



CYBER ACADEMY OF
SOUTH CAROLINA

powered by K¹²

PARENT AND STUDENT HANDBOOK 25-26

330 Pelham Road, Suite 101-A,
Greenville, SC 29615

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 Kasey Spicer at kaspicer@cyberacademysc.org or 864-336-3465, 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.

Welcome to Cyber Academy of South Carolina.

Whether you're logging in for the first time or returning to continue your journey, this handbook marks the beginning of a new chapter—your *Chapter One*. At CASC, we believe that learning is not just about finishing assignments; it's about beginning a story uniquely your own.

Our K–12 program is designed to support you as you explore, grow, and define success on your terms. Whether you're a kindergartener discovering phonics or a high school senior preparing for your next steps, this is your moment to set the stage. This handbook outlines the expectations, supports, and opportunities available to you—but it's not the whole story. *You* are the one who brings the pages to life.

Welcome to a school built for learners who think differently, dream boldly, and learn at their own pace. We're glad you're here.

Let's begin.

Sincerely yours,

A handwritten signature in black ink that reads "David Crook". The signature is stylized, with the first name "David" written in a cursive-like script and the last name "Crook" in a more straightforward, slightly cursive font.

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,



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

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SCHOOL ADMINISTRATIVE DIRECTORY

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K12 Virtual Schools LLC 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

Cyber Academy of South Carolina

2025-2026

Academic Year Calendar



July 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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August 25						
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31						

September 25						
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December 25						
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January 26						
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February 26						
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March 26						
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April 26						
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
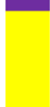























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June 26						
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July 26						
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August 26						
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Key

Event	Date	Event	Date
 New teacher start date	July 22	 Student Holidays	
 Teacher start/end date	July 23	 Labor Day	September 1
 Teacher Workdays (Student Holiday)	October 10	 Teacher Workday	October 10
	December 18 and 19	 School Holiday	October 13
	January 5	 Thanksgiving Break	November 26-28
	March 13	 Teacher Workday	December 18-19
		 Winter Break	December 22-January 2
 First Day of Classes	August 6	 Teacher Workday	January 5
 Last Day of Classes	May 22	 MLK Day	January 19
		 Presidents Day	February 16
 Start of Quarter	Q1-August 6	 Teacher Workday	March 13
	Q2-October 14	 Spring Break	March 16-20
	Q3-January 6	 Student/Teacher Holiday	April 6
	Q4-March 23		
 End of Quarter	Q1-October 9	 School Event	
	Q2-December 17	 45th Day	October 8
	Q3-March 12	 90th Day	December 17
	Q4-May 22	 135th Day	March 11
		 180th Day	May 22
 Report Cards Issued	Q1-October 17	 Graduation	TBD
	Q2-January 9		
	Q3-March 27	 Make-up Days	October 10
	Q4-May 29		December 18
			December 19

ABOUT CASC

OUR MISSION/ VISION

To provide enhanced virtual education programs that prepare students for life beyond school-regardless of circumstance.

Cyber Academy of South Carolina balances flexibility with accountability to support academic excellence, college and career readiness, and meaningful student engagement.

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 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 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 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 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 result in blocked re-registration for the following school year. 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 curriculum with my student.
- I accept the responsibility to supervise my student(s) in using the K12 Virtual Schools LLC 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 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 was under extended evaluation with the NCAA prior to January 16, 2025. Courses taken prior 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.
- I understand that CASC may require all visitors to be screened for identification at the Administrative offices/locations or a school organized in-person event. In the event of an emergency, all visitors will follow the designated safety plan protocol.
- I understand that students may receive emails/text/communications directly from staff and the LC/LG may not be copied on it. All students/families are expected to be familiar with and follow the expectations and requirements of CASC's Acceptable Use Policy.

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 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 .
- 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 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)

As of January 16, 2025, CASC is approved by the NCAA for student-athlete participation in NCAA athletic programs. Prior to this date, CASC operated under extended eligibility status. Coursework completed before January 2025 will be reviewed on a case-by-case basis by the NCAA and may or may not be accepted toward eligibility. Coursework completed after January 2025 will be accepted towards eligibility for college-bound student-athletes.

Students planning to compete in NCAA athletics must meet NCAA eligibility requirements, which include:

- Completing approved core courses
- Maintaining a qualifying GPA
- Submitting SAT or ACT scores, if required by the college

Students should register for an NCAA student account during their sophomore year of high school. Official transcripts can be submitted to the NCAA upon request through the NCAA portal.

For complete eligibility details and student account registration, visit the [NCAA Eligibility Center](#).

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.

