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 http://www.sccharter.org. A copy of this handbook will be posted on the CASC Online School (OLS) and school website at http://casc.k12start.com/.

Cyber Academy of South Carolina does not discriminate on the basis of race, color, national origin, sex, 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 Special Programs Manager, Jennifer Matthews. For questions pertaining to Title IX contact the Operations Manager, Michael White.

Cyber Academy of South Carolina
330 Pelham Road, Suite 101-A,
Greenville, SC 29615
Phone: 864-236-4006
Fax: 864-558-0535
Every student... Every Class... Every day... That is my focus for Cyber Academy of South Carolina (CASC). The individual student is the most important person in any school—traditional, charter, virtual, or private. At CASC, we will focus on the individual needs, desires, and interests of our students and families, and we will do everything we can to help our students reach their academic goals.

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

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

Students in grades K–10 from all walks of life and from anywhere in South Carolina have an opportunity to learn using an amazing curriculum—and the help of a dedicated staff—to put them on the path to college and career readiness while learning 21st-century skills.

Sincerely yours,

David Crook
Head of School
Cyber Academy of South Carolina
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K12 CUSTOMER SUPPORT:  1-866-968-7512

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**REQUIRED SIGNATURE PAGE**
School Administrative Directory

David Crook; Head of School
864-236-4006 EXT: 1001
dcrook@k12.com

Dr. Karen Terry; Academic Administrator
864-236-4006 EXT: 1006
katerry@k12.com

Michael White; Operations Manager
864-236-4006 EXT: 1003
mwhite@k12.com

Chuck Middleton; Engagement Administrator
864-236-4006 EXT: 1002
cmiddleton@k12.com

Jennifer Matthews; Special Programs Manager
864-236-4006 EXT: 4012
jmatthews@cyberacademysc.org

K12 Customer Support: 1-866-968-7512

CUSTOMER CARE – Choose option #1 if you need assistance with:
Materials
Navigation/Login
Usernames/passwords

TECHNICAL SUPPORT – Choose option # 2 if you need assistance with:
Hardware
Software
ACADEMIC CALENDAR
August 19, 2014: First Day of School/First Semester Start
August 19-September 5, 2014: Initial Scantron Testing Window
September 1, 2014: Labor Day (School closed)
September 2–October 3, 2014: DIBELS Testing Window (Grades K-2)
October 16 – October 17, 2014: Fall Break (school closed)
October 23rd: End of 1st quarter
November 24 – 28, 2014: Thanksgiving Break (School closed)
December 22, 2014 – January 4, 2015: Winter Break (School closed)

January 15, 2015: End of First Semester
January 16-19, 2015: Teacher Work Day and Martin Luther King Day (School closed)
January 20, 2015: Second Semester Start
January 20 – February 20, 2015: DIBELS Testing Window (Grades K-2)
February 16, 2015: President's Day (School closed)
To Be Determined: English Language Development Assessment (ELDA) (students who meet participation guidelines as outlined under Special Programs)
To Be Determined: SC Alternate Assessment (SC-ALT) Testing Window (students who meet participation guidelines as outlined under Special Programs)
To Be Determined State Testing- Writing (Grades 3-8)
March 24th 2015, End of 3rd quarter
March 30 – April 3, 2015: Spring Break (School Closed)
May 4 – 21, 2015: DIBELS Testing (Grades K-2)
End-of-Year Scantron Testing
To Be Determined: State Testing (Grades 3-8)
To Be Determined: EOCEP Testing Window, English I and Algebra I (Grade 9)
June 4, 2015: Last Day of School/End of Second Semester
OVERVIEW OF CYBER ACADEMY OF SOUTH CAROLINA (CASC)

Our Mission

...is to provide an individualized standards-based education for students throughout the State of South Carolina. CASC will be the first online charter school in South Carolina fully utilizing the K12 management services. We will be recognized as a school that is student-centered--looking at each student as an individual and matching teaching methods to individual learning styles and student performance. The CASC instructional model, proven effective by K12, is built on the relationship between each individual student; the student’s learning coach (parent or designated adult) and and CASC teacher.

Award-Winning Curriculum

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

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

CASC Faculty

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

State Standardized Testing Requirements

As a public Charter School in South Carolina, CASC is required to meet the requirements for mandatory CASC students are required to participate in all state-mandated academic assessments. Specific testing days can be found on the CASC Academic Calendar. 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 provide useful information to parents and teachers on a child’s academic progress.

