

Specifically, Regulation 43-241 says that students who cannot attend public school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound instruction. A physician must certify that the student is unable to attend school but may profit from instruction given in the home. Any student participating in a program of medical homebound instruction must be approved by the district superintendent or his or her designee on standardized forms provided by the State Department of Education. All approved forms must be maintained by the district for documentation.

Medical homebound instruction is a service that is available for students who cannot attend school for a medical reason.

- A physician must certify that the student has such a medical condition but may benefit from instruction, and must fill out the medical homebound form that the school district provides. The form for Medical Homebound can be picked up from the school or by contacting jmatthews@k12.com
- The school leader then decides whether to approve the student for medical homebound services.
- The school will consider the severity of the student's illness or injury, the length of time that the student will be out of school, the impact that a long period away from school will have on the student's academic success, and whether the student's health needs can be met at school virtually.

The goal of homebound medical instruction is to provide continuity of instruction and to facilitate the student's return to a regular school setting as quickly as possible. State Board of Education Regulation 43-241 outlines the provision of medical homebound services. For further information please contact Jennifer Matthews, Special Programs Manager at 864-236-4006 ext 4012 or jmatthews@k12.com.

STUDENT SUPPORT SERVICES TEAM

CASC provides a dedicated support team to offer additional services on an as needed basis

ASSIGNMENT REASON

A student and their family can be assigned additional support for low progress, socioeconomic need, learning coach training need, health concerns, or for any other non-academic concerns that may affect school performance.

NOTIFICATION

You will receive an email from your student's homeroom advisor notifying you of the recommendation for additional services. Soon after, you will be contacted by the appropriate support services team member via email or phone call. Please respond to this communication within 24 hours to confirm receipt and to begin receiving assistance. Participation is required in most cases.

PROBATION

Students notified by their homeroom teacher of recommendation for low progress and/or lack of engagement will be placed with a Probation Support plan by your Advisor. Your Advisor will be there to help you through the process. In working with him or her, we hope you will gain the skills, motivation, and drive to be successful in our academic program and return quickly to Good Standing.

Students and families receive five (5) weeks (25 school days) from date of initial plan to resolve engagement concerns noted by your homeroom teacher. While in the Probation Support phase, students and families will work with their Success Coach to earn Badges. Three (3) consecutive Badges earned or three (3) Badges earned within the allotted five (5) weeks results in a celebration of successful completion of Probation and a return to Good Standing.

Badges

Success Plans are based on school expectations that should be followed. The plans may include targeted goals based on the student and family needs identified by the Student Support Team at time of referral. Examples can include; but are not limited to, attending all required Class Connect sessions, submitting specified assignments in courses each school day, and responding promptly to school contacts. One Badge can be earned each week and can only be earned for completion of all individual requirements noted on the Success Plan Badge.

Students and families are allotted five (5) weeks or 25 school days to reach the required four (4) Badges for successful completion of Probation Supports and return to Good Standing. A return to Good Standing can occur as soon as three (3) weeks after start date of Probation Supports by earning consecutive Badges on weeks one, two and three.

Badges cannot be removed from students and families once earned. However, students can be referred again for additional supports.

Students and families unresponsive to all contact attempts by their Advisor after two (2) weeks are moved to Student Support Team for review for additional support or withdrawal from CASC.

Administrative Review for Withdrawal

After the five (5) week, 25 school day, deadline has been reached, students and families that have not reached the three (3) required Badges to complete the Probation program will be moved to be considered for withdrawal for failure to follow school policy. Also, Students who are Probation without one (1) badge earned after week three (3) or two (2) badges earned after week four (4) may be moved to be considered for withdrawal for failure to follow school policy. The student account may be locked at that time. If an appeal is granted by administrators, the student and family may be given additional time to reach the required three (3) Badges to return to Good Standing. Failure to reach three (3) Badges after the appeal term expires results in Administrative Withdrawal from CASC.

Repeat Assignment

A shortened three (3) week Probation Support period will be given to students assigned to the Support Team a second time within the same semester. The Badge requirements remain the same. This shorter time frame means that the student must earn a Badge each week (or 3-consecutive weeks of Badges) to return to good standing. Failing to earn Badges by the deadline moves to Administrative Review for Withdrawal.

SUPPORT TEAM MEMBERS

Together all the members of your support team will work closely with your family to ensure your student's needs are met, so that they can receive the very best education possible.

Your student may have contact with many of the team members during the year. It is important that you check and respond to your email regularly to stay up-to-date on what is happening with your student.

STUDENT RESOURCE COORDINATOR

Mallory White, Student Resource Coordinator (SRC), ext 4035

Our Resource Coordinator will assist students and families by acting as a go-between between the families and community resources. In addition to helping to meet economic needs of our families, our Resource Coordinator may also conduct social support to our families for needs such as pregnancy support, death or serious illness in the family, drug/alcohol abuse, DSS or DJJ involvement, and other high needs social issues that are likely to impact school performance.

STUDENT ATTENDANCE SPECIALIST

Cheryn Decatur, Student Attendance Specialist (SAS), ext 4050

Our Compliance Liaison works to promote positive school attendance and to notify families of concerns regarding attendance and truancy, see attendance section for more details. If your student has missed school without an excuse, please contact your homeroom teacher immediately and have your student log in and complete school work.

You will be asked to participate in a phone call or a class session to develop an attendance plan for your student to help bring them into good attendance standing with the school. The conference is your opportunity to work with the SAS and your student's teacher to find a way to meet our school's attendance requirements and the needs of your family.

Students with chronic attendance concerns may be required to attend online check in session(s).

Failure to follow the school attendance policy could lead to withdraw after 10 unexcused absences and/or non-adherence to the attendance plan set forth during this meeting.