NON-ACCREDITED SCHOOLS AND HOMESCHOOL CREDITS

Students enrolling from non-public schools, which meet the accreditation definition as defined by Regulation 43-273, will have credits accepted. Students enrolling from a non-accredited school or homeschool will be subject to a course proficiency review prior to awarding high school credits. Students can demonstrate course proficiency in one of two ways to receive high school credit:

- Evidence of Work **OR**
- Proficiency Exam

If a student is unable to demonstrate mastery of standards through evidence of work or a proficiency exam, the course will receive a grade of "NP" (Not Pass) on the transcript. A grade of "NP" is neutral and does not impact a student's GPA positively or negatively. If a student receives a grade of "NP" then the student will also be unable to enroll in subsequent higher-level courses.

Students whose homeschool or unaccredited transcript indicates an honors-level course must provide evidence of work based on the South Carolina Honors Rubric to receive honors credit. Proficiency exams are not sufficient to receive an honors level credit. If the course is not approved for honors credit, it will then be determined if a CP credit should be awarded based on the evidence provided. If CP cannot be awarded based on the evidence provided, the student may still opt to take the proficiency exam.

RESIDENCY POLICY

All students enrolled in the Cyber Academy of South Carolina are required to establish and maintain residency within the state of South Carolina as a condition of enrollment.

Residency Requirement

To comply with the state law, all students must reside within the state of South Carolina for the duration of their enrollment. Students must provide valid proof of residency prior to the start of each academic year. Failure to submit acceptable proof of in-state residency may result in withdrawal from the school. This policy applies to all new and continuing students.

HOME VISITS POLICY

The virtual academy values meaningful engagement with students and families and recognizes that face-to-face interactions can sometimes be a critical component of supporting student success. While public locations, such as libraries, are typically preferred for in-person meetings due to convenience and accessibility, the academy acknowledges that there may be instances where a home visit is the most appropriate option.

If a virtual academy staff member determines that a home visit is necessary to best serve a student or family, the following guidelines must be followed to ensure the safety and success of all parties involved:

1. Public Location Meetings: Whenever possible, staff members should arrange to meet students and families at a public location. Two staff members should be present, and a parent or guardian must remain with the student throughout the meeting.
2. Home Visits: In situations where a home visit is deemed essential for the family's success:
 - The visit must be pre-approved by the virtual academy administration.
 - Two staff members must participate in the home visit.
 - The parent or guardian must remain present for the duration of the visit.

This policy is designed to prioritize effective communication and collaboration while maintaining the safety and comfort of students, families, and staff.

VISITOR POLICY

Visitors To Office

The Heron Institute welcomes visitors to our administrative office. Visitors can include but are not limited to:

- parents/students
- third party vendors
- Interested families not yet enrolled in CASC/HVASC
- District, State, K12 auditors

When a visitor arrives, the office assistant or designated staff member will greet the visitor and identify the reason for the visit. If the visitor is requesting specific records/information about a student, the designated staff member will follow the procedures outlined in the Communications Policy.

While in the office, all visitors will be assigned to stay within the main waiting area and will be monitored by a designated staff member and will not be left unattended.

Visitors To Outings

Visitors at designated outings can include:

- Learning coach/guardian or appointed guardian (who is at least 18 years of age) of an actively enrolled student
- Family, guests, friend of an actively enrolled student

Visitors at outings may be screened for identification (ask for driver's license) and designated staff members may verify their identity/relation on the active student's account. Visitors will be accounted for using the event sign in sheet. Visitors at outings will not be asked to monitor other student's within the outing group.

Visitors To Testing Sites

Testing site visitors are required to have identifications checked. If approved to enter/monitor a test, all visitors will follow the state mandated testing protocol. Testing site visitors will be monitored by a designated staff member at all times and will not be left unattended.

Visitors For Online Sessions

Online sessions are secured with a login system that requires authentication to access classrooms. In the case of temporary visitors or external guests, such as accreditation teams, school administrators will provide a one-time use login for access.

In the event of an emergency, all visitors will follow the designated protocol in the [The Heron Institute Safety Plan](#).

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 casccattendance@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.

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 Kasey Spicer, kaspicer@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 Kasey Spicer, kaspicer@cyberacademysc.org or at 864-202-6547.

STUDENT SUPPORT – RESOURCES, ATTENDANCE, AND ENGAGEMENT

The Heron Institute Student Support Team provides students and their families with the resources to thrive academically, socially, and emotionally. The Student Support Team includes three branches: student resource coordinators, attendance specialists, and engagement advisors. These three branches collaborate with students, families, and staff to identify and address individual needs, provide interventions and resources, and equip students and learning coaches to strengthen the skills necessary for academic growth and social and emotional wellness.