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

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

I Understand and Agree

• The purpose of this section is to set expectations for CASC parents. Students’ success is a primary goal of CASC and that can only be achieved if you, the parent, are successful. To that end it is important that parents of CASC children understand and agree with the following curricular and attendance requirements:
• I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. The state requirement is 180 days per year, an average of 6 hours a day, and those days must be completed by the last day of school. Students who have poor attendance (insufficient hours recorded over time in the system) are considered excessively absent and may be withdrawn from CASC.
• I accept the responsibility to supervise my student in using the K12 curriculum and CASC initiatives to meet SC State Standards. Any other work accomplished by the student is supplemental to, and not in place of, the K12/CASC curriculum lessons. CASC does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework. I am expected to follow the guidance and support of CASC faculty and staff in implementing the K12/CASC program with my student.
• I understand and agree that student progress is an expected part of the CASC program, in addition to the attendance hours logged. Teachers will review progress and consider other factors, including parental input, when making student advancement decisions. Promotion is based on grade level progress and mastery, and verification of work completed, not simply attendance.
• I understand that my student should maintain a level of engagement directly correlated to successful completion of all grade level requirements and progress as set forth by CASC and if this level of engagement is not maintained, the student will be referred to the F.A.S.T. team with a possibility of dismissal from CASC.
• I understand that, per SC Charter law, daily attendance must be confirmed and entered by an adult.
• I understand that public school enrollment includes participation in the required state testing program, and agree to provide transportation to/from
testing when it occurs. My child will fully participate in all testing at his/her grade level.

- I understand that I am required to participate in regularly scheduled conferences with my student’s teacher(s) and that my student will be asked to submit work assignments regularly.
- I understand that it is my responsibility to secure an Internet Service Provider. I will be reimbursed (if applicable) according to the school policy as described in this handbook.
- I understand that CASC is a full-time public school program, and that my student may not be enrolled in any other full-time or part-time public, private, religious or charter school.
- I understand and agree that my child will review the contents of the Acceptable Use Guidelines and Student Code of Conduct.
- I understand that it is my responsibility to review the CASC Parent handbook and understand the procedures and policies of CASC.

**Teacher Responsibilities**

- Collaboratively develop Individual Learning Plan for your student.
- Guide and direct the student through the K12 Online School platforms.
- Provide instructional support to meet SC state standards.
- Facilitate academic conferences.
- Review student submitted work throughout each grading term.
- Maintain school work day Monday through Friday from 8:00 am – 5:00 pm.
- Respond within 24 school day hours to all k-mails and telephone calls.
- Inform you of school updates/information from CASC and/or K12.
- Plan and attend regional outings/field trips.
- Administer state required assessments.
- Provide support in all areas of successful student learning and achievement.
- Complete semester progress reports and year-end report cards.
- Be the first point of contact for parents and students.

**QUESTIONS OR CONCERNS?**

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

**Step 1.** All concerns and issues should first be directed to the student’s homeroom teacher via phone, email, or kmail. If a CASC teacher cannot resolve the issue, he/she directs the parent to the appropriate contact for assistance.

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

**Communication**

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

- Teachers will respond to any k-mails/phone messages within 1 business day of receiving the message.

- Administration will be travelling the state for “Town Hall” meetings with CASC families to answer questions, offer support, and receive valuable feedback for growing our school into the best virtual program in South Carolina.

**High-Speed Internet Access Reimbursement for Families**

If a family’s income meets the requirements for free/reduced lunch under federal guidelines, CASC will subsidize families for monthly internet fees at the rate of $10.00 per month enrolled. Checks will be sent in January for 1st semester and June for 2nd semester.

Students must be actively enrolled to receive reimbursement. Partial months will be reimbursed at the rate of $2.50 per full week of enrollment.
INDIVIDUAL LEARNING PLAN (ILP)

An ILP (Individualized Learning Plan) is a written plan which defines the academic needs and strengths of students based on data. The ILP is used to track the student’s goals for the school year. It is a fluid document that evolves throughout the school year. All parties involved with supporting the student can use this document to focus instruction.

For 8th, 9th, and 10th graders the ILP will also serve the purpose of a student’s projected Graduation Plan. This plan will plot a student’s current and suggested future High School courses to help ensure that individual college/career goals are met.