- Students are referred to Administration for a review to determine next steps
- Your student may be administratively withdrawn from CASC and/or would be ineligible to return to CASC in future school years
- notification will be sent via email

COMMUNITY ENGAGEMENT SPECIALIST

Julie Farmer, Community Engagement Specialist, ext 4011

Sarah Forrester, Community Engagement Specialist, ext 4120

Our Engagement Specialists will assist families by providing necessary training and opportunities for socialization among CASC families. This is done using our website, monthly outings, our learning lab, social media, and individual trainings on an as needed basis. She also is the primary coordinator of our onboarding process.

The Engagement Specialist provides a range of school-wide services to new and returning students and their families to help set the right tone for their academic success in the virtual school program. The position works with others to provide critical training, facilitate academic engagement, and promote effective communication practices between parents, teachers, and support team members.

STUDENT SUPPORT ADVISORS

The Advisor is the key coordinator driving the activities of the Student Support Services Team. The Advisor helps foster a high touch approach to educational support and exhibits a commitment and desire to provide the best experience possible for students and families. The role empowers families to increase their involvement and assist in their student's education, facilitates engagement in school activities and provides clear and consistent communication regarding school expectations and activities.

ONBOARDING

Strong Start is a practice of providing early communication, orientation and onboarding tasks for students and families to foster engagement in the K¹² national and school community and receive the foundation needed to be successful in the online school setting. K¹² national Strong Start programming offers resources to give students and families a Strong Start from the point they are enrolled through the first four weeks of school. Almost all resources are available year-round to students starting after the first day of school. You will receive an email prior to your first day of school (typically the Monday before school start). This email will outline your expectations. These expectations will be further outlined in required orientation sessions for new students. New Students will also have access to the Online school materials in a course designed to let them become familiar with the online school. Please reach out to your Advisor or to the Engagement Specialist for any additional assistance.

Prior to school start, Students, Parents, and Learning Coaches should sign up for a walk to class session. Live Walk to Class sessions help new families transition to online learning through a live, interactive training hosted in Blackboard Collaborate. The sessions are designed to help new families prepare for school and include essential

start-up information and support, as well as tips and strategies for Learning Coaches across the nation. Live Walk to Class sessions provide Learning Coaches with the opportunity to connect with the larger K12 educational community of families and resources for continued support from your student’s school and K12.

Sessions are offered July through March and are moderated by the National Family Programming team and led by seasoned Learning Coaches, with customer support representatives ready to help as needed. Session information can be found, <https://casc.k12.com/community-events/strong-start.html> and your K12 Customer Support Team can help get you set up to log-in to blackboard for the session by calling 1-866-512-2273.

CASC Family Engagement Chart

School Policy Violations Addressed with Probation Support Expectations:

- Responding to Emails
- Attending Study Halls or Check-ins
- Attending Parent Conference with Case Manager and Administrator
- Learning Coach Logging in or Training
- Completion of At Home Benchmark testing by Due Date
- Student Daily Logging in or Training
- Student to make adequate progress in online school curriculum
- Student to follow Back on Track Plan
- Student attends required special programs sessions in class connect, related services session, or face-to-face required session
- Student attends required academic class connects as scheduled
- Student submits work samples on time.
- Student should complete routine assignments in USA Test Prep by due date.

Attendance, Testing, and Probation Status Infractions that could lead to school withdrawal:
Violation
Student has 5 or more unlawful absences
Failure to attend In-person State Mandated Testing or In-person School Benchmark
Failure to follow individual plan for Modified Strong Start or Probation Plan

STUDENT CODE OF CONDUCT AND ACCEPTABLE USE

This section describes the policies and guidelines around the Student Code of Conduct and Acceptable Use

Guidelines and exists to ensure that all CASC students are aware and understand their responsibilities when accessing and using CASC resources. CASC reserves the right to update or alter this agreement at any time.

As a student enrolled in CASC, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state or federal laws, is also considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in:

- Removal of your access to CASC instructional resources.
- Involvement with law enforcement agencies and possible legal action.

ONLINE ACCOUNTABILITY

- Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Use of your own username and password, and do not share these with anyone.
- Do not interfere with other users' ability to access CASC or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.

- Do change your password(s) frequently, at least once per semester is encouraged.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non-CASC commercial activities, non-CASC advertising, or politically lobbying on a CASC owned instructional computing resource.
- Do not use CASC instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on a CASC instructional computing resources that are not specifically required or approved for your assignments.
- Do not post any MP files, compressed videos, or other non-instructional files to any CASC server.

INAPPROPRIATE BEHAVIOR

Inappropriate behavior includes the following:

- Using rude or demanding language when communicating with your CASC teacher or staff.
- 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 threads.
- Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

MATERIALS AND COMPUTER EQUIPMENT

Students and Family Members should respect school equipment that has been loaned to the student. Please refrain from inappropriate or rough handling or allowing food or drink near materials and computer equipment. Please contact K12 Customer Support at 1-866-512-2273 to Request materials or to report a concern with materials or equipment.

STUDENT INTERNET SAFETY

- Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of CASC.
- Do not agree to meet in person anyone you have met on the Internet and who is not affiliated with the CASC.

INTERNET ETIQUETTE

As a CASC student, you are expected to follow the rules of Internet etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards.

- Avoid sarcasm, jargon or slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Do not broadcast online discussions, and never reveal other people's email addresses.

ACADEMIC INTEGRITY-PLAGIARISM

Students who submit work as their own, when it is not wholly and completely their own, are guilty of cheating and/or plagiarism and will receive a grade of zero on the entire assignment. Assisting other students in cheating or plagiarism is also considered academic dishonesty and students who do this will receive a grade of zero on their assignment submission as well.

