



CYBER ACADEMY OF
SOUTH CAROLINA

powered by K¹²

PARENT AND STUDENT HANDBOOK 24-25

330 Pelham Road, Suite 101-A,

Greenville, SC 29615

Phone: 864-508-7135

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 casc.k12.com. Handbook items may be amended as necessary throughout the school year.

The 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 Rebecca Dopson at rdopson@sclearns.org or 864-251-5727, questions pertaining to Title IX contact Kelly Uzas at kuzas@cyberacademysc.org, or by phone at 864-201-9332, or via mail at Cyber Academy of South Carolina, 330 Pelham Rd Ste 101A, Greenville, SC 29615. For additional details on Title IX grievances, click [here](#). You may also contact the Office of Civil Rights at 800-421-3481 or OCR@ed.gov.

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 supplemental resources 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 our teachers out in the communities across the state of South Carolina hosting academic outings and social events. My administrative staff and I will also be busy meeting families across all parts of the state through our face-to-face events 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 written in a cursive style with a large "D" and "C".

David Crook
Board CEO
Cyber Academy of South Carolina
864-663-2597
dcrook@cyberacademysc.org

Dear CASC Families,

As we gear up for another exciting school year here at CASC, I would like to extend a warm welcome to each and every one of you. Whether you're a returning family or joining our community for the first time, we are thrilled to have you as part of the CASC family.


At CASC, we hold a firm belief that the power of education can transform lives and open doors to endless possibilities. Our highly qualified team of teachers, support staff and administrators provide a supportive and inclusive learning environment where all students can thrive. Our team is committed to ensuring that our students and families feel supported and valued.

We believe in educating the whole child, providing not only academic excellence but also a holistic learning experience. Our school offers an award-winning curriculum, engaging classes, enriching outings, diverse clubs, and opportunities to build lasting relationships. We strive to nurture each student's academic, social, and emotional growth, creating a supportive and dynamic environment where they can thrive and truly enjoy their educational journey.

As we embark on this new school year together, I want to express my gratitude for your continued support and partnership. Your engagement and dedication play a vital role in shaping the success of our students and our statewide school community as a whole.

Here's to a year filled with growth, achievement, and endless possibilities!

Warm regards,

A handwritten signature in black ink that reads "Jamie L. Scorsone". The signature is written in a cursive style with a large, stylized initial "J".

Jamie Scorsone
Executive Director
Cyber Academy of South Carolina
864-671-0394
jscorsone@cyberacademysc.org

TABLE OF CONTENTS

TABLE OF CONTENTS	5
SCHOOL ADMINISTRATIVE DIRECTORY	1
SCHOOL CALENDAR	2
ABOUT CASC	3
AWARD-WINNING CURRICULUM	3
CASC FACULTY	3
CASC SCHOOL REQUIREMENTS AND PROCEDURES	4
STATE AND SCHOOL TESTING REQUIREMENTS	4
LEARNING COACH/STUDENT RESPONSIBILITIES	4
TEACHER and/or ADVISOR RESPONSIBILITIES	6
QUESTIONS, CONCERNS, OR COMPLAINTS	6
COMMUNICATION RESPONSIBILITY	7
CLASS CONNECT SESSIONS	7
CASC INSTRUCTIONAL ASSESSMENT PLAN	7
SCHOOL DIRECTORY	8
SUMMER PROGRAMMING REQUIREMENTS	8
HOMEROOM MODEL AND STUDENT INDIVIDUALIZED LEARNING	8
INDIVIDUAL GRADUATION PLAN	8
COLLEGE AND CAREER READY	8
NCAA (National Collegiate Athletic Association)	9
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)	9
ADVANCED LEARNER PROGRAM	11
WITHDRAWING	11
ATTENDANCE POLICY	12
ATTENDANCE	12
KEY ATTENDANCE POINTS	12
LAWFUL ABSENCES	12
UNLAWFUL ABSENCES	13
TRUANCY	13
ELEMENTARY ABSENCES	13
MIDDLE AND HIGH SCHOOL ABSENCES	13
INSTRUCTIONAL TIME (25% Rule)	14
ATTENDANCE ADMINISTRATIVE WITHDRAWAL	14
MEDICAL HOMEBOUND	14
STUDENT SUPPORT SERVICES TEAM and PROBATION ACCOUNTABILITY SUPPORT	15
ASSIGNMENT REASON	15
NOTIFICATION	15

PROBATION PLAN	15
PROBATION PLAN APPEAL	15
ENGAGEMENT EXPECTATIONS	16
ADMINISTRATIVE REVIEW for WITHDRAWAL	17
STANDARD SUCCESS PLAN K-12th GRADE	18
ADDITIONAL REQUIREMENTS FOR SUCCESS	18
SUPPORT TEAM MEMBERS	18
FAMILY RESOURCE COORDINATOR	18
STUDENT ATTENDANCE SPECIALISTS	19
ENGAGEMENT SPECIALISTS	19
ADVISORS	19
ONBOARDING	20
CASC FAMILY ENGAGEMENT CHART	20
ADMINISTRATIVE SCHOOL WITHDRAWAL	21
STUDENT CODE OF CONDUCT AND ACCEPTABLE USE	21
ONLINE ACCOUNTABILITY	22
LIVE CLASS CONNECT VIOLATIONS	22
INAPPROPRIATE BEHAVIOR	23
MATERIALS AND COMPUTER EQUIPMENT	23
STUDENT INTERNET SAFETY	23
INTERNET ETIQUETTE	23
ACADEMIC INTEGRITY-PLAGIARISM	23
BULLYING POLICY	24
CYBERBULLYING	24
REPORTING	25
INVESTIGATION	25
CONSEQUENCES FOR RETALIATION OR FALSE ACCUSATIONS	26
BULLYING EDUCATION AND PREVENTION RESOURCES:	26
BEHAVIOR IN FACE-TO-FACE SETTINGS	26
DRESS CODE	26
SUMMARY OF SCHOOL CRIME ACT	27
SMOKING POLICY	27
ADMINISTRATIVE WITHDRAWAL	27
DISCIPLINE OF DISABLED STUDENTS	27
APPEAL PROCESS	29
GRADING AND SCHOOLWORK POLICY	29
ELEMENTARY GRADING POLICIES	29
KINDERGARTEN–2nd GRADE	29
3rd- 5th GRADE	30

3rd GRADE READ TO SUCCEED ACT INFORMATION	30
EVIDENCE of MASTERY	31
MIDDLE SCHOOL GRADING POLICIES	31
6th- 8th GRADE	31
EVIDENCE OF MASTERY	32
MID-YEAR COURSE PROMOTION POLICIES	32
ELEMENTARY AND MIDDLE SCHOOL MID-YEAR COURSE PROGRESSION	33
HS CREDIT OPTIONS for 7th and 8th GRADE STUDENTS	33
HIGH SCHOOL GRADING POLICIES	33
HIGH SCHOOL BLOCK SCHEDULING POLICIES	33
9th- 12th GRADE	33
EVIDENCE OF MASTERY	34
LATE WORK POLICY	35
RETAKE POLICY	35
AWARDING OF CREDIT, GRADE PROMOTION AND DEFINITION, COHORT YEAR	35
HIGH SCHOOL PROMOTION REQUIREMENTS	36
EARLY GRADUATION	36
HONORS COURSES	36
END-OF-COURSE (EOC) TESTING	36
UNIFORM GRADING POLICY	37
CLASS RANKINGS	37
SENIOR or 4TH YEAR HIGH SCHOOL REQUIREMENTS	37
STATE GRADUATION REQUIREMENTS	39
UNIVERSITY ADMISSION REQUIREMENT	40
TESTING REQUIREMENTS	40
DUAL ENROLLMENT	40
VIRTUAL SC	41
CREDIT RECOVERY	41
COURSE WITHDRAWALS	42
TRANSCRIPT, LETTER OF RECOMMENDATION, DRIVING FORMS, AND WORK PERMIT REQUESTS	42
SCHOOL COUNSELORS	42
CAREER LEARNING	43
BUSINESS MANAGEMENT AND ADMINISTRATION	43
FINANCE	43
INFORMATION TECHNOLOGY (IT)	43
MARKETING	44
EDUCATION AND TRAINING	44
HEALTH SCIENCE	44