Homeroom teachers will develop an ILP with each student/family within the first 9 weeks of enrollment. The document will be updated at least quarterly, but could also change more frequently based on the individual student needs.

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/LMS
- Data supported areas of need
- State testing preparation
- Other instructional topics as deemed necessary

Attendance during the live sessions is strongly recommended. This is a great opportunity for live instructional support and feedback that many families find indispensable while trying to meet the expectation of our rigorous program.

Some/all live sessions may become mandatory for individual students if it is deemed necessary for that student’s success in the program.
**Attendance Policy**

**Instructional Time**

South Carolina requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction each year. Additionally, statute requires a minimum number of instructional hours by grade level:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minimum Yearly Hours</th>
<th>Weekly Hours</th>
<th>Daily Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>1020</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>9-12</td>
<td>510/semester</td>
<td>30</td>
<td>6</td>
</tr>
</tbody>
</table>

CASC students are required to attend school the equivalent of 6 hours for each regular school day, or an average of 30 hours for a 5 day week. Attendance will be checked each Monday for the preceding week. Attendance can be logged any time during that 7 day period. Time towards daily attendance must come from the curriculum and instruction within the online school and live instruction. Parents are welcomed and encouraged to involve their children in supplemental educational experiences – up to 10 hours of supplemental time per week can be logged for this purpose. These can be counted toward attendance time in subjects where the learning experience supports the objectives of the course.

The minimum required hours of attendance must be logged by CASC’s last day of school (last day of the semester for High School).

**Procedures**

Teachers will check attendance hours/progress each Monday for the preceding week. Hours should equal 6 hours for each regular school day as shown below:

<table>
<thead>
<tr>
<th># of school days</th>
<th>Minimum hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>

Absences will be calculated as follows:

<table>
<thead>
<tr>
<th># hours missing</th>
<th># Absences recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>.1-6</td>
<td>1</td>
</tr>
<tr>
<td>6.1-12</td>
<td>2</td>
</tr>
<tr>
<td>12.1-18</td>
<td>3</td>
</tr>
<tr>
<td>18.1-24</td>
<td>4</td>
</tr>
<tr>
<td>&gt;24</td>
<td>5</td>
</tr>
</tbody>
</table>
What are Lawful Absences?

- Student illness, where attendance would endanger the student’s health or the health of others
- Death or serious illness in immediate family
- Recognized religious holiday of the student’s faith
- Activities approved in advance by the principal

What are Unlawful Absences?

- Skipping school without parent permission
- Missing school without an acceptable reason
- Family trips/vacation
- Any absence not covered under lawful absence list

All correspondence from Learning Coaches must be sent to the homeroom teacher within 3 days of the absence or it will become an unlawful absence.