Students and families will have contact with the Student Support Team during the year and should check

and respond to emails, texts, and/or phone calls. Families and students are invited to reach out to the Student Support team members using the contact information listed below.

STUDENT RESOURCES

The Student Resource team members assist in connecting students and their families to community resources in the areas of financial assistance, medical health services, mental health services, DSS and DJJ involvement, custodial matters, loss of family and loved ones, homelessness and disrupted living situations, and many other social issues which may impact school performance and engagement.

Student Resource team members can also assist students in identifying clubs and small groups that meet their interests and needs. Our school hosts various clubs that help students be a part of a social community. View our school website for a list of current club offerings.

Student Resource team members can also assist students in connecting with small groups: wellness, grief, pregnancy and parenting support, and social skills.

H. 4624 – GENDER IDENTITY LAW

H. 4624 law mandates that if a minor student asserts to any school employee that their gender is inconsistent with their biological sex, or requests to be addressed by a pronoun or title that does not align with their biological sex, the school employee must notify the school's administration immediately. Additionally, this law prohibits school staff from the following:

- Knowingly encouraging or coercing "a minor to withhold from the minor's parent or legal guardian the fact that the minor's perception of his or her gender is inconsistent with his or her sex."
- Knowingly withholding "from a minor's parent or legal guardian information related to the minor's perception that his or her gender is inconsistent with his or her sex. In accordance with this law, our school's administration is responsible for communicating any such information to the parents or student's legal guardians.

When these mandated notifications are required, the Student Support Supervisor will attempt to contact the parent or legal guardian by phone. A follow-up email communication confirming the nature of the call and the expressed preference of the parent or legal guardian will then be provided. If a connection cannot be made by phone, the explanation of the law, the reason for the notification, and an invitation to the parent or legal guardian to communicate preferences will be sent via email.

This communication is intended to foster a supportive and transparent partnership between parents and the school.

STUDENT RESOURCE TEAM MEMBERS

- George Woodward, Student Support Supervisor (SSS), 864-209-1594, gwoodward@cyberacademysc.org
 - DSS, DJJ, disrupted living situations or unhoused, H. 4624 communication
- Anna Baker, Student Resource Coordinator (SRC), 864-214-6102, abaker@cyberacademysc.org
 - Small groups, mental and medical health, social/emotional challenges, loss of family and loved ones
- Tony Moore, Family and Community Liaison, 864-485-9644, tmoore@cyberacademysc.org
 - Learning coach training and support, onboarding, financial assistance, local partnerships, clubs

ATTENDANCE

The Attendance team members work to promote school attendance and to notify families of concerns regarding attendance and truancy.

Students with chronic attendance concerns may be required to attend online check in session(s). Learning coaches will be asked to participate in a phone call or an online meeting to develop an attendance plan for their student to help bring them into good attendance standing with the school. The conference is the family's opportunity to work with the attendance specialist and the student's teacher to find a way to meet our school's attendance requirements.

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. This could also cause students to be ineligible to return to CASC in future school years.

ATTENDANCE TEAM MEMBERS

- Cheryn Decatur, Student Attendance Specialist (SAS), Grades K-12, 864-640-8139, cdecatur@cyberacademysc.org
 - Collects absence excuses, sends attendance notices, communicates with families regarding truancy

ENGAGEMENT

The Engagement team members provide a range of services to new and returning students and their families to help establish a strong foundation for the academic success of each student. All students are assigned an advisor.

Advisors facilitate onboarding for new students and provide clear and consistent communication regarding school expectations. The student's advisor will send an introductory email at the beginning of the student's cohort. The student's assigned advisor is the student's and learning coach's first point of contact for information about engagement expectations and alert/probation status. Students and learning coaches who are unresponsive to all contact attempts by school staff after 5 or more attempts are referred for withdrawal review for no contact protocol.

ONBOARDING

The Heron Institute's onboarding program is called Flight School. Our advisors lead Flight School by providing early communication, leading orientation sessions, and ensuring students and learning coaches understand the priorities for successful engagement. Flight School is designed to provide students and learning coaches with an overview of strategies for effective engagement and tips for navigating our online school. Families will receive an email overviewing the Flight School the week before their cohort begins. Families will follow the Flight School schedule outlined in the email and attend all Flight School sessions to complete our onboarding expectations.

ENGAGEMENT EXPECTATIONS

Engagement Expectations	
Badge Name	Expectations
School Attendance Badge	CASC students attend school daily.
Course Assignments Badge	CASC students complete and submit assignments in each course weekly.

Course Activity Badge	CASC students login to each course and complete work in each course every school day.
Class Connect Attendance	CASC students attend all required class connect sessions (including, but not limited to related services, intervention, coaching, academic support, and advisory sessions).
Class Connect Participation Badge	CASC students log into class connect sessions on time, remain in class until dismissed by the teacher, always have their camera on, 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.
Failure to meet these engagement requirements leads to referral for a probation plan.	