HUMAN SERVICES	44
RIGHTS OF CHILDREN WITH DISABILITIES	44
CHILD FIND	46
SPECIAL EDUCATION SERVICES	46
SPECIAL EDUCATION EXPECTATIONS:	46
RELATED SERVICES	47
MULTI-TIERED SYSTEM OF SUPPORT (MTSS)	47
SAFETY	47
CASC SAFETY FLAG PROTOCOL	47
MEDICAL NEEDS OR ACCESS TO MEDICATIONS	50
PARENTS WITH DISABILITIES	50
HEALTH AND SAFETY MANUAL and CRISIS MANUAL	50
RIGHTS OF CHILDREN WITH SPECIAL HOME CIRCUMSTANCES	50
ESSA Title IX, PART A MCKINNEY-VENTO HOMELESS ASSISTANCE ACT	50
TITLE I, PART A YOUTH IN FOSTER CARE	50
ENGLISH LANGUAGE LEARNERS	50
TRANSLATED MATERIALS	51
TITLE I SCHOOLWIDE PROGRAM	51
FAMILY INVOLVEMENT AND PARENT VOLUNTEER ORGANIZATIONS	51
FINAL NOTE	51

SCHOOL ADMINISTRATIVE DIRECTORY

Jamie Scorsone; Executive Director

864-671-0394

jscorsone@cyberacademysc.org

Nicole Byars; Elementary School Principal; Grades K-5

864-256-1335

nbyars@cyberacademysc.org

Abi Davis; Middle School Principal; Grades 6-8

864-671-0187

abdavis@cyberacademysc.org

Stephanie Wells; High School Principal; Grades 9-12

864-663-6034

stwells@cyberacademysc.org

Jackie Reed; Special Programs Administrator

864-202-6547

jreed@cyberacademysc.org

Carrie Geimer; Student Support Administrator

864-808-0680

cageimer@cyberacademysc.org

Amanda Arditi; Director of College/Career Readiness

864-256-1190

aarditi@cyberacademysc.org

Catherine Powell; Operations Administrator

864-402-4331

catpowell@cyberacademysc.org

K12 Virtual Schools LLC (Stride 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, NewRow

SCHOOL CALENDAR



School Year Calendar 2024-2025

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 24						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 24						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 25						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 25						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 25						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

KEY

- New teacher start date
- Teacher start/end date
- Teacher workdays (student Holiday)
- First Day of School- August 5
- Last Day of School- May 21
- Start of quarter
- End of quarter
- Report Cards Issued
- Holiday - No Classes**
- Labor Day- September 2
- Fall Break- October 14
- Election Day- November 5
- Thanksgiving Break- November 25-29
- Winter Break- December 23-January 3
- MLK Day- January 20
- Presidents Day- February 17
- Spring Break- March 17-21
- Student/Teacher Holiday- April 18
- Memorial Day- May 26
- School Event**
- 45th Day- October 7
- 90th Day-December 18
- 135th Day- March 11
- 180th Day- May 21
- Prom- TBD
- Graduation- TBD

Make-up Days- November 25, March 17, April 18

ABOUT CASC

OUR MISSION/ VISION

To provide an individualized virtual education, so students are prepared to enter the workforce or continue with postsecondary education **regardless of circumstance**.

OUR BELIEFS

To provide access to an exceptional education that enables success, regardless of circumstances.

- We believe in personalizing learning.
- We believe all students should have access to a quality education.
- We believe in giving parents real ways to get involved in their students' education.
- We believe in keeping teachers and students highly engaged and motivated.
- We believe in using modern tools to prepare students for today's world.
- We believe in being accountable and responsive to our community.

OUR VALUES

- Student Focus
- Integrity
- Perseverance
- Commitment

AWARD-WINNING CURRICULUM

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

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

CASC FACULTY

We believe that a collaborative relationship among the student, learning coach, teacher, and advisor is critical in our environment. Your advisor 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 advisor and teachers interact with you, know that this is a team effort to ensure that your student is making progress and demonstrating compliance 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. South Carolina does not have any opt-out option for their mandated tests.

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 mandated testing K-12 on the required dates and at the assigned location, including both in person and virtual throughout the year. It is my responsibility to provide transportation for all required testing.
- I understand that I will have the direction and support of a South Carolina certified teacher in implementing the K12 Virtual Schools LLC (Stride K12) curriculum with my student.
- I accept the responsibility to supervise my student(s) in using the K12 Virtual Schools LLC (Stride 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 Virtual Schools LLC (Stride 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 there are guidelines and policies regarding daily lesson completion, 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 advisor.
- I understand that my child and I are required to participate in scheduled conferences with our teacher(s) or advisor. 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 I must live in the state of South Carolina in order to be enrolled in CASC.
- I understand that if my phone number, address, email, or emergency contacts change, I must inform my homeroom teacher or advisor in a timely manner.
- I understand that CASC students are required to have full-time adult supervision and participation during instruction/learning 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), agreement to use of instructional property, current immunization record or waiver, previous standardized test scores and report cards (if available), custodial paperwork (if applicable), Home Language Survey (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 independently within the given timeframe.
- 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 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 if the learning coach is unavailable.
- 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, expulsion, in the process of an expulsion hearing, ineligible to attend classes at their home-based school, or attending an alternative school as part of a probation period.
- I understand that live class sessions and/or attendance at in-person educational sessions will be required as part of my student(s) learning plan.
- I understand CASC is a Stride Career Prep School and utilizes every opportunity to allow students to learn from peer collaboration, work-based learning, career and technical student organizations, project-based learning, industry-recognized certification preparation, internships, job shadowing, practicums, industry chats, resume and portfolio building, and many more educational career learning connections.
- 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 additional 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 the above expectations, that my student(s) may be withdrawn from CASC.

- I understand that the staff of 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 staff 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 help@cyberacademysc.org.
- I understand that the staff Cyber Academy of SC periodically sends notifications via text message to parents with an app called ParentSquare, and if I would like to opt out of these messages, I should send an email to help@cyberacademysc.org.
- I understand 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.
- I understand that my student's school issued computer will have a unique IP address and the school may use the IP address to identify my student's location if needed.
- I understand that it is my responsibility to monitor my student's computer use, including but not limited to, access to inappropriate websites.

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 Virtual Schools LLC (Stride 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 1 business day to all school emails and telephone calls.
- Inform you of school updates/information from CASC and/or K12 Virtual Schools LLC (Stride 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, CONCERNS, OR COMPLAINTS

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 Teacher via phone or school email. If your Homeroom Teacher 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 864-508-7135 using the directory at the beginning of this handbook.

COMMUNICATION RESPONSIBILITY

Ongoing and consistent communication is required between the student, parent, and teacher(s) for school compliance. School communication includes school email, telephone (leaving voicemail when necessary), school announcements, newsletters, and workshops (in person and online via Class Connect).

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

Our principals 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 them through email or phone numbers 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,
- Areas of student need as determined by data,
- State testing preparation, or
- Other instructional topics as deemed necessary.

Attendance during the live sessions will be required if indicated on the student's schedule and may include additional intervention and instruction. During these sessions it is required that families have a working microphone and camera that will be requested to be used as directed by the teacher. Teachers will expect students to use these tools as this helps to improve the interactive experience or to proctor student learning feedback. Please contact customer support at 1-866-512-2273 for any problems using these tools with your computer. Please also have a backup option for attending live sessions and completing work (i.e. a local library, hot spot, tablet, etc) in case network or device issues arise. 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 using data, and ensure all students are exposed to and become proficient on state standards. Through the K12 Virtual Schools LLC (Stride 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

Information will be sent out initially by email on how 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.

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 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 advisors or homeroom teacher 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

In compliance with the Education and Economic Development Act (EEDA), students and parents in grades 8-12 will meet with their assigned counselor each year for an Individual Graduation Plan (IGP). During IGP Conferences, counselors and students will review academic progress, graduation requirements, career interests, educational goals, and postsecondary plans. For underclassmen, this is the time to choose classes for the following school year.

Students and parents in grades 6 and 7 will also be invited to attend graduation planning sessions with a heavy focus on career awareness and an introduction to South Carolina's career clusters of study. Career planning sessions will include access to career inventories and information to assist in the career decision-making process. IGPs and career awareness programs last approximately 30 minutes and parents/guardians are invited to attend. The IGP will be accessible in PowerSchool at <https://cie.powerschool.com>. Please contact your advisor if you need a login.

COLLEGE AND CAREER READY

Counselors and teachers will work with students from kindergarten to 12th grade to integrate a comprehensive 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 their 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 career learning 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
- ASVAB guidance and support
- Career Readiness
- College Application Day
- 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

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 reach out to his or her school counselor and make him/her aware of your plans to play college sports. Also, students interested in college athletics should register with the NCAA Eligibility Center during their sophomore year of high school.