- Learning Coaches are required to submit reason for absences, via k-mail, to the student’s homeroom teacher.
- If the student’s account shows 3 days (18 hours) of unlawful absences, including 3 consecutive days without student activity in courses, the homeroom teacher will contact the Learning Coach for further information. An intervention Plan will be established.
- If the student’s account shows 5 days (30 hours) of unlawful absences, or 5 consecutive days without student activity in coursework, the homeroom teacher will submit the name to the Engagement Administrator. The intervention plan will be put in place, and a petition to family court may be made.
- If the student’s account shows 10 days (60 hours) of unlawful absences, or 10 consecutive days without student activity in coursework, the Engagement Administrator will submit the name to the expulsion committee who will determine the consequences, which could include immediate removal from the school.
- **ON THE DAY OF THE 11TH UNLAWFUL ABSENCE, or 11th day without student activity in courses A STUDENT WILL BE REMOVED FROM CASC.**
<table>
<thead>
<tr>
<th>Issue/I Understand</th>
<th>Point Value</th>
<th>Minimum Expectation</th>
<th>When Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Testing (Such as but not limited to CRCT, EOCT, DIBELS, Writing assessments, and Scantron,)</td>
<td>1 FEP per day for state mandated tests (student may not enroll the following year) 1 FEP for CASC tests ie: Scantron/DIBELS</td>
<td>Student will take all required state achievement/diagnostic tests</td>
<td>At the end of each testing window</td>
</tr>
<tr>
<td>State Mandated Assignments and Testing (PASS, End of Course Exams, etc.)</td>
<td>1 FEP for each incomplete grade level requirement</td>
<td>Student will complete all required grade level assignments as mandated by S. C. Department of Education</td>
<td>At the end of each requirement deadline</td>
</tr>
<tr>
<td>Written &amp; Verbal Communication (Kmail) /CASC Handbook</td>
<td>1 FEP for not returning signed copy of handbook(s) page and 1 FEP per week for non-compliance with responding to Kmails and phone calls which require a response</td>
<td>Signed copy of Handbook agreement page returned to teacher no later than 9/30 and respond via Kmail to all Kmails requiring a written response</td>
<td>Handbook Agreement FEP assigned end of day 9/30 and written communication FEPs recorded at end of each month</td>
</tr>
<tr>
<td>Conferences (parent/teacher, administrator)</td>
<td>1 FEP per missed conference or attempted meeting by administration</td>
<td>According to schedule as specified by the teacher(s) and/or administration</td>
<td>Within one week after the missed conference (to give time to reschedule)</td>
</tr>
<tr>
<td>Logging into the OLS/LMS</td>
<td>1 FEP per week per subject for Student/Learning Coach not Logging in (unexcused absences only). 1 FEP per week for minimal to no progress with logged attendance (attendance only)</td>
<td>Student/Learning Coach will log into the OLS daily and meet daily requirements.</td>
<td>Recorded at the end of each week</td>
</tr>
<tr>
<td>Family Support Team Back on Track Plan</td>
<td>1 FEP per Back On Track Plan that is not followed</td>
<td>Student and Learning Coach will follow the Back On Track plan as agreed upon by themselves and the Family Support Liaison</td>
<td>Within one week of the meeting to review the Back On Track plan</td>
</tr>
<tr>
<td>Required Scheduled Academic Sessions and/or Related Services</td>
<td>1 FEP per week for each session/service</td>
<td>As specified in the student’s IEP or ILP</td>
<td>Within one week of the scheduled session - to allow time to review recorded sessions and/or attend a makeup session if permissible.</td>
</tr>
</tbody>
</table>
• The Family Support Liaison/Advisor will keep track of the Family Engagement Points accumulated by the parent/student.

• The Family Support Liaison/Advisor will keep the parent informed of the student’s FEP status through telephone conferences or via K-Mail.

• Students with IEPs may have additional parent contact, work samples, specialized academic sessions and/or related services requirements (to be determined by the IEP team). Please refer to the Special Education Parent Handbook for specific department requirements.

*The family acknowledges their deficiencies and implements programmatic changes to address the issues, resulting in an improved school experience, or

*The family continues to earn FEPs until ten (10) FEPs are reached. If/when this occurs; disciplinary action will be taken and could include a student’s withdrawal from the school. CASC will notify the district of residence since the student is no longer enrolled in CASC.

All appeals will be directed first to the CASC Engagement Administrator (C. Middleton), who will review the applicable documentation with the Advisor and Family. The final decision will be made by the expulsion committee.

**Truancy**

South Carolina law requires regular school attendance for every child who is at least five years old on or before the first day of September of a particular school year, until the child turns 17 years old. There are several, limited exceptions to this requirement which are listed in S.C. Code Ann. §59-65-30. Parents are primarily responsible for ensuring that their child attends school regularly, and they face statutory penalties if they neglect that responsibility. A parent whose child is not six years of age on or before the first day of September of a particular school year may elect for their child not to attend kindergarten by signing a written document making the election with the school district in which the parent resides.

A. Truant: A child, at least 6 but not yet 17 years old, who has accumulated three consecutive unlawful absences or a total of five unlawful absences.

B. Habitual Truant: A child, at least 12 but not yet 17 years old, who (1) fails to comply with the intervention plan developed by the school, the child, and the parents or guardians, and (2) accumulates two or more additional unlawful absences.
C. Chronic Truant: A child, at least 12 but not yet 17 years old, who (1) has been through the school intervention process; (2) has reached the level of a habitual truant and has been referred to family court and placed under an order to attend school; and (3) continues to accumulate unlawful absences.

Modifying/Adding Student Attendance
Learning Coaches are responsible for entering student attendance in the OLS. Once attendance has been submitted and saved for the day, the Online School will not allow parents to change the data entered. Parents sometimes realize that they made a mistake when entering attendance for a previous date.

Additionally there may be instances where a Learning Coach / parent needs help logging initial attendance due to extenuating circumstances. Homeroom teachers can assist with this as well.