The first time a student fails to cite the source of information in an essay or research paper, he/she will be advised of proper citation methods, receive a grade of zero, but will be allowed to submit the corrected assignment for credit.

Students who are found guilty of cheating or plagiarism more than once will not receive credit for the assignment and will be referred to the school administration for breach of the school's Behavior Code.

BULLYING POLICY

All students have the right to learn in a safe and supportive school environment that is free from bullying, intimidation, and harassment. The school environment includes blackboard collaborate, blended learning labs, outings, testing sites, any school-sponsored events. The School environment is also extended to include incidents that occur outside of school whenever such incidents impact the school environment. CASC is committed to providing a safe environment by ensuring that bullying, intimidation, and harassment is not tolerated in our school and will be investigated and addressed upon notification.

Harassment, intimidation, or bullying means a gesture, an electronic communication, or a written, verbal, physical, or sexual act that is reasonably perceived to have the effect of:

- (a) Harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage; or
- (b) Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding

someone from a group on purpose. This differs from teasing and peer conflicts in which power is equal and it may not be repeated over time.

CYBERBULLYING:

Cyberbullying is **bullying** that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

REPORTING:

All CASC staff are required to immediately report any reports of or incidents of intimidation, bullying, threats, harassment, or reports of violation of this policy to the head of school. All reports will be followed up on by the head of school or designated administrator to ensure the safety of everyone involved.

INVESTIGATION: The head of school or designated administrator will promptly follow up on all reports and complete an investigation to determine whether the action is a violation of this policy. Upon completion of the investigation the head of school or designated administrator will determine if outside entities (law enforcement) need to be involved. The head of school or designated administrator will also determine the consequences or actions to be taken for student who committed the act of intimidation, bullying, threats, or harassment.

BEHAVIOR IN FACE-TO-FACE SETTINGS

CASC sponsors optional outings for students and families on a regular basis that enhance the K12 curriculum/learning activities. While attendance is not mandatory, it is a wonderful opportunity to meet other school participants and have conversations about our children and programs and share practices that work. Outings are opportunities for both the students and parents to socialize. It is our hope that the teachers and parents will work together to plan and implement these activities. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings. While credit for field trips is not offered in lieu of the regular curriculum for most outings, attendance at these events can be included under supplemental time.

CASC expects students to dress appropriately when attending outings. Examples, of inappropriate dress include:

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

- Spikes, dog chains/chokers, ball bearing chains, wallet chains, or other jewelry that increases the risk for accidents.

CASC parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for supervision of their children always.

Parents are encouraged to become involved in their school community through participation in outings and clubs and arranging other “non-official” outings with

CASC parents. Parents may freely meet and organize unofficial outings as they wish. These outings are not considered “official” outings unless a CASC representative attends.

SUMMARY OF SCHOOL CRIME ACT

According to SC law, If a student is convicted of assault and battery, which is not of an aggravated nature, on school grounds or at a school-sponsored event against a person affiliated with the school in an official capacity, including, but not limited to, administrators, teachers, substitute teachers, teacher's assistants, student teachers, custodial staff, food service staff, and volunteers, the student must be punished by imprisonment for not more than twelve months or a fine of not more than one thousand dollars, or both, at the discretion of the judge

Law requires the Department of Juvenile Justice to immediately notify the CASC Head of School if a CASC student is convicted of a violent crime. Any teachers of the child will be notified by administration as soon as knowledge of the conviction is shared with CASC.

Anyone officially affiliated with CASC is immune from criminal prosecution and civil liability if they report school related crime made in good faith., if making the report would otherwise incriminate them.

SMOKING POLICY

According to SC law, CASC prohibits at all times the use of any tobacco product or alternative nicotine product by any person in any school buildings or facilities, including the use of tobacco products or alternative nicotine products by persons attending a school-sponsored event at any location when in the presence of students or school personnel or where use is otherwise prohibited by law. School Personnel must enforce the policy, including appropriate disciplinary actions. Disciplinary actions for a student violating the policy may include but are not limited to: Conference with Parent or Legal Guardian, Mandatory enrollment in Tobacco Cessation or Prevention Program, Community Service, School Suspension, or Suspension of Extracurricular Activities. Visitors who violate this policy may be verbally requested to leave and could have prosecution for disorderly conduct for repeated offenses.

ADMINISTRATIVE WITHDRAWAL/EXPULSION

Administrative Withdrawal is the removal of a student from our school due to the student no longer meeting enrollment requirements. Students may be administratively withdrawn due to violation of terms of Probation and due to serious minimum daily progress concerns, chronic absenteeism, relocation to another state, or failing to comply with testing participation requirements as indicated in enrollment policy acknowledgements.

Expulsion is the removal of a student from our school because of serious behavior concern such as the commission of any crime, gross immorality, gross misbehavior or the violation of any other written rules and regulations established by CASC, or when the presence of the student is deemed to be detrimental to the best interests of the school.

Students who engage in an ongoing pattern of behavior that is disruptive to the orderly operations of the school or who are in violation of school attendance, daily progress, or other enrollment requirements shall be recommended for Administrative Withdrawal/Expulsion, as set forth in the Student Behavior Code. This means the student cannot attend online school or attend any school-related events.

DISCIPLINE OF DISABLED STUDENTS

Students identified as disabled pursuant to the Individuals with Disabilities Education Improvement Act (“IDEA disabled”) will be disciplined in accordance with federal and state law as set forth in the special education procedures developed by the administration.

In the case of a student classifies as Special Education is recommended for expulsion, a manifestation hearing will automatically be scheduled to ensure access and equity in compliance with state/federal law.