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 executive director that identifies the record (s) they wish to inspect. The executive director will arrange for access and notify 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 executive director; 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 email 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:

help@cyberacademysc.org.

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

The Protection of Pupil Rights Act (PPRA) affords parents/guardians of elementary and secondary certain rights regarding the collection of survey data for marketing purposes. For details about these rights, please see [CASC PPRA Policy](#).

ADVANCED LEARNER PROGRAM

The goal of the Advanced Learner Program (ALP) is to provide an individualized learning experience that addresses the unique needs of a student who is advancing educationally at CASC and requires additional opportunities to meet the educational and emotional needs of this unique population of students. Our model for services enables us to meet the needs of all students who demonstrate the need for academic challenge beyond the regular education curriculum whether they are identified as gifted or not. Please contact your homeroom teacher for a link to the ALP handbook.

WITHDRAWING

Families who decide to withdraw from Cyber Academy of South Carolina should submit this request to their student's advisor, and the advisor will email the parent a parent withdrawal form. The legal guardian must provide the following information to the advisor before the withdrawal process will begin.

1. The reason they want to withdraw from CASC
2. Last day of enrollment/attendance with CASC
3. Name of the school the student is transferring to

Once this information is provided, the Advisor will lock the student account and submit the withdrawal request. The new school should send a records request or proof of enrollment to CASC to finalize the withdrawal. This can be sent to records@cyberacademysc.org or faxed to 864-558-0535.

*Note: If the family is not responsive to advisor outreach attempts, the withdrawal process will be placed on hold until a records request is received, or contact is made. Absences will accumulate during this time until the student is withdrawn for truancy.

**If CASC is not provided with proof of enrollment from a new school, the student's home district will be notified of the withdrawal and could result in family court referral or a DSS intervention.

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 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 homeschooling their children provided the requirements for homeschooling 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 school principal.

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 online 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 removed from the CASC program 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 within the semester that the days were missed. If your student has missed school and has a medical excuse or parent note, please send the excuse to cascattendance@cyberacademysc.org .

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 teachers or advisor immediately when it is not possible to sign on; and*
4. *Return telephone calls and/or respond to emails from homeroom teachers, advisors, and student attendance specialists.*

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 by the school administration in advance. Such requests should be made to the homeroom teacher in writing two (2) weeks prior to the requested absence.
4. Absences for students whose parents/guardians are experiencing a military deployment. Principals may grant up to five days of excused absences provided that 1) the absence is pre-approved, 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 frame.
5. Absences due to activities that are approved in advance by the principal. 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.

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 every school day. 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. Students who have been approved for FLEX or Dual Enrollment must maintain daily attendance requirements.

INSTRUCTIONAL TIME (25% Rule)

By law, CASC is required to provide twenty-five percent 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 schoolwork (e.g., reading a book, doing homework, writing an essay, attending tutoring). 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 or more consecutive, unexcused absences, he/she will be truant and withdrawn from active enrollment at CASC 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 advisor within seven days of the absences to avoid being considered truant and withdrawn.***

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

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 jreed@cyberacademysc.org 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 Jackie Reed, jreed@cyberacademysc.org at 864-202-6547.

STUDENT SUPPORT SERVICES TEAM and PROBATION ACCOUNTABILITY SUPPORT

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

ASSIGNMENT REASON

The student and learning coach can be assigned additional support for low progress, low class attendance, low assignment submission, learning coach training need, or for any other non-academic concerns that may affect school performance.

NOTIFICATION

The student and learning coach will receive notification from the student's advisor of the recommendation for additional support. The Learning Coach should respond within 24 hours to confirm receipt of the communication. Participation is required.

PROBATION PLAN

A student placed with a probation plan by an advisor who will help throughout the process. The goal is for the student to gain the skills, motivation, and drive to be successful in the school's academic program and return quickly to good standing.

Students and families receive three (3) weeks (15 school days) from the initial plan date to resolve engagement concerns. Students and learning coaches will work with an advisor to earn badges during the probation plan period. Students have an opportunity to earn 5 badges per week. Students must earn 13-15 badges within the 3-week period for successful completion of the plan to return to good standing.

Students are only permitted to be on probation once per semester. A third probation referral in one school year for probation can result in immediate withdrawal.

PROBATION PLAN APPEAL

Students are only eligible for one appeal per academic school year. Any student not meeting the minimum badge requirements will be submitted for withdrawal review. Once the student has been reviewed, the legal guardian will be notified of the decision.

Students granted an appeal will receive a week-by-week plan with a maximum of 3 total weeks (15 school days) to gain the necessary minimum badges to return to good standing. Students should earn at least 4 badges each week to continue to the next week. The goal of this process is to encourage the student to fully engage and be successful in learning.

ENGAGEMENT EXPECTATIONS

Probation plans are based on school expectations that should be followed. Probation plans include the five engagement requirements for all CASC students.

Badge Name	Expectations
School Attendance Badge	The student will attend school daily.
Course Assignments Badge	The student will complete and submit assignments in each course weekly.
Critical Communication Response Badge	The student will read and respond to critical communication from all school staff.
Course Activity Badge	The student will work in each course every school day.
Class Connect Attendance and Participation Badge	The student will attend all required Class Connect sessions (including, but not limited to: related services, intervention, coaching, and advisory sessions) and login to Class Connect on time, will not leave until dismissed by the teacher, will have their camera on at all times, will use either the microphone or chat box to participate, answer any poll questions, complete exit ticket and/or any lesson assigned within the class connect by the teacher.

Five badges can be earned each week and can only be earned for completion of each individual requirement noted on the Probation Plan.

Students and learning coaches are allotted three weeks or 15 school days to reach the required 15 badges for successful completion of probation support and return to good standing. A return to good standing can occur as soon as three weeks after the start date of probation support by earning consecutive badges each week.

Badges cannot be removed from students and learning coaches once earned. However, students can be referred again for additional support.

Students and learning coaches unresponsive to all contact attempts by their advisor after two weeks are moved to the Student Support Team for review for additional support or withdrawal from CASC.

NOTE: Exceptions to the Class Connect Badge can be made when a student is absent due to illness or a death in the immediate family. A note from the student's doctor or a bereavement note is required.

GOOD STANDING

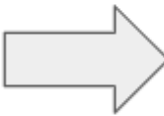
Engagement Expectations:

Meeting Engagement Expectations Keeps Student in Good Standing

School Attendance Badge	Course Assignments Badge	Critical Communication Response Badge	Course Activity Badge	Class Connect Attendance and Participation Badge
The student will attend school daily.	The student will complete and submit assignments in each course weekly.	The student will read and respond to critical communication from all school staff.	The student will work in each course every school day.	The student will attend all required Class Connect sessions and engage in Class Connect sessions.

FAILURE TO MEET THESE ENGAGEMENT REQUIREMENTS LEADS TO REFERRAL FOR A PROBATION PLAN

PROBATION PLAN

Probation Plan		Appeal Plan	
Student must earn 13-15 badges during 3 week period to move to good standing.	<p>Failure to earn badges leads to referral for withdrawal with an opportunity to appeal.</p> 	Student must earn 4 badges each week during 3 week appeal period to move to good standing.	<p>Failure to make progress leads to student withdrawal.</p>

ADMINISTRATIVE REVIEW for WITHDRAWAL

Students must earn 15 badges within the three week period for successful completion of probation and to return to good standing. If students earn between 8-14 badges, students can be eligible for possible appeal and badge counts start over. The Probation Appeal Plan will allow up to three additional weeks with minimum weekly badge requirements. Students are only eligible for one appeal per academic school year. Failure to reach 12 badges after the appeal term expires, will result in administrative withdrawal from CASC. The student account may be locked at that time. If a student is referred for a third probation plan, the student will immediately be withdrawn due to lack of continuous engagement.

STANDARD SUCCESS PLAN K-12th GRADE

Badge Name	Expectations
School Attendance Badge	The student will attend school daily.
Course Assignments Badge	The student will complete and submit assignments in each course weekly.
Critical Communication Response Badge	The student will read and respond to critical communication from all school staff.
Course Activity Badge	The student will work in each course every school day.
Class Connect Attendance and Participation Badge	The student will attend all required Class Connect sessions (including, but not limited to: related services, intervention, coaching, and advisory sessions) and login to Class Connect on time, will not leave until dismissed by the teacher, will have their camera on at all times, will use either the microphone or chat box to participate, answer any poll questions, complete exit ticket and/or any lesson assigned within the class connect by the teacher.