Illness/Extended Inability to participate in courses
If an unexpected situation should arise and there is an extended leave of three days or more needed from a student’s courses, the student is required to follow these steps:

1. Determine if Internet access is available (through libraries, etc.).
2. Contact your teachers to explain the situation as soon as possible.
3. The teacher will make the Academic Administrator aware of the situation to determine if further action is required.
4. Discuss plan to make up the missing hours with instructor and/or learning coach

Flexibility of School Calendar
CASC students and Learning Coaches will receive a copy of the school calendar. Students in good standing related to attendance and progress guidelines may work with their teacher to develop alternate holiday time or special accommodations for extended travel or other events.

Please note teachers have the responsibility of ensuring their students attend school. If a student’s attendance and progress history does not meet the attendance requirements, CASC staff will carefully evaluate the family’s request for flexibility. Vacation time may not be approved during the standardized testing windows.

Some families may want/need to take extended trips from the state during the school year. It is possible to define modified progress and attendance procedures during the extended trip and remain enrolled in the virtual academy. However, students may not reside out of state and remain enrolled in the virtual academy (even if the family is
maintaining a home in the state). The trip must be of a temporary nature and the student must be available to attend during the standardized testing windows.

It is important to remember that the virtual academy is a full time public education program. Agreed upon changes to the schooling schedule must allow continued demonstration of attendance and progress in the program.

***Due to the structure and pacing requirements of high school, modifications to the existing school schedule may be more difficult to be approved.

**CASC Instructional Assessment Plan**
The CASC Instructional Assessment Plan is a strategic use of the Scantron Performance Series Assessment (PS) and Study Island (SI) over the course of a school year to ensure that all students are provided with a growth measure and a systematic exposure to state standards. The data generated will make data-driven instruction possible.

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

**Participation in the Instructional Assessment Plan is a requirement for continued enrollment with CASC.**

**Scantron Performance Series**
All students in grades 3-HS will take the Performance Series assessment in the fall (or upon enrollment) and again in the spring after May 1st. This will show the child’s academic growth level during the school year and then year after year.

The Performance Assessment is a web-based computer-adaptive test that lets your teacher quickly pinpoint the proficiency level of your student: the computer will adapt the assessment based on your child’s answers/ability. For example: If your child answers a series of questions correctly, a more difficult series of questions will eventually be given. If the child answers incorrectly a less difficult series of questions will be given until the assessment finds the child’s true ability level.

It is important that the child complete the assessment independently. This will show the child’s true ability level. This is not a ‘high stake’ testing situation. The purpose of this assessment is:
1. To show the growth of the child during the course of the year and throughout their K12 experience

2. To provide your child with an individual learning plan based on your child’s strengths and weaknesses.

Failure to complete the Scantron Performance Series Test may result in a student’s access to course material being blocked. While access is blocked, absences may be recorded until the Scantron Performance Series is completed.

**Study Island**
Study Island is a web-based standards mastery program that combines highly specific and dynamic content with real-time reporting to create a customized assessment, diagnostic, and instructional program based on each state’s standards. The content of the Study Island program is unique to each state and provides assessment and skill practice in the areas of reading and math.

Students will be assigned *Study Island Pathways in all core content on a monthly basis*, which include state standard topics for focus within Study Island. Students will earn Blue Ribbons or Passports for every concept for which they demonstrate proficiency, while getting needed exposure to questions and lessons in all state standard grade level topics. Teachers will be able to monitor progress and proficiency, and use data-driven decisions to drive student instruction.

Specific information regarding the *Scantron Performance Series* and *Study Island* will be sent to you at the beginning of the school year by your homeroom teacher.

**GRADING POLICY**

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

Grades for students in kindergarten – 2nd grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade Mark</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Exceptional Progress</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory Progress</td>
</tr>
</tbody>
</table>

Grade marks will be based on the student’s level of success using the following formula.
3rd – 5th grade students will be issued 2 official report cards during the year; one after the first semester and one at the end of the year. The end of the year report card will be cumulative and will be used in determining grade level/course promotion. K-8 students are required to complete 20% of each course by the end of every quarter unless modifications have been approved by the teacher(s).

Grades for students in 3rd – 5th grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade Mark</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>B</td>
<td>85-92%</td>
</tr>
<tr>
<td>C</td>
<td>77-84%</td>
</tr>
<tr>
<td>D</td>
<td>70-76%</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
</tr>
</tbody>
</table>

Grade marks will be based on the student’s level of success using the following formula.