Students can earn five engagement badges per week. The engagement badges are outlined above and encompass our engagement expectations for students.

Exceptions to the class connect attendance 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.

ENGAGEMENT COMMUNICATION UPDATES

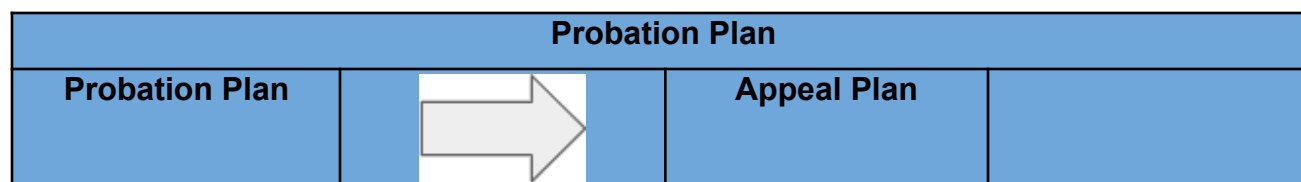
The student and learning coach will receive notification from the student's advisor of the recommendation for additional support through a probation plan. The learning coach should respond within 24 hours to confirm receipt of the communication. Participation in the probation plan process is required.

PROBATION PLAN

A student is placed on 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 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 up to 5 badges per week. Students must earn 12-15 badges within the 3-week period for successful completion of the plan to return to good standing.

Students are allowed a maximum of two probation referrals per school year. Students receiving a second referral in the same semester will have a week-to-week plan that will run as an appeal plan that requires the student to earn 4-5 badges per week. A third probation referral in one school year can result in immediate withdrawal.



Students must earn 12-15 badges during 3-week period to move to good standing.	Failure to earn badges leads to referral for withdrawal with a potential opportunity to appeal.	Students must earn 4-5 badges each week during 3-week appeal period to move to good standing.	Failure to make progress leads to student withdrawal.
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APPEAL PLAN

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.

REVIEW FOR WITHDRAWAL

Students who did not earn 12-15 badges during their probation are referred for withdrawal review and are given an opportunity to request an appeal. The Student Support leadership team decides whether the student will be granted an appeal based on overall engagement progress.

ACADEMIC SUPPORT PLAN

Students who are failing 2 or more courses may be assigned to an academic support plan. Advisors will host students for required academic support sessions where students are taught how to manage their time, prioritize tasks, and communicate with teachers. Students can remain on an academic support plan for as long the student is failing 2 or more courses.

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
- Flight School for Learning Coaches
- IGP (Individual Graduation Plan for grades 8-12)
- Teacher/Advisor Help Sessions
- School Staff Communication
- Alert/Probation Notices
- 504/IEP Meetings
- Required conferences (parent/teacher conferences, Read to Succeed Conferences, advisor meetings, etc.)

REASONS FOR ADMINISTRATIVE 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.
- Failure to communicate with school staff (email, phone calls, texts).

ENGAGEMENT TEAM MEMBERS

- Natalie Mims, Student Support Supervisor (SSS), 864-209 1642, nmims@cyberacademysc.org
 - Onboarding, engagement, withdrawal appeals
- Ashley Reece, Senior Advisor, 864-256-4647, areece@cyberacademysc.org
 - Engagement support, alert and probation status, engagement withdrawals
- Jenien Passigli, Bilingual Engagement Coordinator, 864-214-6058, jpassigli@cyberacademysc.org
 - Bilingual onboarding for new learning coaches, bilingual communication

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.
 - 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 (outings, 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 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.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Purpose and Scope

This policy outlines the acceptable and ethical use of Artificial Intelligence (AI) tools and systems in the virtual school environment. It is designed to promote responsible use of AI technologies by students to support learning, innovation, and academic integrity.

Acceptable Use of AI

AI may be used as a supportive tool to assist in the learning process. Acceptable uses include:

- Generating ideas, outlines, or study aids (with proper citation)
- Practicing concepts in subjects like math, science, or language arts.
- Accessibility support (e.g., text-to-speech, language translation).

All AI-generated content must be cited (e.g., "Generated by ChatGPT, OpenAI, June 2025"), and the Instructor may require an appendix detailing:

- Which tool/version was used.
- The prompts and exchange.
- The editing or integration process.
- The educational intent in using it.

Prohibited Use of AI

- Cheating, plagiarism, or submitting AI-generated work as original without disclosure.
- Violating academic integrity policies.
- Misrepresenting identity or impersonating others.
- Generating or spreading misinformation, hate speech, or inappropriate content.
- Submitting private or sensitive data.