ADDITIONAL REQUIREMENTS FOR SUCCESS

Teachers, advisors, and administrators frequently communicate important updates and reminders via email. It is important that these communications are read and responded to.

- Required testing communication
- Outing information
- Flight School for Learning Coaches
- IGP (Individual Graduation Plan for grades 8-12)
- Teacher/Advisor Help Sessions

Attendance of Required conferences including but not limited to: Advisor meetings, Parent/Teacher conferences, Read to Succeed Conferences, etc.

Following the badge plan above is a good standard for all students. However, for students whose individual needs may require additional requirements for success, an advisor will assist in determining the best path to success.

SUPPORT TEAM MEMBERS

Together, all support team members will work closely with families to ensure student and learning coach needs are met, so students can receive the best education possible. Students and families will have contact with many team members during the year and should check and respond to email regularly to ensure the student's success.

FAMILY RESOURCE COORDINATOR

George Woodward, Family Resource Coordinator (FRC), 864-209-1594, gwoodward@cyberacademysc.org

Our Family Resource Coordinator assists with support and connection to community resources in the areas of financial assistance, mental health and medical health, DSS and DJJ involvement, custodial matters,

familial deaths, homelessness and disrupted living situations, and many other social issues which may be impacting school performance and engagement.

STUDENT ATTENDANCE SPECIALISTS

Cheryn Decatur, Student Attendance Specialist (SAS); Grades K-12, 864-640-8139

Our attendance specialists work 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 schoolwork.

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 withdrawal 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.

ENGAGEMENT SPECIALISTS

Natalie Mims, Engagement Manager, 864-209-1642

Tony Moore, Engagement Specialist, 864-485-9644

Jenien Passigli, Bilingual Engagement Coordinator, 864-214-6058

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 training on an as needed basis.

The engagement specialists provide 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. They are also the primary coordinators of our onboarding and training process for new students.

ADVISORS

The advisor is the key coordinator driving the activities of the Student Support Services Team. The advisor helps foster 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

Flight School is a practice of providing early communication, orientation and onboarding tasks for students and families to foster engagement in the K12 Virtual Schools LLC (Stride K12) national and school community and receive the foundation needed to be successful in the online school setting. K12 Virtual Schools LLC (Stride K12) national Flight School 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 starts). 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. Students and families will be expected to complete orientation requirements including a final orientation checkpoint along with completion of beginning individual assessments.

Prior to school start, students, parents, and learning coaches should view the learning coach resource site at <https://www.k12.com/parent-student-resources/how-online-learning-works.html> and <https://www.k12.com/parent-student-resources/how-online-learning-works/strong-start.html>

K12 Virtual Schools LLC (Stride K12) Customer Support Team can help get you set up by calling 1-866-512-2273.

CASC FAMILY ENGAGEMENT CHART

Probation Support Expectations for Learning Coach:

- Responding to emails
- Attending study halls or check-ins with student
- Attending conference with case manager and administrator
- Learning Coach logging into training
- Ensuring the student is available for at interim testing by due date
- Assisting the student in daily logging in or training
- Assisting the student in making progress in online school curriculum
- Confirming the student follows probation support plan
- Helping the student attend required special programs sessions in class connect, related services session, intervention sessions, or face-to-face required session
- Helping the student attend required academic class connects as scheduled
- Assisting the student in submitting work samples on time

- Helping the student complete routine assignments in supplemental programs by the due date

ADMINISTRATIVE SCHOOL WITHDRAWAL

Attendance, testing, and probation status infractions that could lead to school withdrawal:

- The student has five or more unlawful absences while being unresponsive to attendance department attempts to resolve.
- Failure to attend in-person state mandated testing or in-person school benchmark or failure to complete at home benchmark during testing window.
- Failure to follow probation plan
- Being placed on probation status during first year of provisional enrollment
- Failure to complete onboarding requirements during the initial 25 days of enrollment

STUDENT CODE OF CONDUCT AND ACCEPTABLE USE

This section describes the policies and guidelines of the Student Code of Conduct and Acceptable Use. Guidelines exist to ensure that all CASC students are aware of 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.

Violations could be categorized as:

- **Level I Conduct:** Those activities engaged in by a student which tend to impede orderly classroom procedures or instructional activities, the orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school.
 - This includes but is not limited to repeated absence from live class sessions, inappropriate behavior in live sessions, dress code violations, plagiarism, failure to participate in live class sessions.
- **Level II Conduct:** Those activities engaged in by a student which are directed against persons or property, which could endanger the health or safety of one-self or others, or both. Includes Level I conduct that is repeated three or more times.
 - This includes but is not limited to documentation of Level I violations three or more times, disrespect to staff, bullying other students, using profanity, posting obscene material, bullying, or using derogatory comments in class chat.
- **Level III Conduct:** Those activities engaged in by a student which result in violence to oneself or to another person or property or which pose a direct and serious threat to the safety of oneself or others. These activities usually required administrative actions which result in the removal of the student from the school, the intervention of law enforcement authorities, and/or action by the board. Whenever these acts result in or have resulted in injury or serious threat of injury to a person or to property, the administrator or his/her designee is required to notify law enforcement officials.

- o This includes, but is not limited to any illegal activity, threatening staff or students, vandalism, sexual harassment, carrying, possessing, using and/or displaying an illegal, unauthorized, or dangerous substance (includes pepper spray), charge with a violent offense off school (gang activity, initiation or violence, bomb threat, aggravated assault, larceny/possession of stolen property), fraud, or inappropriate physical contact.

Failure to follow these guidelines could result in:

Level I or higher:

- Verbal warning
- Call to parent
- Student/teacher/administrator conference with parent

Level II or III

- Referral to outside agency
- Loss of privileges/exclusion from school activities or events (outing, clubs, etc)
- Loss of privileges and access to CASC instructional resources (class tools/chat, etc)
- In school or after school detention (virtual-must share camera and screen)
- Out of school suspension (curriculum lockout)
- In-person meetings, virtual conferences
- Restitution of property and damages
- Administrative withdrawal
- 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 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 to 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 (audio or video), compressed videos, or other non-instructional files to any CASC server.

LIVE CLASS CONNECT VIOLATIONS

- Continued failure to attend and/or participate in required live Class Connect sessions.
- Improper use of tools and privileges in Class Connect sessions.
- Failure to follow expected dress code and conduct policies while on camera (ie: not wearing a shirt or smoking).

- Using inappropriate behavior while in class as outlined below.

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 email, 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 Virtual Schools LLC (Stride 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 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. Students found guilty of cheating with the assistance of learning coaches, parents or other adults may be recommended for academic withdrawal. Cheating on proctored benchmark assessments will be considered a 3rd offense where the student will not receive credit for the assignment.

Students who are found guilty of cheating or plagiarism will receive the following consequence(s):

1st Offense: Learning intervention (review of plagiarism module, marking resubmitted paper, etc.), parent email and call by teacher, and the assignment can be resubmitted for full credit.

2nd Offense: Learning intervention (review of plagiarism module, marking resubmitted paper, etc.), parent email and call by teacher, parent/teacher/administrator meeting and the assignment can be resubmitted for **half** credit.

3rd + Offense: Learning intervention (review of plagiarism module, marking resubmitted paper, etc.), parent email and call by teacher, parent/teacher/administrator meeting and the student **will NOT receive credit** for the assignment.

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 Class Connect or other live virtual meeting place, 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.

Bullying, intimidation, and harassment are defined to include any gestures, written or verbal communication, or physical acts by an individual student or group of students that inflicts physical, verbal, emotional or mental suffering on another student or group of students. They are any behaviors designed to intimidate, threaten, distress, or hurt others.

These include but are not limited to any behaviors that take place in Class Connect, at a testing site, or at a school-sponsored function that:

- Are motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical, or sensory disability, or by any other distinguishing characteristic
- A reasonable person should know, will have the effect of intimidating, scaring, or harming a student, teacher, staff member, etc. or damaging their property, placing them in reasonable fear or harm to their person or damage their property
- Are sufficiently severe, persistent, or pervasive to create an intimidating, threatening and or abusive educational environment for an individual
- Have the effect of insulting or demeaning any person or group of persons in a way as to cause substantial disruption in, or substantial interference with the orderly operation of the school. Acts of bullying, intimidation or harassment may also be a student exercising power and control over another student/individual, in either isolated incidents or patterns of harassing or intimidating behavior.