6th -8th grade students will be issued 2 official report cards during the year; one after the first semester and one at the end of the year. The end of the year report card will be cumulative and will be used in determining grade level/course promotion. K-8 students
are required to complete 20% of each course by the end of every quarter unless modifications have been approved by the teacher(s)

Grades for students in 6TH – 8TH grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade Mark</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>B</td>
<td>85-92%</td>
</tr>
<tr>
<td>C</td>
<td>77-84%</td>
</tr>
<tr>
<td>D</td>
<td>70-76%</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
</tr>
</tbody>
</table>

Grade marks will be based on the student's level of success using the following formula.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Non Core/Elective courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% OLS Progress (20-25%/quarter)</td>
<td>100% OLS Progress (20-25%/quarter)</td>
</tr>
<tr>
<td>40% OLS Assessments</td>
<td></td>
</tr>
<tr>
<td>20% Study Island</td>
<td></td>
</tr>
<tr>
<td>20% Work Samples/Performance Tasks</td>
<td></td>
</tr>
<tr>
<td>10% Engagement</td>
<td></td>
</tr>
</tbody>
</table>

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

**Mid-Year Course Promotion/Placement Changes Policies:**

Students are enrolled in age appropriate coursework for the core subjects. However, due to multiple indicators such as Scantron Performance scores, previous test scores, and parent feedback, there are some students who may need a lower or higher course for his or her needs. If a family wishes to place a child in a course higher or lower than what is on track, they must conference with homeroom teacher.

**K-7 Mid-Year Course Acceleration**

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

- 8th Graders – due to high school requirements of earning Carnegie units by semester, students are not allowed to start a 1st semester or 2nd semester high school course unless it is during the onset of the course.
High School students will be issued 2 official report cards during the year; one after each semester. The final grade for a course will be based on an average of the two semester grades. Grades are determined by the sum total of points a student earns on all graded assignments and tests.

Points earned by student /Total points possible = Grade

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

\[
\frac{563}{700} = 80\%
\]

<table>
<thead>
<tr>
<th>Grade Mark</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>B</td>
<td>85-92%</td>
</tr>
<tr>
<td>C</td>
<td>77-84%</td>
</tr>
<tr>
<td>D</td>
<td>70-76%</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
</tr>
</tbody>
</table>

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

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

Warning: If a deadline has passed and the teacher has not entered a zero for that assignment, the student’s grade may be temporarily inflated. Zeros are typically entered by Tuesday for work not received by the Sunday night deadline.
Late Work Policy – High School

- Graded assignments – whether teacher or computer scored – are listed on the course calendar. These assignments must be completed and submitted no later than midnight the Sunday following the due date for that assignment to receive full credit for the work. Any work that is not received by Sunday will be considered missing and assigned a zero.

- Under some circumstances, teachers may grant due date extensions on assignments. **Families should never assume that they will automatically grant these requests.** Due date extensions must be requested before the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day may not be granted.

- In case of computer- or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hardcopy of all teachers’ names and phone numbers.

- **Please be aware that because of the point values assigned to teacher-scored assignments, it is mathematically impossible to pass a course without completing them.**

Awarding of Credit, Grade Promotion and Definition, Cohort Year

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

### Grade Level Classifications

<table>
<thead>
<tr>
<th>Credits</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5.5</td>
<td>9th grade</td>
</tr>
<tr>
<td>6-11.5 credits</td>
<td>10th grade</td>
</tr>
<tr>
<td>12-17.5 credits</td>
<td>11th grade</td>
</tr>
<tr>
<td>18-24 credits</td>
<td>12th grade</td>
</tr>
</tbody>
</table>

Students are placed in a graduation cohort year when they begin 9th grade for the first time. A student’s cohort year is based on their expected year of graduation, which is calculated as the spring of their fourth year in high school. For example, a student who begins in 9th grade for the first time in 2014-2015, will be assigned to the 2018 cohort. A student’s cohort year does not and cannot change, regardless of grade-level classification earned.
Honors courses

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

Advanced Placement (AP) Courses

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

End-of-course testing and the credit recovery option

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

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

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

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

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

**Class Rankings**

Class rankings will be determined based on the grade point ratios ("GPRs") of students in grade twelve at the conclusion of the seventh semester of high school in order:

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

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

The statewide Uniform Grading Scale below is effective for all students who receive Carnegie units. The statewide Uniform Grading Scale is used in the computation of the grade point average.