APPEAL PROCESS

An appeal to any disciplinary decision up to and including Administrative Withdrawal/Expulsion must be made to the Student Support Administrator OR Head of School within 3 days of the decision being communicated to the parent/Legal Guardian.

GRADING AND SCHOOLWORK POLICY

KINDERGARTEN –2nd GRADE

Students will be issued 2 official report cards during the year; one after the first semester and one at the end of the year. The end of the year report card will be cumulative and will be used in determining grade level/course promotion. K-8 students are required to complete 20% of each course by the end of every quarter unless modifications have been approved by the teacher(s).

Appeals to grade should be directed to Elementary Principal.

Any concerns with school material should be directed to Elementary Principal.

Work samples may vary by grade level and/or teacher. Guidelines for work samples will be shared with families at the beginning of the school year and will be updated as needed.

Grade Mark	Definition
E	Exceptional Progress
S	Satisfactory Progress
U	Unsatisfactory Progress
Elementary School Weighted Grading System	

50% OLS Assessments/Benchmark Assessments
30% Quizzes
20% Daily Assignments/Engagement

3rd-5th Grade

Students will be issued 2 official report cards during the year; one after the first semester and one at the end of the year. The end of the year report card will be cumulative and will be used in determining grade level/course promotion. K-8 students are required to complete 20% of each course by the end of every quarter unless modifications have been approved by the teacher(s).

Appeals to grade should be directed to Elementary Principal.

Any concerns with school material should be directed to Elementary Principal.

Work samples may vary by grade level and/or teacher. Guidelines for work samples will be shared with families at the beginning of the school year and will be updated as needed.

Act 284 (Read to Succeed) requires that, beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment SC READY. A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. The Read to Succeed Team is aware of research around third grade retention and is currently researching models and solutions in other states and among stakeholders in South Carolina. (ed.sc.gov)

Third Graders who do not take the state test or who test but do not demonstrate reading proficiency will be required to participate in summer reading camp, as available. This camp could consist of daily participation in a virtual classroom, work samples, daily reading (parent and child), in-person reading testing, home visits, and/or local in-person sessions or classes. Failure to participate in this program could

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

Elementary School Weighted Grading System

50% OLS Assessments/Benchmark Assessments
30% Quizzes
20% Daily Assignments/Engagement

Middle School

Students will be issued 2 official report cards during the year; one after each semester. The final grade for math and ELA will be based on an average of the two semester grades. Science and Social Studies grades are cumulative, and the final grade will be the 2nd semester final grade. Grades are determined by the sum total of points a student earns on all graded assignments and tests.

Appeals to grade should be directed to Middle School Principal.
Any concerns with school material should be directed to Middle School Principal.

Points earned by student / Total points possible = Grade

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

Middle School Weighted Grading System

50% OLS Assessments/Benchmark Assessments

30% Quizzes

20% Daily Assignments/Engagement

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
- USA Test Prep

MID-YEAR COURSE PROMOTION POLICIES:

Students are enrolled in age appropriate coursework for the core subjects. However, due to multiple indicators such as Baseline/Interim assessment scores, previous test scores, and parent feedback, there are

some students who may need a lower or higher course for his or her needs. If a family wishes to place a child in a course higher or lower than what is on track, they must conference with homeroom teacher.

ELEMENTARY AND MIDDLE SCHOOL MID-YEAR COURSE PROGRESSION

Because of the rigor of our school curriculum, it is not suggested that student's progress too quickly through their online courses. However, some students are able to move forward at an accelerated rate. If this accelerated pace is monitored by the learning coach and the teacher, new coursework in Language Arts and Math may be ordered if the present level is completed at 100% by March 1st.

- 8th Graders – due to high school requirements of earning Carnegie units by semester, students are not allowed to start a 1st semester or 2nd semester high school course unless it is during the onset of the course.

High School

Students will be issued 2 official report cards during the year; one after each semester. **The final grade for a course will be based on an average of the two semester grades with the exception of semester long courses and courses with an End of Course Examination.** English 2, Algebra 1/Intermediate Algebra, Biology 1, and US History will have the first and second semesters count as 40% of the final grade and the End of Course Examination will count as 20% of the final grade.

Grades are determined by the total of points a student earns on all graded assignments and tests.

Appeals to grade should be directed to High School Principal.

Any concerns with school material should be directed to High School Principal.

Points earned by student / Total points possible = Grade

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

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%.

$$563/700 = 80\%$$

High School Weighted Grading System

50% OLS Assessments/Benchmark Assessments

30% Quizzes

20% Daily Assignments/Engagement

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
- USA Test Prep

LATE WORK POLICY

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. Zeros are typically entered weekly for work not received by the Sunday night deadline.

- Graded assignments – whether teacher or computer scored – are listed on the course calendar. These assignments must be completed and submitted *no later than midnight the Sunday following the due date for that assignment to receive full credit for the work.* Any work that is not received by Sunday will be considered missing and assigned a zero.
- Under some circumstances, teachers may grant due date extensions on assignments. ***Families should never assume that they will automatically grant these requests.*** Due date extensions must generally be requested before the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day may not be granted.
- 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.
- **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.**

Awarding of Credit, Grade Promotion and Definition, Cohort Year

Students are promoted based on the number of credits earned. Credit is not awarded for courses in which a student earns an F or fails to complete the required attendance (60 hours per semester or 120 hours per 1 credit course). Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt, they will receive that grade, but the previous failed course will remain on the transcript. Credit is granted for courses in which the student completes the attendance requirement and earns an A, B, C or D. Students earning a D may repeat courses for a higher grade if they choose to do so. If this occurs, credit will only be granted once for that class and the other course will receive credit as an elective class. Grade-level classification is based on the number of credits earned and is reviewed at the end of each semester.