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 school employees are required to report alleged violations of the school's anti-bullying policy to the executive director. All other members of the school community including students, parents or legal guardians, volunteers and visitors are encouraged to report any act that may be a violation of this policy. Reporting parties should be encouraged as part of the school's code of conduct to submit an Incident Report Form to the executive director.

Reports may be made anonymously, but formal disciplinary action cannot be based solely based on an anonymous report.

A school employee who promptly reports an incident of bullying, intimidation or harassment to the appropriate school official and who makes the report in compliance with the procedures in the policy is not liable for damages arising from any failure to remedy the situation.

INVESTIGATION

The executive director or designee is responsible for determining whether an alleged act constitutes a violation of this policy. A prompt, thorough and complete investigation of the alleged incident shall be conducted. A written record of each investigation regarding allegations of bullying, intimidation, and harassment will be created. All written documentation shall be maintained by the executive director.

Some acts of bullying, intimidation, or harassment may be isolated incidents requiring the school to respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of bullying, intimidation, or harassment to require further action involving law enforcement.

Consequences and appropriate remedial actions for students who commit an act of bullying, intimidation or harassment range from positive behavioral interventions, up to including suspension, administrative withdrawal, and legal, and/or law enforcement action. The executive director in conjunction with the school and Stride attorneys will consider the nature and circumstances of the act, the level of harm, the nature of the behavior, past incident(s), past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

If the investigation determines that harassment, intimidation, or bullying has occurred, the administration will take reasonable, timely, age-appropriate, and effective corrective action. Examples of corrective action include but are not limited to:

- Disciplinary action against the aggressor, up to and including termination of an employee or administrative withdrawal of a student
- Special training or other interventions
- Apologies
- Dissemination of statements that the school does not tolerate harassment, intimidation, or bullying
- Independent reassessment of student work
- Tutoring
- Individuals, including students, employees, parents/legal guardians, and volunteers, may also be referred to law enforcement officials, if warranted.

CONSEQUENCES FOR RETALIATION OR FALSE ACCUSATIONS

Reprisal or retaliation against a victim, witness, or anyone with reliable information about an act of bullying, intimidation or harassment is prohibited. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the school after consultation with school and Stride attorneys, consideration of the nature and circumstance of the act, in accordance with the case law, federal and state statutes and regulations and district policies and procedures.

BULLYING EDUCATION AND PREVENTION RESOURCES:

- <https://www.stopbullying.gov/>
- <http://www.pacer.org/bullying/classroom/>
- <https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit>

BEHAVIOR IN FACE-TO-FACE SETTINGS

CASC sponsors optional outings for students and families on a regular basis that enhance the K12 Virtual Schools LLC (Stride K12) curriculum/learning activities. While attendance is not mandatory, it is a wonderful opportunity to meet other school participants and have conversations about our children and programs and share practices that work. Outings are opportunities for both the students and parents to socialize. 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 parents and students are expected to conduct themselves appropriately at outings and events. Parents are always responsible for the supervision of their children.

DRESS CODE

CASC expects students to dress appropriately when attending outings or while on camera for school events or live virtual settings. 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.

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 executive director 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 always prohibits 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

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.

Students may also be administratively withdrawn 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. Examples include possessing a weapon at face-to-face school events, showing weapons on camera during virtual sessions, or exhibiting gang affiliation.

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, as set forth in the Student Behavior Code. This means the student cannot attend online school or attend any school-related events. Students that have been administratively withdrawn from CASC are eligible to apply to Heron Virtual Academy of South Carolina (HVASC). The parent can request a transfer to Heron Virtual Academy through the parent portal.

DISCIPLINE OF DISABLED STUDENTS

Cyber Academy of South Carolina (CASC) follows the Individuals with Disabilities in Education Act (IDEA) and the procedural safeguards provided under IDEA and State law for students with disabilities. In disciplinary matters, this means that a student with disabilities may, based on the severity of the behavior, be moved to a temporary alternate placement determined by the IEP team or suspended for no more than 10 consecutive school days (a student may be moved by a temporary administrative decision if special circumstances such as drugs, weapons, or serious bodily injury apply).

A student does not have to have an IEP in place to receive IDEA discipline protections. Protections are available as long as the school had knowledge that the student may have a disability before the misconduct occurred.

CASC may suspend a student with a disability for up to 10 days without a duty to continue to provide services from the IEP. Suspending a student with disabilities for more than 10 cumulative days in a single school year (even for separate incidents), however, constitutes a change of placement. In those cases, the student must continue to receive all services required by the IEP. If a student's behavior warrants in-school suspension, CASC will provide services comparable to those in the student's IEP and that allow the student opportunities to participate in his or her general curriculum.

If a student with a disability is being considered for administrative withdrawal or a suspension that would result in more than 10 days (consecutive or cumulative of the school year), CASC will conduct a Manifestation Determination Review (MDR) hearing. At this hearing, a determination will be made regarding whether the behavior was caused by, or had a direct or substantial relationship to, the student's disability, or whether the conduct resulted from the school's failure to implement the IEP. Parents will be notified at least 24 hours prior to an MDR.

If the MDR results in a finding that the behavior was not a manifestation of the disability, then CASC will take the same disciplinary action for the student with a disability that it would have for children without disabilities. As noted above, if a removal constitutes more than 10 cumulative days during the school year, all required IEP services shall be provided. In addition, CASC may also perform a functional behavioral assessment (FBA) and implement positive behavioral intervention services to reduce the likelihood of recurrence.

If the MDR results in a finding that the behavior was a manifestation of the disability, or if the conduct was a direct result of CASC's failure to implement the IEP, then CASC will conduct an FBA or, following a review, modify any existing behavioral intervention plan as necessary. The student will be returned to the student's placement at the school (though the parents and the school may agree to a change of placement as part of modifications to the IEP or BIP).

Parents or the school may appeal an MDR determination. An appeal hearing must be held within 20 days of notice by the LEA representative. A decision shall be rendered within 10 days.

Disability services shall be provided during the appeal process. If the school believes continuing IEP services is substantially likely to result in serious bodily injury to the student or others, the school may appeal that decision.

School officials shall remove a student to an interim alternative setting for up to 45 school days, regardless of whether the conduct is a manifestation of the disability in the following three situations: a student is found to have used or possessed illegal drugs, possessed a firearm on school grounds, or committed aggravated assault or serious bodily injury.

In these cases, the student may be placed in an alternative education setting for up to 45 days. The principal will notify parents of all matters related to the incident in writing and parents may bring an attorney or advocate to any related meetings.

Regardless of the determination following the MDR, the school will resume providing IEP services on the 11th day of suspension (if they were halted as part of the suspension).

CASC will consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of South Carolina Department of Education Board of Education Regulations, is appropriate for a child with a disability who violates a code of student conduct. All parental notifications related to disciplinary actions will be made as required by state and federal regulations.

APPEAL PROCESS

An appeal to any disciplinary decision up to and including administrative withdrawal must be made to the Student Support Coordinator OR executive director within 3 days of the decision being communicated to the parent/legal guardian.

GRADING AND SCHOOLWORK POLICY

ELEMENTARY GRADING POLICIES

KINDERGARTEN–2nd GRADE

Students will be issued two 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 the elementary principal.
- Any concerns with school material should be directed to the elementary principal.
- Teacher graded assignments may vary by grade level and/or teacher. Guidelines for teacher graded assignments 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

Standards Based Assessments 50%

OLS 30%

Participation & Engagement 10%

Expected Progress 10%

3rd-5th GRADE

Students will be issued two 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-5 students are expected to complete work by deadlines. While late work may be accepted for credit until the end of each quarter, failure to meet deadlines on a consistent basis may result in academic probation or administrative withdrawal.

Appeals to grade should be directed to the elementary principal.

Any concerns with school material should be directed to the elementary principal.

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

3rd GRADE READ TO SUCCEED ACT INFORMATION

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 result in the student repeating third grade.

3rd grade parent ACTION NEEDED: Please use this link to acknowledge that you have read and understand the above information.

<https://docs.google.com/forms/d/e/1FAIpQLScIWqd83DyQzaqJkQrOMmS5w4HLbQ3R2QWpKtmfqKsfzMnWKQ/vi ewform>

Grade Mark	Definition
A	90-100%
B	80-89%
C	70-79%

D	60-69%
F	0-59%
Elementary School Weighted Grading System	
Standards Based Assessments 50%	
OLS 30%	
Participation & Engagement 10%	
Expected Progress 10%	

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
- Progress Learning
- Teacher created assignments

MIDDLE SCHOOL GRADING POLICIES

6th-8th GRADE

Students will be issued two official report cards during the year, one after each semester.

