

CAROLUS

ONLINE ACADEMY

POWERED BY K12



**Student and Learning Coach Handbook
School Year 2024-2025**

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Our Mission

To empower students with access to college and career readiness opportunities to realize their full potential.

School Administration Directory

Name: Pamela Sieger, Executive Director

Email: psieger@carolusonlineacademy.org

Name: Angela Jones-Howze, Operations Manager

Email: ajones-howze@carolusonlineacademy.org

Name: Carlotta Redish, K-8 Academic Administrator

Email: credish@carolusonlineacademy.org

Name: Christopher Webber, High School Academic Administrator

Email: cwebber@carolusonlineacademy.org

Name: Naarah Bryant, Special Programs Academic Administrator

Email: nbryant@carolusonlineacademy.org

Name: Tracey Lee, Testing Administrator

Email: tlee@carolusonlineacademy.org

K12 Customer Support - <https://www.help.k12.com/s/> or 866.K12.CARE (866.512.2273)

COA Faculty and Staff

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

Support Team Members

Together all the members of your support team will work closely with your family to ensure your student's needs are met, so that they can receive the very best education possible. Your student may have contact with many of the team members during the year. It is important that you check and respond to your email regularly to stay up to date on what is happening with your student.

School Counselors

[Katie Beck, High School Guidance Counselor](#)

[Amanda Wilson, Elementary and Middle School Guidance Counselor](#)

Our school guidance counselor will assist students and families by acting as a go-between between the families and community resources. In addition to helping to meet economic

needs of our families, our school guidance counselor may also conduct social support to our families for needs such as pregnancy support, death or serious illness in the family, drug/alcohol abuse, DSS or DJJ involvement, and other high needs social issues that are likely to impact school performance.

Community Engagement Specialist

Niki Kayser, Community Engagement Specialist

Our community engagement specialist will assist families by providing necessary training and opportunities for socialization among COA families. This is done using our website, monthly outings, our learning lab, social media, and individual training on an as needed basis. They are also the primary coordinators of our onboarding and training process for new students. The Engagement Specialist provides a range of school-wide services to new and returning students and their families to help set the right tone for their academic success in the virtual school program.

The community engagement specialist also works to promote positive school attendance and to notify families of concerns regarding attendance and truancy, see attendance section for more details. If your student has missed school without an excuse, please contact your homeroom teacher immediately and have your student log in and complete schoolwork.

General Guidance

This handbook sets forth general guidance for parents and students enrolled in Carolus Online Academy (COA). COA is a public charter school and is subject to the rules and regulations of South Carolina public charter schools. The charter school guidelines for COA are available online at <https://sccharter.org/>

A copy of this handbook will be posted on the school website at [Carolus Online Academy](#)

School Right to Amend Handbook Statement

Handbook items may be amended as necessary throughout the school year. Once revised and approved by administration, families will receive the amended handbook.

School Calendar

Carolus Online Academy

2024-2025 Academic Calendar

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sep 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Feb 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Mar 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Apr 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Back To School Night: 8/20/2024

Parent-Teacher-Student Conferences:
9/26, 12/4, 2/25, 5/8

Interim Assessment Windows:

8/8-8/23/2024

12/9-12/18/2024

4/1-4/11/2025

Weather Make-Up Days:

1/2/2025, 1/3/2025, 1/6/2025

State Testing Windows:

PSAT/PreACT (G10): 10/1-10/31/2024

CogAT/IA (G2): 10/14-10/25/2024

ACCESS for ELLs: 1/21-3/13/2025

PTA (G2-5): 2/18-3/13/2025

SC-Alt (G3-8): 3/10-4/25/2025

SC Ready (G3-8): 4/28-5/23/2025

HS EOC (HS): 4/28-5/23/2025

ACT/SAT (G11-12): Spring 2025

Staff and Student Holiday	First and Last Day of School	Instructional Day	Parent-Teacher-Student Conferences	Teacher Workday
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Staff and Student Holidays – No School
Sept 2 – Labor Day
Nov 27-29 – Thanksgiving Break
Dec 23-Jan 3 – Winter Break
Jan 20 – Martin Luther King Jr. Day
Feb 17 – President's Day
March 24-28 – Spring Break
Apr 18 – Good Friday

Teacher Professional Days No School for Students
Oct 11
Dec 19-20
Jan 6
Mar 14

End of Term & Reporting Dates
5 th Day – Aug 14
45 th Day – Oct 10
End of Semester 1 – Dec 18
90 th Day – Dec 18
135 th Day – Mar 12
180 th Day – May 23
End of Semester 2 – May 23

Policy of Non-Discrimination

Carolus Online Academy 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 Dr. Naarah Bryant, 504 Coordinator at nbryant@carolusonlineacademy.org; For questions pertaining to Title IX contact us via mail at Carolus Online Academy, 1824 Barnwell Street, Columbia, SC 29201. You may also contact the Office of Civil Rights at 800-421-3481 or OCR@ed.gov.