GRADE LEVEL CLASSIFICATIONS

0 – 5.5 credits	9th grade
6 -11.5 credits	10th grade
12-17.5 credits	11th grade
18- 24 credits	12th grade

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 2019-2020 school year, will be assigned to the 2022 cohort. A student's cohort year does not and cannot change, regardless of grade-level classification earned.

HONORS COURSES

Honors courses demand a high level of independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Successful completion of prerequisites, teacher/school counselor recommendation, and a strong interest in the subject are recommended for enrollment in an Honors course.

ADVANCED PLACEMENT COURSES

CASC Advanced Placement (AP) courses are college-level courses that follow curriculum specified by the College Board. Like Honors courses, AP courses require a greater degree of self-discipline for in-depth study of the subject. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. Successful completion of prerequisites, teacher/school counselor recommendation, and a strong interest in the subject are recommended for enrollment in an AP course.

END-OF-COURSE TESTING AND CREDIT RECOVERY OPTION

In courses requiring state end-of-course testing (Algebra 1, English 2, Biology, and American History), the school will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. The student will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time and all requirements will apply.

GRADE POINT AVERAGE (GPA)

South Carolina Uniform Grading Policy and System for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

South Carolina Uniform Grading Policy: -<https://ed.sc.gov/districts-schools/state-accountability/uniform-grading-policy/>

As applicable, the school will recalculate GPAs already earned by students based on the three-decimal-point scale (following the South Carolina Uniform Grading Scale Conversations – see conversation chart).

Grade point averages will be figured uniformly using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

$$\text{GPR} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

CLASS RANKINGS

Class ranks are based on the South Carolina Uniform Grading Policy. Per this policy, class ranks will be determined for all academic classes at the end of the academic year and shown on the official transcript for all students. The entire class will be included when calculating class ranks for the 9th, 10th, 11th, and 12th grades. Class rank is based on the South Carolina Uniform Grading Policy.

South Carolina Uniform Grading Policy: <https://ed.sc.gov/districts-schools/state-accountability/uniform-grading-policy/>

Senior Class rankings will be determined based on the grade point ratios ("GPRs") of students in grade twelve at the conclusion of their senior year:

- To determine honor graduates and select a valedictorian and salutatorian.
The high school will determine the manner of recognition of honors graduates, i.e., honor cords, special recognition in the graduation program/ceremony, etc.;
- To provide information students need for applications for admission to post-secondary programs; and
- To provide information students need for scholarships and other awards.

However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

UNIFORM GRADING SCALE

CASC will implement the statewide Uniform Grading Policy. This Scale will be effective for all students who receive Carnegie units. The statewide Uniform Grading Scale is used in the computation of the grade point average.

- South Carolina Uniform Grading Policy: <https://ed.sc.gov/districts-schools/state-accountability/uniform-grading-policy/>

STATE GRADUATION REQUIREMENTS

This is a guide to help you know what the requirements are to graduate from high school in South Carolina as well as some guidelines for entrance into a four-year college. This information comes from the State Department of Education website: <https://ed.sc.gov/agency/programs-services/124/>

Students must earn a total of 24 prescribed units or credits. The table below is the minimum number of credits students must take. The unit requirements are distributed as follows:

English/Language Arts	4.0
Mathematics	4.0
Science	3.0
U.S. History and Constitution	1.0
Economics	0.5
U.S. Government	0.5
Other Social Studies Course(s)	1.0
Physical Education or Junior ROTC	1.0
Computer Science (including keyboarding)	1.0
Foreign Language or Career and Technology Education	1.0
Electives	7.0
Total	24.0

Students at CASC can earn at least 6 credits per year, to total a minimum of 24 credits at the end of their senior year.

UNIVERSITY ADMISSION REQUIREMENT

****Please note that this is not an all-inclusive list of what colleges require but is meant to be a guide to help you know what 4-year colleges would like students to take. Please check the requirements for the specific 4-year school your student wants to attend for exact requirements the school has set for college admission. ****

- Science: Many 4-year colleges want to see at least 3 years of a lab science: Biology, Chemistry, and/or Physics. Some colleges want to see at least two different fields of study.
- Foreign Language: Many 4-year colleges want to see at least 3 years of the same Foreign Language
- Fine Art: One credit/unit of a Fine Arts course. CASC offers Music Appreciation or Fine Arts.

If you have any questions or concerns, please contact the Counseling Department.

TESTING REQUIREMENTS

All students are required to meet the graduation test requirement, to receive a high school diploma and to participate in the graduation ceremony.

- End-of-course Exams (EOC) in each of the four content areas are required. The EOC Exams are given in Algebra, English 2, Biology and U.S. History. The End of Course Exam will count as 20% of their final grade. Failure to take the EOC will result in a zero for the exam grade.

- The ACT/SAT College Readiness Test will be administered to all students in their third year of high school after initial ninth grade enrollment (typically 11th graders). Students will take choose which test they want to take, whether or not they plan to attend college. Students do not have to pass to receive a high school diploma.
- WIN Learning, a Career Readiness Test is required and will be administered to all students in their third year of high school after initial ninth grade enrollment (typically 11th graders). Doing well on this assessment may help high school students find summer and part-time jobs and internships.

DUAL ENROLLMENT

CASC is excited to announce that we are partnering with various colleges throughout the state to offer Dual Enrollment opportunities for our students! To be eligible for dual enrollment, students must be in good standing and have a teacher recommendation and/or the approval of the school counselor.

Dual enrollment courses, whether taken on campus or off campus, are defined as those courses for which the student has received permission from CASC to take the courses and to receive both Carnegie units and credit at another institution. Permission must be obtained prior to taking these courses if they are to be considered for dual enrollment. Students who do not receive prior permission will not receive credit. These approved courses will receive an additional weighting of one full quality point.