<table>
<thead>
<tr>
<th>AVERAGE</th>
<th>GRADE</th>
<th>CP</th>
<th>Honors</th>
<th>Dual Credit/AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A</td>
<td>4.875</td>
<td>5.375</td>
<td>5.875</td>
</tr>
<tr>
<td>99</td>
<td>A</td>
<td>4.750</td>
<td>5.250</td>
<td>5.750</td>
</tr>
<tr>
<td>98</td>
<td>A</td>
<td>4.625</td>
<td>5.125</td>
<td>5.625</td>
</tr>
<tr>
<td>97</td>
<td>A</td>
<td>4.500</td>
<td>5.000</td>
<td>5.500</td>
</tr>
<tr>
<td>96</td>
<td>A</td>
<td>4.375</td>
<td>4.875</td>
<td>5.375</td>
</tr>
<tr>
<td>95</td>
<td>A</td>
<td>4.250</td>
<td>4.750</td>
<td>5.250</td>
</tr>
<tr>
<td>94</td>
<td>A</td>
<td>4.125</td>
<td>4.625</td>
<td>5.125</td>
</tr>
<tr>
<td>93</td>
<td>A</td>
<td>4.000</td>
<td>4.500</td>
<td>5.000</td>
</tr>
<tr>
<td>92</td>
<td>B</td>
<td>3.875</td>
<td>4.375</td>
<td>4.875</td>
</tr>
<tr>
<td>91</td>
<td>B</td>
<td>3.750</td>
<td>4.250</td>
<td>4.750</td>
</tr>
<tr>
<td>90</td>
<td>B</td>
<td>3.625</td>
<td>4.125</td>
<td>4.625</td>
</tr>
<tr>
<td>89</td>
<td>B</td>
<td>3.500</td>
<td>4.000</td>
<td>4.500</td>
</tr>
<tr>
<td>88</td>
<td>B</td>
<td>3.375</td>
<td>3.875</td>
<td>4.375</td>
</tr>
<tr>
<td>87</td>
<td>B</td>
<td>3.250</td>
<td>3.750</td>
<td>4.250</td>
</tr>
<tr>
<td>86</td>
<td>B</td>
<td>3.125</td>
<td>3.625</td>
<td>4.125</td>
</tr>
<tr>
<td>85</td>
<td>B</td>
<td>3.000</td>
<td>3.500</td>
<td>4.000</td>
</tr>
<tr>
<td>84</td>
<td>C</td>
<td>2.875</td>
<td>3.375</td>
<td>3.875</td>
</tr>
<tr>
<td>83</td>
<td>C</td>
<td>2.750</td>
<td>3.250</td>
<td>3.750</td>
</tr>
<tr>
<td>82</td>
<td>C</td>
<td>2.625</td>
<td>3.125</td>
<td>3.625</td>
</tr>
<tr>
<td>81</td>
<td>C</td>
<td>2.500</td>
<td>3.000</td>
<td>3.500</td>
</tr>
<tr>
<td>80</td>
<td>C</td>
<td>2.375</td>
<td>2.875</td>
<td>3.375</td>
</tr>
<tr>
<td>79</td>
<td>C</td>
<td>2.250</td>
<td>2.750</td>
<td>3.250</td>
</tr>
</tbody>
</table>
Course withdrawals

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

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course or 10 days in a 180-day course will be assigned a WF and the F (as a 61) will be calculated in the student's overall grade point average.

The three, five and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school.
Students who drop out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following.

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

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

Outings/Events

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

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

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

CASC parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for supervision of their children at all times. Parents are encouraged to become involved in their school community through participation in outings and clubs and also arranging other “non-official” outings with CASC parents. Parents may freely meet and organize unofficial outings as they wish. These outings are not considered “official” outings unless a CASC representative attends.