The end of the year report card will be cumulative and will be used in determining grade level/course promotion.

Appeals to grades should be directed to the middle school principal.

Any concerns with school material should be directed to the middle school principal.

Late Policy: While late work may be accepted for credit until the end of each quarter, failure to meet deadlines on a consistent basis may result in academic probation or administrative withdrawal.

Bonus Points: Bonus points are awarded at teachers' discretion (not to exceed 100 points per quarter) to incentivize engagement or acknowledge when mastery exceeds expectations for grade level standards.

Entering Zeros: Teachers enter zeros on Fridays to reflect work from the previous week. Students have the ability to resolve zeros according to the late policy above.

Teacher graded assignment policy: For assignments that require detailed teacher feedback, students should expect two weeks to receive graded feedback (essays, text dependent analysis items, projects). Teachers use OMS and Progress Learning to collect these assignments and share feedback, rubrics, and analysis of graded work. All other graded items are updated weekly, on Fridays. Students have access to their grades and feedback using the OMS gradebook where teachers often leave comments to explain their analysis of the work.

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

Middle School Weighted Grading System
50% OMS Assessments
30% Quizzes/Benchmark Assessments
20% Daily Assignments/Engagement/Participation

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
- Progress Learning assignments
- Teacher created assignments

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 he or she is currently taking, they must conference with their counselor.

ELEMENTARY AND MIDDLE SCHOOL MID-YEAR COURSE PROGRESSION

Because of the rigor of our school curriculum, it is not suggested that students progress too quickly through their online courses. However, some students can 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.

HS CREDIT OPTIONS for 7th and 8th GRADE STUDENTS

When approved by the principal and the parents, a student promoted to the seventh or eighth grade may take units of ninth grade or higher work for high school credit. High school courses offered to middle school courses are listed below and are approved for high school credit in the 9–12 section of the South Carolina Activity Coding System:

- English 1 H
- English 2 H
- Algebra 1 H
- Geometry H
- Algebra 2 H

ELEMENTARY AND MIDDLE SCHOOL YEAR END GRADE LEVEL RETENTION

Students who are failing three or more of their core academic courses (math, language arts, social studies, or science) or who are failing both math and language arts are recommended for grade level retention.

The elementary school will also consider student performance on individual progress monitoring assessments to include (but not limited to) interim assessments that are criterion and/or normative based.

HIGH SCHOOL GRADING POLICIES

HIGH SCHOOL BLOCK SCHEDULING POLICIES

The CASC high school program is on a 4x4 block schedule. According to goals in a student's Individual Graduation Plan and credits needed to earn a South Carolina diploma, students will be enrolled in four classes during the first semester and four new classes during second semester. This allows students to complete eight credits during the school year. Under extenuating circumstances or by parent request, students can opt to add one independent study course per semester to a student's schedule in order to earn extra credits. Specific courses and seats available for independent study courses vary.

9th–12th GRADE

Students will be issued four official report cards during the year: one after each quarter. The final grade will be calculated based on the cumulative score at the end of the term. Courses with an End of Course Examination (English 2, Algebra 1/Intermediate Algebra, Biology 1, and US History) will have the course grade count as 80% of the final grade and the End of Course Examination will count as 20% of the final grade.

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

In-Year Enrollees (w/wo transfer grades)

If a student transfers with a grade, teachers will enter that grade for the major and minor assignments that were given before the student enrolled. If a student transfers with a grade below 50%, then teachers will enter 50% for all major and minor grades. Participation grades given before the student enrolled would be exempted.

If a student transfers without a grade, teachers will exempt the student for all assignments in the gradebook before the student enrolled.

If a transfer student has an FA for a quarterly grade, the grade will be entered as a 50%.

Appeals to grade should be directed to the high school principal.

Any concerns with school material should be directed to the 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%

High School Weighted Grading System	
50% Major Grade Assignments	8-15 (avg. 1 Major Every 1-2 weeks)
30% Middle Grade Assignments	15-25 (Avg. 1-2 Mid Every Week)
20% Daily Assignments/Engagement	Unlimited (Participation/Daily Grades)

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
- Supplemental programs

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 entered weekly for work not received by the Thursday night deadline.

- Graded assignments – whether teacher or computer scored – are listed on the course calendar. Any work that is not received by Thursday will be considered missing and assigned a zero.
- **Grades for each 9-week grading period will be due no later than the end of the 9-week grading period in which the assignment originated.** Under some circumstances, teachers may grant due date extensions on assignments. **Families should never assume that they will automatically grant these requests.** Extensions, when approved, are granted utilizing the classroom extension procedures outlined by the teacher at the beginning of the course.
- In case of computer or internet issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a 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.**

While late work may be accepted for credit until the end of each quarter, failure to meet deadlines on a consistent basis may result in academic probation or administrative withdrawal.

RETAKE POLICY

Student mastery of learning involves students being able to relearn and retake the material until they have mastered the skill or concepts. Reattempts are allowed on certain assignments, but how that happens can vary from class to class. Students may retake assignments with teacher approval, noting that the assignment may not be the same as the original. Teachers may require students to complete remediation review materials or attend additional class sessions before attempting the retake.

AWARDING OF CREDIT, GRADE PROMOTION AND DEFINITION, COHORT YEAR

High school 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 retake the same course at the same difficulty level under the conditions as stipulated in the South Carolina Uniform Grading Policy:

- Students in grades 10-12 may re-take any course in which they earned a grade of D, P, NP, WP, FA, WF or F. Students in grade 9 who completed high school credits in middle school may retake these courses regardless of grade. Students wishing to retake a course must contact the school counselor prior to the fifth day of school the following term.
- The course in which a D or F was earned may only be retaken within one calendar year and before the next sequential course is taken.
- Students who earn a grade of D in a course and choose to repeat the course for a higher grade will only be granted one credit for the course.
- The student record will reflect all courses taken and the grade earned; however, only the highest grade will be used in figuring the student's Grade Point Average (GPA).
- The student will retake the course in its entirety, including any End-of-Course (EOC) exams associated with the course.

Grade-level classification is based on the number of credits earned and is reviewed at the end of each school year. Mid-year reclassifications are available upon request.

HIGH SCHOOL PROMOTION REQUIREMENTS

Students must earn at least six credits per year in high school including one credit in English and one credit in math each year to meet promotion requirements.

Students must have:	For Grade Level Promotion to:
6 Credits including at least 1 English and 1 math	10th Grade
12 Credits including at least 2 English and 2 math	11th Grade
18 Credits including at least 3 English and 3 math OR be scheduled to complete all graduation requirements by the end of the school year	12th Grade

EARLY GRADUATION

Students interested in graduating a year or semester early must speak to their school counselor AND complete the [Early Graduation Plan Request Form](#).

Completion of this form does not guarantee early graduation but will initiate the process for a counselor to formulate an early graduation plan, if possible. It is important to note that if a student is attending a four-year college, graduating early can have serious impacts on qualification for the state lottery scholarships (LIFE and Palmetto Fellows). Students who graduate mid-year will NOT have a class rank and, therefore, would not be able to use rank as a qualifier for these scholarships during that school year. Students attending a four-year college after graduation whose scholarships might be impacted by early graduation are encouraged to stay and complete Dual enrollment courses while enrolled in high school. CASC does not have a graduation ceremony for early graduates; however, students are welcome to attend the following June ceremony once all credits are complete. Grade level changes will not occur until the student's final year of high school and he/she is scheduled in all courses needed to graduate.

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. Honors courses will receive an additional weighting of .5 quality points onto the student's GPA.

END-OF-COURSE (EOC) TESTING

In courses requiring state end-of-course testing (Algebra 1, Intermediate Algebra, English 2, Biology, and US History), the school will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade when applicable. Students who repeat a course will also be required to take any applicable EOC exam.

UNIFORM GRADING POLICY

In April 2016, the State Board of Education approved the revised 10-point Uniform Grading Policy. This system will be used for all courses carrying Carnegie units, including units earned at the middle school level. Two categories of weights are taken into consideration: An honors course will receive an additional .5 weighting and an Advanced Placement (AP) course will receive an additional 1.0 weighting. A detailed conversion chart showing numerical breaks for letter grades and weightings for specific course levels can be found on the [South Carolina Department of Education website](#).

Grade Point Average (GPA) will be calculated 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.