Academic Integrity

Using AI to generate content that is then submitted as a student's own work—without proper disclosure or without instructor's permission—is considered a form of plagiarism and constitutes a violation of the school's policy. This includes, but is not limited to, essays, reports, coding assignments, solutions to problem sets, creative work, or any material intended to reflect a student's individual knowledge or effort.

Students are expected to clearly indicate when AI tools have been used to assist with or contribute to their assignments. Failure to disclose such use will be treated the same as any other form of academic dishonesty. Any content produced by or heavily assisted by AI must be appropriately cited or acknowledged in accordance with instructor guidelines.

All existing rules and consequences regarding plagiarism and academic misconduct apply equally to the misuse of AI. Depending on the severity of the violation, consequences may include a warning, a reduced or failing grade on the assignment, loss of credit, disciplinary action, or further administrative review.

PERSONAL ELECTRONIC DEVICE USAGE POLICY DURING INSTRUCTIONAL TIME

The purpose of this policy is to create a focused and distraction-free learning environment that fosters a positive educational experience for our students. By prohibiting the use of personal electronic devices (devices that are authorized for classroom use, as defined below, are exempt from this policy) during instructional time, as defined below, this policy aims to enhance student engagement and concentration,

thereby supporting the development of the college and career-ready skills outlined in the Profile of the South Carolina Graduate. This approach will enable students to engage in meaningful interactions, collaborate with peers, and cultivate the essential skills necessary for success in college, careers, and life.

This policy has been developed in compliance with the General Appropriations Bill, H. 5100 of 2024, Proviso 1.103.

Policy Language

I. Definitions

- A. "Personal electronic device," hereinafter referred to as "device," means any device utilized to access the internet, Wi-Fi, cellular telephone signals, or to capture images or video. This includes but is not limited to, cell phones, smartwatches, tablets, and gaming devices.
- B. "Personal Electronic Device accessories," hereinafter referred to as "device accessories," include any wired or wireless accessory or wearable technology that connects to a device and any other accessory commonly used with a personal electronic device.
- C. "Instructional time" is defined as the period during which students are actively participating in scheduled online classes, virtual lessons, or any other school-related activities requiring their full attention and engagement.
- D. "Access" is defined as viewing, holding, wearing, or otherwise using a device for communication, internet access, gaming, recording, or any other function commonly associated with devices. During instructional time, devices should be used only for educational purposes as directed by the school.
- E. "Authorized for Classroom Use" is defined as the use of a personal electronic device, such as a laptop, Chromebook, iPad, etc. that is used to access scheduled online classes, virtual lessons, or any other school-related activities.

II. Policy Implementation and Enforcement

- A. During instructional time, students may only use electronic devices that are authorized for classroom use.
- B. If explicitly required by a student's IEP, Medical Plan, or 504 plan, the student shall be allowed to access their personal electronic device for medically or educationally necessary purposes described and required for administration of the IEP, Medical Plan, or 504 plan.
- C. If a student violates the preceding guidelines during instructional time, the student will be subject to progressive consequences as outlined in the student code of conduct and disciplinary enforcement procedures.

Conclusion

While we recognize the importance of personal electronic devices in modern life, minimizing their use during instructional time will create a more productive and engaging learning environment for all students. We appreciate the cooperation of students and parents in adhering to this policy to ensure that our educational objectives are met effectively. We also ask that parents and guardians help monitor appropriate device usage in the home to support their child's educational experience.

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-classroom-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 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.

PARENT/LEARNING COACH CONDUCT

POLICY ON PARENT/LEARNING COACH CONDUCT DURING LIVE INSTRUCTION PURPOSE

This policy ensures a productive and respectful learning environment during live instruction sessions by outlining expectations for parent and Learning Coach behavior.

POLICY STATEMENT

The Heron Institute encourages parents and Learning Coaches to actively observe and support their students during live instruction. Positive engagement fosters collaboration between families and educators, which is essential for student success. However, behaviors that disrupt the educational environment cannot be tolerated.

EXPECTATIONS FOR CONDUCT

1. Parents and Learning Coaches are welcome to observe live instruction sessions to support their students.
2. Parents and Learning Coaches must refrain from interrupting or engaging in behaviors that disrupt the flow of instruction. Examples of unacceptable behavior include, but are not limited to:
 - Interrupting the teacher or students during live instruction.
 - Using vulgar, abusive, or threatening language.
 - Engaging in actions that cause distractions or disrupt the learning environment for others.
3. Parents and Learning Coaches are reminded that any communication sent via the student's account (spoken or typed) will be considered a direct reflection of the parent/Learning Coach if they are the party communicating. Misuse of the student account in this manner is strictly prohibited.