A school directory is housed in the OLS. The directory allows parents and students to search for other community members based on grade levels of students, geography, and areas of interest. The directory is updated to allow parents to complete an informational form and search for other parents based on interests, such as scrapbooking or hiking. The information provided in the school directory is not intended for commercial use.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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

(1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

To request an inspection and review, the parent or eligible student should submit a written request to the Head of School that identifies the record(s) they wish to inspect. The Head of School makes arrangements for access and notifies the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request an amendment of the student’s education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Head of School, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School notifies the parent or eligible student of the decision and advises him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202-4605

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

- Shipment of computer and school materials to and from student’s home
- Entry of student enrollment information into a computer database for use by school officials
- Sports activity sheets, such as for wrestling, 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 requires the School to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the School in writing that they do not want their student’s information disclosed without prior written consent.
The School has designated the following information as directory information:

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

If there are certain items the School has chosen to designate as directory information that parents do not want disclosed from their student's education records, without their prior written consent, parents are encouraged to send an e-mail identifying the information they do not want disclosed, the student’s name, and the name of the virtual academy or affiliate school in which the student is enrolled to: directoryinformation@k12.com. This e-mail must be sent within 30 days of the first day the student attends school.

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

Rights of Children with Disabilities to Attend a School Authorized by the South Carolina Public Charter School District

This section explains the educational rights of children with disabilities to attend a charter school that has been authorized by the South Carolina Public Charter School District (SCPCSD). 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 SCPCSD 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 SCPCSD 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 SCPCSD 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 SCPCSD 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 SCPCSD 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 SCPCSD are required to provide a FAPE to students with disabilities determined eligible under Section 504 of the Rehabilitation Act of 1973, as amended. An appropriate education for a student with a disability under Section 504 regulations could consist of education in general education classrooms with or without accommodations and/or supplementary services. These services will be decided upon by the child’s 504 Planning Committee.

Relevant Laws and Regulations:
South Carolina Charter School Law H3241
South Carolina Special Education Regulations §43-243
The Individuals with Disabilities Education Act 34 CFR Parts 300 and 301
Section 504 of the Rehabilitation Act 34 CFR Part 104

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

Jennifer Matthews, Special Programs Coordinator
864-236-4006 Ext: 4012
jmatthews@k12.com

Aanya Rispoli; Regional Special Programs Director
arispoli@k12.com

For additional questions or concerns, please contact the South Carolina Public Charter School District’s Director of Federal Programs, Robert Compton at 803-734-8067 or rcompton@sccharter.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 have an active Individual Education Plan (IEP).

**SPECIAL EDUCATION SERVICES**

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

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

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

**What to expect:**

- Every special education student will be assigned a special education teacher in addition to their regular education teacher.
- The special education teacher will work with the learning coach on IEP goals; how to modify and adapt the learning environment; and curriculum paths for success.
The special education teacher, the regular education teacher, and the learning coach will meet together for a 3-way conference call once every grading period.

The special education teacher will hold Class Connects online to assist students with their specific learning needs.

The special education teacher is available to be used as a resource for instructional strategies and adaptations and modifications to the curriculum.

ARD meetings will be held either online or through the use of a conference call line.

The special education teacher will provide a progress report at the end of each grading period noting the progress on the student’s IEP goals.

Special Education students are required to meet the same attendance policies as their peers. The home environment, one on one instruction, and flexible schedule can help the students create a learning environment that meet their specific needs.

RELATED SERVICES

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

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

***** We understand that it is our responsibility to provide a free and appropriate public education to each enrolled special education student. Because CASC is a virtual school of choice, it is understood that speech and related services are provided face to face; however, not always in the home environment. Services will be offered at the nearest office to the family’s home.

RESPONSE TO INTERVENTION (RTI)

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

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

How to request RtI assistance and what to expect:

1. The learning coach can request that the teacher file a referral for the Response to Intervention team to review.
2. The Response to Intervention coordinator will set up an initial meeting with the learning coach and the regular education teacher to review the needs of the student.

3. After the team meets and reviews the given information, the student will possibly be placed on an intervention plan to assist with the OLS progress.

4. The Response to Intervention team will review the case after the student has had ample time to work through the OLS with appropriate interventions to determine whether the student will need ongoing interventions or a referral for special education testing.
REQUIRED SIGNATURE PAGE

You have just reviewed the Cyber Academy of South Carolina Student/Parent Handbook. We have attempted to cover all the important rules, regulations, and procedures for which you are responsible during this school year. Your success at the academy is equal to your effort and engagement.

Click on the link below to confirm your receipt of the 2014-15 CASC Handbook and that you have read and understand the content of this handbook. Please complete the survey questions in the link as acknowledgement of your understanding of the CASC Handbook within 30 days of your enrollment in the school.

http://tinyurl.com/casc-sign-handbook

*Failure to complete required agreement survey will result in the accumulation of 1 FEP (see Family Engagement Plan)*