Dual enrollment courses may be applied toward the 24 units required for a state high school diploma for students in Grades 9-12. A three-semester hour college credit will transfer as 1 credit. CASC will only permit dual enrollment for courses taught through accredited colleges and approved by the SC Department of Education. ***Students must arrange for a certified transcript to be sent to the high school from the college after a dual enrollment course has been completed. Students must complete a Cyber Academy Dual Enrollment Form before being considered for approval to take dual credit courses. Students should go to the Counseling Department website or contact their counselor for more information.***

Enrollment in dual enrollment courses will be verified to ensure that students are enrolled in the minimum number of credits for their grade level. If a student includes the dual enrollment course in the minimum units required for his/her grade level and does not enroll or withdraws from the dual enrollment course, additional courses must be scheduled at the high school.

All final grades (including WF) as reported by the college on the transcript will be recorded in the student database system. When transcripts are received with letter grades recorded, the following conversion system will apply: A=95; B=85; C=75; D=65; F=51. Numerical grades lower than 60 that are indicated as a passing grade from the sending institution will be converted to a 65 and entered in the student database as a 65. Only the final grade reported on the college transcript will be entered in the student database and count in GPA calculations. Dual enrollment courses will not appear on student progress reports issued by the high schools. Any dual enrollment course in progress during second semester will not figure in GPA calculations at the end of 3rd nine weeks. Any awards/honors determined by the rank at the end of 3rd nine weeks will not have the grades for second semester dual credit courses included.

If you have questions or concerns about this, please contact the counseling department.

CREDIT RECOVERY AND VIRTUAL SC

CASC has partnered with VirtualSC to provide students with the opportunity to take credit recovery and initial courses. All courses must be discussed with and approved by the school counselor. Students who are taking credit recovery courses through VirtualSC will not need to take a final examination or the EOC again. Students taking initial courses will be required to take a face to face examination.

If a student receives a D or F in a course, they can take a Credit Recovery course. Students are not eligible for Credit Recovery courses if they have not taken the course previously or have a grade of a C or higher. VirtualSC is a free program provided by the South Carolina Department of Education. Students must have internet access and work in the course regularly. Students can be removed from the course if they do not log in within the first 5 days. Students can take new courses as well as Credit Recovery.

To view the most up to date information and VirtualSC policies, students should visit their website at www.virtualsc.org

COURSE WITHDRAWALS

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course or 10 days in a 180-day course will be assigned a WF and the F (as a 51) will be calculated in the student's overall grade point average. The three, five and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school.

Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following.

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 61.

If a student fails a course due to excessive absences, the school will record an FA on his/her transcript. The grade of FA will carry not Carnegie units but will be factored into the student's GPA as a 61.

INDIVIDUAL GRADUATION PLAN

All high school students will participate in an Individual Graduation Plan (IGP) conference with the school counselor and/or school advisor. The IGP conference is the development of an Individual Graduation Plan where students indicate their current career goal (select a career cluster and/or major of study) and intended post-secondary plans. 8th graders will also have individual graduation plans completed during the spring of their 8th grade year.

Individual Graduation Plans are designed to guide students toward their education, career, and employment goals. During your Individual Graduation Plan meeting we will discuss general graduation requirements, coursework, and opportunities related to the student's future goals. IGP's also help students align their high school course with college entrance requirements. These plans are flexible and can change based on the student's aspirations, abilities, and interests.

TRANSCRIPT, LETTER OF RECOMMENDATION, DRIVING FORMS, AND WORK PERMIT REQUESTS

Students can request a transcript, letter of recommendation, driving form, and work permit on the counseling page at <https://casccounselor.weebly.com/>. Please note that it can take up to ten business days to process these requests. For DMV notification, students will not be eligible to receive a letter for driving privileges while on Probation or while having greater than 10 absences (5 per semester) without approval from your school Principal. Students should follow the plan to improve the consistency of their progress and attendance before being issued the form.

SCHOOL COUNSELORS

Your Assigned School Counselor is your contact for any questions about your course assignment, credit recovery, college applications, scholarships, career planning, and other related topics.

Lead School Counselor

Mandy Arditi, aarditi@cyberacademysc.org

Student Last Names A-F

Altavise Gibbs, agibbs@cyberacademysc.org

Student Last Names G-M

Ashley Emmons, aemmons@cyberacademysc.org

Student Last Names N-Z

Amy Wilson, awilson@cyberacademysc.org

6th-8th Grade, Career Counselor

Starr Hayes, shayes@cyberacademysc.org

DESTINATIONS CAREER ACADEMY

CASC is the only career-focused virtual school in the state of South Carolina designed to give your student an edge for the future.

Destinations gives students exposure to relevant technical and specialty trade skills from career and technical education (CTE) courses built around multiple career fields, allowing them to explore occupations of interest prior to graduating from high school.

Our **mission** is to give students a head start on their career goals and college aspirations. At CASC, students can graduate high school with technical and specialty trade credentials, workplace experiences, skills that will lead to real-world success, and a jump start on college.

CTE courses are based on the knowledge and skills required for each career pathway in the following in-demand career fields:

BUSINESS

- **Administrative Support:** This program prepares students to work in an office setting to create spreadsheets; manage databases; prepare presentations, reports, and documents; and engage with customers and coworkers.
- **Business Information Management (Accounting):** This program prepares students to work in a business setting with charts, data, and numbers and to manage money and finances.
- **General Management:** This program prepares students to lead and manage others, improve processes and policies, and manage a range of personnel issues and concerns while focusing on the bottom line.