CONSEQUENCES FOR DISRUPTIVE BEHAVIOR

1. Teachers or staff members have the authority to immediately remove a disruptive individual from the virtual session.
2. Any incidents of disruptive behavior, including misuse of the student account by a parent/Learning Coach, will be documented and reported to school administration.
3. Repeated or severe incidents of disruptive behavior may result in disciplinary action, up to and including:
 - Restriction of the parent/Learning Coach's access to live instructional sessions.
 - Temporary or permanent removal of the student from the class or course.
 - Removal of the student's enrollment from the school, subject to administrative review.

REPORTING AND REVIEW

- Any reported incidents of disruptive behavior will be reviewed by school administration, and appropriate actions will be taken following due process.
- Parents/Learning Coaches will be notified of the concern and provided an opportunity to address the situation.

COMMITMENT TO A RESPECTFUL ENVIRONMENT

The Heron Institute is committed to creating a respectful and supportive learning environment for all students and staff. By adhering to these expectations, parents, Learning Coaches, and educators can work together to ensure every student has the opportunity to succeed.

ACKNOWLEDGMENT

Parents and Learning Coaches will be required to review and acknowledge this policy as part of the enrollment agreement to ensure understanding of the expectations and consequences.

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.
- Standards Based assignments/assessments 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 Assignments/Assessments 50%	
LMS/Canvas Assignments 40%	
Participation & Engagement 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

Beginning with the 2024-2025 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring Does Not Meet Expectations or at the lowest achievement level on the state summative reading assessment. 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. [3rd Grade Read to Succeed Acknowledgement Form](#)

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 Assignments/Assessments 50%	
LMS/Canvas Assignments 40%	
Participation & Engagement 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, 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.

RETAKING POLICY FOR CASC HS

Student learning and standards mastery is the goal for all students at CASC HS. In order to best support student learning, students will be allowed opportunities to retake certain assignments based on need. The following protocol will be in place for all CASC HS courses:

- **Minor grades:** Students will be allowed 3 attempts on all minor assignments. Students should prepare for the minor assignments first and should review material relevant to that assignment if they choose to retake the minor assignment prior to retaking.
- **Major grades:** Students will be allowed 1 attempt on all major assignments. Students are allowed one retake on major assignments but must complete the remediation expectation for the course as provided by the teacher. This could include additional live class time, additional coursework showing understanding of the material, or what is deemed appropriate by the teacher. **The second attempt must be completed within 2 weeks of the originally assigned date.**
 - *Teachers may provide alternate or modified assignments for second attempts. This is left to teacher discretion.*
 - *Multiple attempts are not permitted for benchmark assessments.*
 - *Students who receive an extended time accommodation through Special Services would have extended time as designated by the IEP beyond the two-week remediation period.*
- **Participation grades:** Participation grades are derived from live class participation, practice sets, daily assignments, etc. that appear within the class. These participation grades help students access and build knowledge to be utilized on minor and major assessments. Teachers will share how participation grades are determined in class at the beginning of each semester.

Benchmarks

All students will complete benchmark assessments live in class for every course. These assessments are given at the beginning of the semester, the middle of the semester, and the end of the semester. The beginning of the semester benchmark will count as a participation grade, the middle of the semester benchmark will count as a minor grade, and the end of the semester benchmark will count as a major grade.

Senior students (12th Grade identification) earning a passing grade in the course by the date of the benchmark will be exempt from the final benchmark and the grade will be excluded from their overall grade. Senior students who desire to take the final benchmark can do so to improve their overall average if elected. **All certification exams and End of Course exams remain required for Senior students.**

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, 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

- o Proof of military enlistment
- o Proof of scholarships -- this is ALL scholarships--not just the college you will be attending
- o Proof of FAFSA completion
- o Proof of college acceptance
- o CPR and Citizenship requirement completed
- Graduation Information
 - o Date, time, and location will be announced during the school year.
 - o 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.
 - o **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.
 - o **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 provide high school students the opportunity to take college-level coursework while still enrolled in high school. Eligible students can earn both high school and college credits simultaneously. Each course must be approved in advance by the school counselor through completion of the required Dual Enrollment Request Form, which should be submitted at the beginning of each dual enrollment term. Courses completed for dual enrollment will receive an additional weighting of one full quality point on the high school transcript.

CASC partners with various colleges across the state to offer these opportunities. To participate, students must be in 11th or 12th grade, have a minimum GPA of 4.0, and meet any course prerequisites and the admissions requirements of the partnering college. Students are responsible for covering all tuition and

textbook costs. Eligibility for South Carolina Lottery Tuition Assistance is determined by the higher education institution.