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

CLASS RANKINGS

Class ranks are based on the South Carolina Uniform Grading Policy. In order to calculate class rank, all student GPAs will be calculated and ranked from highest to lowest. Class ranks will be calculated one time at the end of the academic year and indicated on the official transcript. Mid-year rankings are not official and are subject to change.

Senior ranks will be calculated at the end of the final term to identify:

- Honors Graduates: Students who achieve a 4.0 GPA or higher
- Valedictorian: Student ranked #1 in the graduating class
- Salutatorian: Student ranked #2 in the graduating class
- [Academic Achievement Award](#)

SENIOR or 4TH YEAR HIGH SCHOOL REQUIREMENTS

At the beginning of your senior year, or 4th year of high school, Seniors will be required to attend a class assembly during the first week of school. During that meeting, the school counselor and graduation coach will discuss details concerning the senior year expectations and any requirements for graduation. This meeting will be recorded and available for all Seniors to review. Additional updates will be in the Senior Newsletter throughout the school year.

Other meetings throughout the school year will give all seniors an opportunity to meet with their counselor and career learning staff. These meetings could include topics such as:

- Identifying postsecondary goals and developing plans to meet those goals
- Learning about financial aid and how to complete the FAFSA
- ASVAB guidance and support
- Career Readiness
- College Application Day
- 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
- College and Career Decision Day
- Other activities are to be determined

All seniors must meet the graduation requirements to earn their diploma--this will include required courses during the senior year.

All CASC students are required to be enrolled in a minimum number of courses for the entire school year to meet full-time enrollment status and to ensure on-time graduation. Students in grades 9-11 must take four classes per semester and students in grade 12 must take a minimum of two classes per semester.

Any seniors who are failing courses at interim reports (every four weeks) will be required to attend mandatory Senior Study Hall sessions. These sessions will be held in conjunction with our Student Support Team 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 career learning pathways and attempt the required credential. Students are required to take the WIN Career Readiness assessment if they have not 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.

- **Credit Recovery:** Credit retrieval is available for failed courses to graduate on time.
- **Summer School via VirtualSC:** 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 the student does not take these assessments through CASC, scores must be presented to CASC by March 1 each year - it is the student's **responsibility** to provide these scores to CASC.
 - Two- or Four-year College Application completed
 - FAFSA completion
- **Career Readiness Requirement:** All CASC students are required to work towards completion of a career readiness program. CASC's career readiness program may include any/all the following:
 - SCOIS Career and College Profile or other assigned Career and College Profile
 - Minimum of one Work Based Learning Experience (virtual or face to face prior to graduation)
 - WIN Career Readiness Certificate
 - 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.
 - While all families are excited to celebrate with their graduates, 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.

- o Students allowed to participate in graduation must have all credits earned by the graduation date. Summer graduates will not be allowed to participate in the end of year ceremony as all graduation requirements have not been met.

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](#).

Students must earn a total of 24 prescribed units or credits. The table below is the minimum number of credits students must take. The Freshman class beginning in Fall 2024 and all subsequent classes will be required to earn ½ credit in Personal Finance in order to graduate. This will reduce the total number of required electives from 7 to 6.5, while the overall required units remain at 24. 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
Personal Finance	0.5
Electives	6.5
Total	24.0

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: three years of lab science (biology and two advanced-level lab science courses)
- Foreign Language: three years of the same Foreign Language.
- Fine Art: One credit/unit of a fine arts course (CASC offers Music Appreciation or Art Appreciation)

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

TESTING REQUIREMENTS

- 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.
- All students will have the opportunity to register for a free test administration for SAT or ACT during their third year of high school (typically 11th grade). Both tests are universally accepted for college admission.
 - **ACT:** The ACT assesses high school students' general educational development and their ability to complete college-level work. The ACT is curriculum-based and not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. To register for the ACT independently, go to www.actstudent.org.
 - **SAT:** The SAT is a multiple-choice test that measures a high school student's readiness for college. To register for the SAT independently, go to www.collegeboard.com.
- 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. Students who do not earn qualifying scores for career readiness as measured by the state during the third year testing will be required to attend WIN Career Readiness testing during their 4th year.

DUAL ENROLLMENT

Dual enrollment courses offer high school students the opportunity to enroll in college coursework while still enrolled in high school. Eligible students will have the opportunity to earn both high school and college credits simultaneously. Permission must be obtained by the school counselor for each dual enrollment course prior to registration. Students who do not receive prior permission will not receive high school credit for completed courses. Students can obtain counselor approval by completing the required [Dual Enrollment Request Form](#). This form should be completed at the beginning of each dual enrollment term. Courses completed for dual enrollment will receive an additional weighting of one full quality point.

CASC partners with various colleges throughout the state to offer dual enrollment opportunities for our students. To be eligible for dual enrollment, students must be in the 11th or 12th grade, have a GPA of 4.0 or higher and complete course requirements necessary to take the specific college-level course. Students must also meet the admissions requirements of the specific higher education institution of choice. Students are responsible for the payment of all tuition and textbook costs that might be associated with dual enrollment classes. Higher education institutions will determine if a student is eligible to receive South Carolina Lottery Tuition Assistance.

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 one credit. CASC will only permit dual enrollment for courses taught through accredited colleges and approved by the SC Department of Education. A Memorandum of Agreement (MOA) must be in place between the institute of higher education and HVA for a student to be eligible to take courses for dual enrollment. Additionally, only courses recognized in the South Carolina Activity Coding Manual will be approved. There is a list of recommended courses located on the School Counseling website. Dual enrollment courses will be verified to ensure that students are enrolled in the minimum number of credits for their grade level. Qualifying students can take up to four Dual Enrollment courses per semester. Students who withdraw from a dual enrollment course prematurely could be required to take an additional course at the high school level.

Withdrawing from a dual enrollment course prematurely can also impact a student's GPA. Students must contact his or her school counselor prior to dropping a Dual Enrollment Course to review implications on the student's Grade Point Average.

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. 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. Students are responsible for having a certified transcript sent from the college to the high school at the conclusion of the term.

VIRTUAL SC

CASC has partnered with Virtual SC, a free online program, to provide students with the opportunity to take initial credit or credit recovery courses. Virtual SC courses are available for students who need to get caught up on credits, students who wish to graduate early or students who wish to take courses that are not offered at CASC. Students who take initial credit courses will be required to take a face-to-face final exam at the end of the term. Virtual SC courses are offered on a first come, first served basis and CASC has no control over seat availability in these courses. Students are limited to taking one credit per semester and two courses over the summer unless otherwise approved by a counselor. Virtual SC teachers are not employed at CASC; therefore any grading or course issues must be handled directly with VirtualSC staff. Withdrawing from a VirtualSC course prematurely can negatively impact a student's GPA. Students should speak with Virtual SC staff prior to dropping a course to review GPA implications. All final grades (including WF) as reported by VirtualSC on the transcript will be recorded in the student database system. To view the most up-to-date information and Virtual SC policies, please visit their website at www.virtualsc.org.

CREDIT RECOVERY

Credit recovery allows students who have taken and failed a course the opportunity to recover the lost credit instead of retaking the course in its entirety. Students must have earned between 50% and 59% in the course to qualify for a credit recovery course or receive principal approval. Students may take up to two Credit Recovery classes per semester. Students who earn an FA (Failure for Absences), WP (Withdraw Passing) or WF (Withdraw Failing) in a course may not be eligible for credit recovery with CASC. Once a student successfully completes the course, they will receive a passing grade "P" for that credit recovery course on their transcript. The original failed course will remain on the transcript. Students who wish to take a course via Credit Recovery must complete the [Credit Recovery Opt-In form](#).

Although credit recovery is an option for many students, those who are considering a four-year college immediately after high school can opt to retake the course in its entirety for GPA purposes. Students who do not complete the Credit Recovery Opt-In form will be automatically scheduled to retake the course if it is needed for graduation.

COURSE WITHDRAWALS

Per the South Carolina Uniform Grading Scale, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course or ten 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 ten days in a 180-day course will be assigned a WF and a numerical grade of 50 (F) will be calculated in the student's overall grade point average. The three, five and ten day limitations for withdrawing from a course without penalty do not apply to course level changes approved by administration. This course withdrawal policy applies to all courses taken at CASC, as well as courses taken through VirtualSC and Dual Enrollment.

Students who drop-out of school or are administratively withdrawn 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 not carry Carnegie units but will be factored into the student's GPA as a 50.