INFORMATION TECHNOLOGY (IT)

- **Programming and Software Development:** This program prepares students to learn the language of computers, create software programs, maintain computer systems and software, and help others solve computer program-related issues.
- **Web and Digital Communications:** This program prepares students to design, build, or maintain websites and applications; design graphics and animations; and develop design layouts.

MARKETING

- **Marketing Communications:** This program prepares students to learn the foundations and functions needed to successfully market goods, services, and ideas to consumers.

TEACHING AND EDUCATION

- **Introduction to Teaching:** This program introduces students to the realities of teaching while inspiring and welcoming them to a rewarding, high-impact career. Students reflect on the satisfaction and problems of teaching. Student internship required.

HEALTH SCIENCES

- **Health Science:** This program encompasses a broad range of occupations and specializations in the health career field. With an ever-growing and aging population, the need for skilled professionals is growing rapidly. Students taking Health Science must sign a waiver indicating that they understand this course has a required face to face activities in geographical groupings for successful completion.

NCAA (National Collegiate Athletic Association)

CASC is currently under Extended Evaluation with the NCAA. Courses will be reviewed on a case-by-case basis by the NCAA in order to determine eligibility. *There is no guarantee that courses taken at CASC will*

be approved by the NCAA to play college sports. It is important that students interested in college athletics register with the NCAA Eligibility Center at www.eligibilitycenter.org during their sophomore year of high school.

Students should reach out to CASC's NCAA Liaison Ms. Ashley Emmons at aemmons@cyberacademysc.org to determine the appropriate course of action for NCAA eligibility.

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:

(1) 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.

(2) 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.

(3) 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.

(4) 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

(5) 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, unless either the parent or eligible student, has 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, showing 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 there are certain items the School has chosen to designate as directory information that parents do not want disclosed from their student's education records, without their prior written consent, parents are encouraged to send an e-mail identifying the information they do not want disclosed, the student's name, and the name of the virtual academy or affiliate school in which the student is enrolled to: directoryinformation@k12.com.

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English.

RIGHTS OF CHILDREN WITH DISABILITIES

Children with a disability have the right to attend a school authorized by the Charter Institute at Erskine College.

This section explains the educational rights of children with disabilities to attend a charter school that has been authorized by the CHARTER INSTITUTE AT ERSKINE COLLEGE. Both federal and state law requires that admission to a charter school be conducted without regard to or consideration of whether the child has a disability; therefore, charter schools are open to all students, whether or not they are eligible to receive special education services. Charter schools must provide special education services, as outlined in the child's Individualized Education Plan (IEP), to all eligible students. This is a summary of your child's rights to attend and receive needed services from his or her public charter school

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

2. Charter schools must ensure that your child receives special education services if the child has been determined to be an eligible student with a disability by the Individualized Education Program (IEP) Team. Charter schools within the Charter Institute at Erskine College must ensure that students with disabilities receive the special education services to which they are entitled. The services consist of special education instruction and related services in the least restrictive environment. The amount and location of services (where services will be delivered) are determined by the student's IEP team and are documented in the student's IEP.

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

4. For students who require special education services that are beyond what is reasonable for the charter school to provide, an IEP Team meeting will be convened to arrange for provision of needed services. Charter schools within the CHARTER INSTITUTE AT ERSKINE COLLEGE are held to the same standards and regulations of the Individuals with Disabilities Education Act (IDEA) as traditional public schools. In some cases, the parent's request to remain in the school of choice (charter school) cannot be granted because the IEP team determines that in order to provide a free appropriate public education (FAPE) to a student; the services must be provided in a different setting, such as a child's district of residence. Just like a traditional district, individual schools are not required to provide an exhaustive list of placement options within that one school. This decision will be made through an IEP meeting. You will be invited to the meeting. When the meeting occurs, the IEP Team will determine what the child's needs are and how those needs will be met. If the IEP team determines that a FAPE cannot be provided to the student within the current charter school setting, the CHARTER INSTITUTE AT ERSKINE COLLEGE will contact the school district of residence to determine if there is a program within that school district that can meet the child's needs. If so, based on the IEP team's decision, placement will be made, and responsibility will return to the school district of residence.

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

Relevant Laws and Regulations:

South Carolina Charter School Law H3241

South Carolina Special Education Regulations §43-243

The Individuals with Disabilities Education Act 34 CFR Parts 300 and 301

Section 504 of the Rehabilitation Act 34 CFR Part 104

Direct questions or concerns about the information contained in this notice to:

Jennifer Matthews, Special Programs Administrator

864-236-4006 Ext: 4012

jmatthews@k12.com

For additional questions or concerns, please contact the Charter Institute's Director of Special Education, Celina Patton at **803-849-2458** or sped504@erskinecharters.org.

For complete information regarding the rights of parents and students in the special education process, please see our website at <http://www.scharter.org> and locate the page entitled "Student Services." Here you will find the Notice of Procedural Safeguards and Parent's Guide to Special Education.

CHILD FIND

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

To ensure that all CASC students are properly identified and served, the parent or guardian will be asked at least twice if their student has ever been evaluated for possible special education services, and if the student has ever received special education services as a student in a public or private school. If so, the parent or guardian will be asked if their student have an active Individual Education Plan (IEP). The CASC registrar will also request and review all records from the student's previous school. If there is any indication

that the student may have received special education services, Jennifer Matthews, the Special Programs Manager will be notified.

SPECIAL EDUCATION SERVICES

CASC is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). CASC Special Education professionals assist parents in accessing and coordinating services pursuant to a current Individualized Education Plan. Parents should indicate that their child has an Individualized Education Plan on their enrollment form.

Special education services are available to students who have been identified with a disability. Documentation of the disability must be provided; such as a previous Individualized Education Plan (IEP) and/or a psychological evaluation. Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress toward IEP goals in the general education setting. Services offered may include: adaptations and modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing.