Dual enrollment courses may count toward the 24 units required for a South Carolina high school diploma. A three-semester hour college course will transfer as one high school credit. Only courses offered by accredited in-state colleges and approved by the SC Department of Education will be accepted. In addition, a Memorandum of Agreement (MOA) must be in place between the college and CASC, and the course must be listed in the South Carolina Activity Coding Manual. A list of recommended courses is available on the School Counseling website.

Students may take up to four dual enrollment courses per semester and must maintain enrollment in the minimum number of credits required for their grade level. They must submit a copy of their college schedule to their counselor and notify them of any changes. Failure to do so may result in loss of high school credit. Students who withdraw from a course without notifying their counselor within five days of the semester start may receive a grade of WF (withdraw fail), which will negatively affect their GPA. In such cases, students may also be required to complete an additional high school course.

Final grades—including any WF—reported by the college will be recorded in the student's database and used in GPA calculations. Grades will be converted as follows: A = 95; B = 85; C = 75; D = 65; F = 51. Only the final grade listed on the official college transcript will be used. Dual enrollment grades will not appear on high school progress reports. Students are responsible for ensuring that an official, certified transcript is sent from the college to the high school at the end 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 complete a proctored online 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 previously failed a course to regain the lost credit without retaking the entire course. To be eligible, students must have earned a final grade between 50% and 59% in the original course or obtain approval from the principal. Students may enroll in up to two credit recovery courses per semester.

Students who received an FA (Failure due to Absences), WP (Withdraw Passing), or WF (Withdraw Failing) are not eligible for credit recovery. Upon successful completion of a credit recovery course, students will receive a passing grade of "P" on their transcript. The original failing grade will remain on the transcript and will continue to impact the student's GPA.

While credit recovery is a useful option for regaining credit, students planning to apply to a four-year college after high school may benefit more from retaking the full course to improve their GPA. Students choosing this option must notify their school counselor within five days of the semester's start.

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>.

TEACHER ASSIGNMENT AND CHANGE REQUEST POLICY

This policy outlines the criteria and procedures for assigning teachers to classes and the process for requesting a change in teacher assignment.

TEACHER ASSIGNMENTS

Teacher assignments are made based on a variety of factors, including but not limited to:

- Class size and student-to-teacher ratios
- Teacher certification areas and qualifications
- Educational needs of students
- Availability of teaching staff
- Overall balance and distribution of teacher workload

REQUEST FOR TEACHER CHANGES

We understand that, on occasion, there may be concerns regarding teacher-student compatibility. However, teacher changes will generally not be accommodated unless there is a substantial reason to warrant such a change. Personality differences or preference alone do not constitute a sufficient basis for changing teacher assignments.

Substantial Reasons for Teacher Changes May Include:

- Documented disciplinary action needed for the teacher
- Verified teacher misconduct
- Other serious concerns impacting the learning environment, as determined by school administration

PROCESS FOR REQUESTING A TEACHER CHANGE

1. Initial Concern: Parents or guardians with concerns about a teacher assignment should first communicate directly with the teacher to address and resolve the issue.
2. Formal Request: If the concern remains unresolved, a formal written request for a teacher change can be submitted to the Principal. This request must clearly outline the substantial reason(s) for the request.
3. Administrative Review: The school administration will review the request, considering all relevant factors and evidence, and make a determination. This process may include consultation with the teacher, parents/guardians, and other relevant parties.
4. Final Decision: The administration's decision will be final and communicated in writing to the requesting party. Changes will only be made if deemed necessary based on the criteria outlined above.

CONCLUSION

The school administration reserves the right to make all final decisions regarding teacher assignments in the best interest of the students and the school community. We appreciate your understanding and cooperation in ensuring a positive educational experience for all students.

This policy provides clear guidelines while allowing for flexibility in cases where a change is genuinely necessary.

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:

MANAGEMENT AND ENTREPRENEURSHIP

- **Business Information Management (Digital Art):** This program equips students with skills in business operations, data management, and digital communication. In addition to learning office software and information systems, students explore digital publication design, image editing, and visual communication, blending business skills with creative digital arts.
- **General Management:** This program prepares students for leadership roles in business by teaching foundational skills in management, finance, marketing, and entrepreneurship. Students learn how to plan, organize, and oversee business operations, gaining insight into real-world decision-making and team leadership.

FINANCIAL SERVICES

- **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.

DIGITAL TECHNOLOGY

- **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 for careers in web design, digital media, and online communication. Students learn to create and manage websites, design digital content, and use industry tools for coding, graphic design, and multimedia production.
- **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 AND SALES

- **Marketing Communications:** This pathway focuses on strategies used to promote products, services, and brands. Students learn about advertising, public relations, social media, and digital marketing, while developing skills in communication, market research, and campaign planning.
- **Marketing Management (Sports and Entertainment Marketing):** This pathway prepares students for careers in marketing with a focus on the sports, entertainment, and event industries. Students explore branding, sponsorships, promotions, and fan engagement while learning core marketing principles and management strategies.