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

Students can request a transcript at <https://www.parchment.com/order/my-credentials/>. Students that need a letter of recommendation, driving form, or work permit should email records@cyberacademysc.org. 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 ten absences (five 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. Please reference and bookmark the counseling website to find the alpha directory for your counselor, <https://sites.google.com/view/cascschoolcounseling/home>.

CAREER LEARNING

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

Career Learning at CASC 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 MANAGEMENT AND ADMINISTRATION

- **Administrative Services:** 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:** 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.

FINANCE

- **Business Finance:** This program prepares students to make financial decisions in the business setting. Students will learn topics such as accounting, principles of economics, budgeting, and financial planning. Students will gain a deeper understanding of capitalism and other systems so they can better understand their role in the economy of society.

INFORMATION TECHNOLOGY (IT)

- **Computer 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.
- **Game and Interactive Media Design:** Students will design, develop, and program interactive media and games for a variety of audiences. Students will learn game theory, visual and interactive design, story development, animation, simulation, and programming. Students will develop an understanding of game design concepts through a combination of practical implementation, playtesting, and in-class game critique.

MARKETING

- **Marketing Communications:** This program prepares students to learn the foundations and functions needed to successfully market goods, services, and ideas to consumers.
- **Marketing Management:** This program is the study of marketing from the perspective of the decision-maker. Marketing managers coordinate, plan, and implement the marketing functions of an organization. This course offers a deeper understanding of marketing functions, including product pricing, distribution, promotion, segmentation, research, and sales.

EDUCATION AND TRAINING

- **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 SCIENCE

- **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.

HUMAN SERVICES

- **Family and Consumer Sciences:** This program of study provides opportunities for students to develop skills that relate to individuals, families, communities, and the environment. Topics can include child development, parent education, personal finance, and life choices.

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:

Jackie Reed, Special Programs Administrator

864-202-6547

jreed@cyberacademysc.org

For additional questions or concerns, please contact the Charter Institute's Chief of Student Services, Sally Fickling at (803) 849-2463 or sfickling@erskinecharters.org.

For complete information regarding the rights of parents and students in the special education process, please see our website at <http://www.s charter.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 has 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, Ellie Amey, the Special Programs Coordinator 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 as determined by the IEP with a highly qualified special education teacher via phone, e-mail and the online (virtual) classroom.

Jackie Reed, jreed@cyberacademysc.org is the Special Programs Administrator at CASC.

SPECIAL EDUCATION 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 for a three 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.
- IEP meetings will be held either online or using 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 meets their specific needs.
- Special education students are required to receive all special education services and are required to be physically located in the state of South Carolina to receive services. A student is at risk for

withdrawal if services are not provided due to the student not being physically in the state of South Carolina.

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 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.*

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Multi-Tiered System of Support (MTSS) 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 (academic or social/emotional) through screening.

MTSS 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.

The CASC MTSS Coordinator is Carrie Geimer, 864-808-0680.

How to request MTSS assistance and what to expect:

1. The learning coach can request that the advisor file a referral for the MTSS team to review.
2. The MTSS 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 MTSS 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.

SAFETY

CASC SAFETY FLAG PROTOCOL

Students will be placed on a safety flag if:

- **Previous School records indicate concern**
- **Student Resource Coordinator (SRC) receives contact from Department of Social Services (DSS), Law enforcement, Department of Juvenile Justice (DJJ), etc.**
- **SRC receives universal screening results that indicate potential risk of harm to self or others**
- **SRC receives input from staff/parents/students of identified risk**

All students who are identified as a safety concern will be placed on a participating program of “Safety Flag - Tier X” for one full academic year

No student will have a safety flag participating program without an identified tier and a corresponding [Safety Contract](#)

All identified students with Safety Flags will be placed on a “Safety Flag - Tier 2” or higher.

- Safety Flag Tier 2 = No direct threats
 - Weapon possession - no threat
 - Drugs
 - Verbal assault
 - Accepts responsibility/accountability for prior issue AND student is active participant to ensure it does not happen again

- Safety Flag Tier 3 = Previous direct threats and/or caused harm/damage
 - Weapon possession
 - Physical assault
 - Threat towards school/student/staff in a violent nature
 - Property damage
 - Accepts responsibility/accountability for prior issue AND student is active participant to ensure it does not happen again

- Safety Flag Tier 4 = Active Threats, prior harm/damage occurred / Highest Alert to all admin
 - Weapon possession
 - Assault
 - Threat towards school/student/staff in a violent nature
 - Property damage
 - Declines responsibility/accountability for prior issue AND student is not active participant in Safety Contract
 - Denies involvement in prior violations

Current students who have no previous safety concern can be placed on a safety flag tier at any time if deemed necessary by admin and SRC.

Follow Ups

All students with a “Safety Flag” must meet with SRC at enrollment and throughout the year.

Safety Flag Tier 2 -

- Meets with SRC prior to start date to discuss prior violations and [safety contract](#)
- SRC assigns tier
- Required check ins with SRC each semester (minimum)

Safety Flag Tier 3 -

- Meets with SRC prior to start date to discuss prior violations and safety contract
- SRC assigns tier
- Required check ins with SRC quarterly (minimum)
- SRC follows up with family before each outing (if student expressed interest in attending and at least 72 hours before each event)
 - Check in / review safety plan

Safety Flag Tier 4 -

- Meets with SRC prior to start date to discuss prior violations and safety contract
- SRC assigns tier
- No access to any events without police officer present /excluded from school wide communication about outings/events
- Required check ins with SRC monthly (minimum)
- SRC follows up with family/student prior to outing (testing only allowed)
- All senior admin will be notified of students scheduled meeting/event/testing presence

Removal of Safety Flag Tiers

Safety Flag Tier 2 can be removed at the end of one academic year if deemed appropriate by SRC and student successfully completes safety contract with no incidents

Safety Flag Tier 3 can successfully be dropped to a Tier 2 at the end of one academic year if deemed appropriate by SRC and student successfully completes safety contract with no incidents

Safety Flag Tier 4 can successfully be dropped to a Tier 3 at the end of one academic year if deemed appropriate by SRC and student successfully completes safety contract with no incidents

Exceptions:

If safety contract is not established prior to school start:

- SRC and Enrollment Manager will work together to identify “safety flag-tier pending” students
 - Safety Flag Tier 2, must complete within 2 weeks of start date
 - Safety Flag Tier 3 and Safety Flag Tier 4, must complete prior to school start, if needed adjustment will be made to cohort start date

Protocol for outings:

Safety Flag Tier 2 and Tier 3 - Can receive notifications of events/outings.

Safety Flag Tier 4 - Excluded from all outing/event communications.

Security will be at event if Safety Flag Tier 4 is approved to be on site.

MEDICAL NEEDS OR ACCESS TO MEDICATIONS

Report any medical needs or any access to medication for on-site events to your student's advisor.

PARENTS WITH DISABILITIES

Providing accommodations also applies to parents with disabilities. If needed in order to allow for parental participation, accommodations for parents with disabilities will be provided; thus, enabling parental involvement throughout the 504 process. The school must take appropriate steps to ensure that communications with parents with disabilities are as effective as communications with others.

HEALTH AND SAFETY MANUAL and CRISIS MANUAL

CASC has a written Health and Safety Manual. This is available upon request to Christine Owens at cowens@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/>

George Woodward is the McKinney-Vento Homeless Liaison at Cyber Academy of SC. He can be reached by email at gwoodward@cyberacademysc.org or by phone at 864-209-1594. Please email any dispute involving your student's eligibility for McKinney-Vento designation to Mr. Woodward. McKinney-Vento designation includes doubled up, hotels, and transitional living situations.

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.

George Woodward is the Student in Foster Care Liaison at Cyber Academy of SC. He can be reached by email at gwoodward@cyberacademysc.org or by phone at 864-209-1594. Please contact Mr. Woodward if your student enters or exits foster care during the school year.

ENGLISH LANGUAGE LEARNERS

Caroline Muhn is the Multilingual Learner Program Manager at Cyber Academy of SC. She can be reached by email at camuhn@cyberacademysc.org.

TRANSLATED MATERIALS

CASC will provide translated material upon request whenever possible. Please contact your student's homeroom teacher 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 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 <https://www.cyberacademysc.com/Support-Team/title-1-info>

Jennifer Matthews is the Title I Coordinator at Cyber Academy of SC. She can be reached by email at jmatthews@cyberacademysc.org.

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/>.

FINAL NOTE

You have just reviewed the Cyber Academy 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.