The CASC program is considered an **inclusion** program. The student's home is the regular classroom and services are provided by consultation with a highly-qualified special education teacher via phone, e-mail and the online (virtual) classroom.

EXPECTATIONS:

- Every special education student will be assigned a special education teacher in addition to their regular education teacher.
- The special education teacher will work with the learning coach on IEP goals; how to modify and adapt the learning environment; and curriculum paths for success.
- The special education teacher, the regular education teacher, and the learning coach will meet together for a 3-way conference call once every grading period.
- The special education teacher will hold Class Connects online to assist students with their specific learning needs.
- The special education teacher is available to be used as a resource for instructional strategies and adaptations and modifications to the curriculum.
- ARD meetings will be held either online or through the use of a conference call line.
- The special education teacher will provide a progress report at the end of each grading period noting the progress on the student's IEP goals.
- Special Education students are required to meet the same attendance policies as their peers. The home environment, one on one instruction, and flexible schedule can help the students create a learning environment that meet their specific needs.

RELATED SERVICES

Related services, placement and goals are determined by the IEP Committee. Options for related services should be discussed with the special education staff before a decision is made to enroll with CASC.

CASC provides related services through contracts with service providers (speech pathologists, occupational therapists, etc). It is important for students and parents to attend all related services appointments in order for the student to receive maximum benefit and achieve IEP goals.

***** We understand that it is our responsibility to provide a free and appropriate public education to each enrolled special education student. Because CASC is a virtual school of choice, it is understood that speech and related services are provided virtually; however, we understand that the virtual environment is not always the most appropriate environment for speech and other related services. If the IEP team determines that face to face therapy is the most appropriate, services will be offered by a provider close to the family's home.

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) Services at CASC are available for students who have been identified as academically "at-risk". A student that is defined as "at-risk" has tested significantly below on his/her assessments, has demonstrated that he/she is struggling with the current curriculum he/she is enrolled in, or he/she has been identified with some type of need on the Child Find screening.

RTI is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified intervention teams that are matched to the student's needs, and those needs are monitored on a frequent scheduled basis.

How to request RTI assistance and what to expect:

1. The learning coach can request that the Advisor file a referral for the Response to Intervention team to review.
2. The Response to Intervention coordinator will set up an initial meeting with the learning coach and the regular education teacher to review the needs of the student.
3. After the team meets and reviews the given information, the student will possibly be placed on an intervention plan to assist with the OLS progress.
4. The Response to Intervention team will review the case after the student has had ample time to work through the online school with appropriate interventions to determine whether the student will need ongoing interventions or a referral for special education testing.

MEDICAL NEEDS OR ACCESS TO MEDICATIONS

Report any Medical Needs or any Access to Medication for on-site events to your student's Homeroom Advisor.

HEALTH AND SAFETY MANUAL and CRISIS MANUAL

CASC has a written Health and Safety Manual. This is available upon request to Allison Shiner at ashiner@cyberacademysc.org.

RIGHTS OF CHILDREN WITH SPECIAL HOME CIRCUMSTANCES

ESSA Title IX, PART A MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

The McKinney-Vento Homeless Assistance Act is a federal law that ensures youth experiencing homelessness can attend school and outlines student rights.

McKinney-Vento homeless liaisons are designated personnel that ensure homeless youth can enroll in school and receive services.

Additional information can be found at <https://ed.sc.gov/policy/federal-education-programs/essa-title-ix-part-a-mckinney-vento-homeless-assistance-act/>

Mallory White is the McKinney-Vento Homeless Liaison at Cyber Academy of SC. She can be reached by email at mawhite@cyberacademysc.org or by phone at 864-236-4006 ext 4035. Please email any dispute involving your student's eligibility for McKinney-Vento designation to Mrs. White.

TITLE I, PART A YOUTH IN FOSTER CARE

The Every Student Succeeds Act (ESSA) establishes guidelines to ensure school access, improved educational outcomes, and enhanced academic stability for children and youth in foster care.

Mallory White is the Student in Foster Care Liaison at Cyber Academy of SC. She can be reached by email at mawhite@cyberacademysc.org or by phone at 864-236-4006 ext 4035.

ENGLISH LANGUAGE LEARNERS

Caroline Muhn is the English Language Learner Coordinator at Cyber Academy of SC. She can be reached by email at cmuhn@cyberacademysc.org.

TRANSLATED MATERIALS

CASC will provide translated material upon request whenever possible. Please contact your student's Homeroom Advisor for Assistance with translated materials.

TITLE I SCHOOLWIDE PROGRAM

The purpose of Title I, Part A of Public Law 107-110 is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children.

Information related to Title I at CASC can be found on our website at <http://www.cyberacademysc.com/for-parents/title-1-info>.

Erin Craft is the Title I Coordinator at Cyber Academy of SC. She can be reached by email at ecraft@k12.com.

FAMILY INVOLVEMENT AND PARENT VOLUNTEER ORGANIZATIONS

CASC welcomes involvement from families, parents, and students, to help improve our school and our students overall experience. Families should contact their Advisor if they or their student wishes to Volunteer with the school. Additionally, families can contact our schools Parent, Teacher, Student Organization (PTSO). The PTSO holds monthly involvement meetings, hosts special trips and opportunities for students, such as the school yearbook. More information about the PTSO can be found on their website at <http://cascptso.ptboard.com/>.

REQUIRED SIGNATURE PAGE

You have just reviewed the Cyber Academy of South Carolina Student/Parent 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. Please follow this link, <https://goo.gl/forms/4eiUiDfLT5rGkrE63>, to acknowledge that you have received this handbook.

Please direct any questions to your Homeroom Advisor.