EDUCATION

- **Early Childhood Education:** This program prepares students for careers working with young children from birth through age eight. Students learn about child development, teaching strategies, health and safety, and classroom management. The program offers hands-on experience and a foundation for careers in childcare, preschool teaching, and early childhood education.
- **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.
- **Family Systems and Mental Health:** This program prepares students for careers focused on supporting individuals and families through counseling, social services, and mental health support. Students explore human development, family dynamics, and mental wellness while building communication and problem-solving skills.

HEALTHCARE AND HUMAN SERVICES

- **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

HOSPITALITY, EVENTS AND TOURISM

- **Hospitality and Tourism Management:** This program prepares students for careers in hotels, restaurants, event planning, and travel services. Students gain skills in customer service, marketing, and business operations.

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:

Samantha Sloan, Special Programs Manager

864-214-6538

ssloan@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.sccharter.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. Samantha Sloan, ssloan@cyberacademysc.org, is the Special Programs Manager 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 Jenny Edwards, jeedwards@cyberacademysc.org, 864.565.9809.

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.

CASC SAFETY FLAG PROTOCOL

Students will be placed on a safety flag if:

- Previous School records indicate concern
 - Includes Gavin's law, expulsion, threat (verbal/physical)
- 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 student program of “Safety Flag - Tier X” for one full academic year.

Once the Safety Tier assignment has been made, the guardian and student will be notified of this in writing, along with any associated restrictions. The Student Resource Coordinator will complete a summary of the conference and provide it to leadership of that school, as well as save it as a note in the student's file. Safety Tier 4 student summaries must be reviewed by the Student Support Supervisor and Student Support Administrator prior to being provided to school leadership or saved as a note.

No student will have a safety flag participating program without an identified tier and a corresponding Safety Contract (Tier 4 requires additional LG contract).

To keep in coordination with the CASC/HVA SEL tiered support plan, all identified students with Safety Flags will be placed on a “Safety Flag - Tier 2” or higher.

- Safety Flag Tier 2 = No direct threats
 - Drugs
 - Verbal Assault
 - Weapon Possession – No Threat
 - Behavior of concern which involved no threats to others
 - 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/concern
 - Weapon Possession (firearm, not in school building) – without threat
 - Assault without associated charges
 - 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 - with threat
 - Assault with associated charges
 - Threat towards school/student/staff in a violent nature
 - Behavior of concern which has compromised ability to be in traditional in-person classroom, and which reflects need for modified testing plan or testing exemption
 - Declines or minimizes responsibility/accountability for prior issue AND student is not active participant in Safety Contract

SAFETY FLAG TIER PLACEMENT PROCESS

If found at initial enrollment:

- Enrollment Specialist reviews expulsion/disciplinary documents and places a student program “safety flag - pending”
- Every Wednesday, SRC pulls a Student Programs report and reviews all Safety Flagged students who have “Safety Flag - pending”. Upon Review, SRC will:
 - Conference with student and family
 - Identify and assign tier with coordinating participating program
 - Track notes to include family’s response to safety contract
 - Notify admin of any safety flag tier 4

If found after Enrollment (by records or reported escalation):

- Registrar will notify SRC and/or Enrollment Manager ASAP (with urgency; teams message OR text and email) and SRC will make a minimum of three contact attempts within a seven-day timeframe to schedule a required safety meeting. Failure to reach the family within the given time period will result in the student being locked out of their school account. Failure to respond to a locked account within 48-hours will result in escalation to Administrative Review for Withdrawal from HVA.
- SRC will:
 - Conference with student and family
 - Identify and assign tier with coordinating participating program
 - Track notes to include families response to safety contract
 - Notify admin of any safety tier 4

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 law enforcement present and administrative approval.
- Required Check-ins with SRC monthly.
- SRC follows up with family/student prior to outing.
- Testing plans will be developed on a case by case review with the Student Support Supervisor.
- 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.

*If new information is available or presented by the student/guardian, an in-year safety conference review can be requested to address a possible change in Safety Tier.

EXCEPTIONS

If safety contract is not established prior to school start:

- SRC and Enrollment Specialist will work together to identify "safety flag-tier pending" students
 - Safety Flag Tier 3 and Safety Flag Tier 4, must complete prior to school start, exceptions may only be approved by the Student Support Supervisor and Administrator.

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, Testing plans will be developed on a case by case review with the Student Support Supervisor.

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 George 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 George 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.