COA School Requirements and Procedures

Carolus Online Academy is committed to providing comprehensive support to all students enrolled in grades K-12 to ensure their academic success and overall well-being. COA implements procedures and strategies for supporting students throughout their academic journey and implementing effective retention measures when necessary.

1. Student Support Services:

- **Academic Counseling:** Each student will have access to a dedicated school counselor who will provide guidance and support regarding course selection, academic progress, and goal setting.
- **Tutoring and Remediation:** Access to tutoring services and remedial support will be provided to students who require additional assistance in specific subjects or skills.
- **Special Education Services:** Students with special education needs will receive appropriate accommodations and support services as outlined in their Individualized Education Plans (IEPs).
- **Social and Emotional Support:** Counseling services will be available to address students' social and emotional well-being, ensuring a supportive environment conducive to learning.
- **Learning Coach Involvement:** Regular communication with Learning Coaches will be encouraged to foster a collaborative approach to student support and success.

2. Retention Procedures:

- **Early Intervention:** Monitoring of academic progress will be conducted regularly to identify students who may be at risk of falling behind. Early intervention strategies will be implemented to address academic challenges promptly.
- **Progress Monitoring:** Academic performance and attendance will be closely monitored throughout the school year. Students who are not meeting academic benchmarks or attendance requirements will be identified for additional support.
- **Retention Criteria:** Retention decisions will be based on comprehensive assessment of academic performance, attendance records, and overall progress towards meeting grade-level expectations.
- **Retention Review Process:** A retention review committee, comprising school administrators, teachers, and counselors, will assess individual cases of potential retention. Learning Coaches will be involved in the review process, and decisions will be made collaboratively based on the best interest of the student.

- **Appeals Process:** An appeals process will be in place for Learning Coaches who wish to challenge the decision of student retention. The appeals committee will review all pertinent information and make a final determination.

3. Implementation and Review:

- **Training and Professional Development:** School staff will receive training on effective student support strategies, retention procedures, and the implementation of this policy.
- **Continuous Improvement:** This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from stakeholders, including students, Learning Coaches, and staff, will be considered in the review process.
- **Communication:** The policy and procedures will be communicated to all stakeholders, including students, parents, and staff, to ensure transparency and understanding of expectations.

This Student Support and Retention Policy and Procedure is designed to promote student success, provide necessary support systems, and ensure a nurturing learning environment for all students enrolled in Carolus Online Academy.

State & School Testing Requirements

As a public charter school in South Carolina, COA is required to meet the requirements for mandatory state testing. COA 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 COA program. Failure to participate in these assessments may also negatively impact the future of COA being available. South Carolina does not have any opt-out option for their mandated tests.

COA Instructional Assessment Plan

The COA 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.

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

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.

Questions, Concerns, or Complaints

COA staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. 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 COA office at schooloffice@carolusonlineacademy.org or use 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 compliancy. 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. Learning coaches are expected to check their school emails every day at a minimum of 2 times per day.

Our school administrators are available for COA families to answer questions, offer support, and receive valuable feedback for growing our school into the best virtual program in South Carolina. Please contact the school using the directory in this handbook.

Class Connect Sessions

COA teachers will offer multiple live sessions each week. The sessions will cover a variety of topics. Attendance during the live sessions will be mandated if data indicates that there is a need for additional intervention and instruction. During these sessions it is 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.

Homeroom Model and Student Individualized Learning

COA 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's needs. The process will start with a "Connection Call" from the 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 depending on their needs.

Grading and School Work Policy

Official report cards will be issued during the academic year, and the final report card issued at the end of the year will be used to determine grade level/course promotion.

Students are required to complete 20% of each course by the end of every quarter unless modifications have been approved by the teacher(s).

- Families wishing to appeal a grade, should submit a request to the Academic Administrator and any concerns with school material also should be directed to the Academic Administrator.
- Students who are failing 3 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. Promotion status for students in grade levels K-5 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.

Grading Scales

Kindergarten - 2nd Grade

E	Exemplary Progress
S	Satisfactory Progress
U	Unsatisfactory Progress

3rd Grade* - 12th Grade

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

3rd Grade Read to Succeed Act Information

Act 284 (Read to Succeed) requires that, beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment SC READY.

A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. The Read to Succeed Team is aware of research around third grade retention and is currently researching models and solutions in other states and among stakeholders in South Carolina. (ed.sc.gov)

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

Career Learning

COA 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 COA 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.

In middle school, our students will have the opportunity to explore multiple career fields and will choose a CTE Pathway when they are promoted into high school.

Withdrawing

Families who decide to withdraw from Carolus Online Academy should submit a request to their student's homeroom teacher, and the teacher will email the parent a parent withdrawal form. The legal guardian must provide the following information to the teacher before the withdrawal process begins.

1. The reason the family wishes to withdraw
2. The last day of enrollment/attendance with COA should be stated
3. The name of the school the student will be attending once withdrawn from COA.

Once this information is provided, the teacher will submit the withdrawal request. The new school should send a records request or proof of enrollment to COA to finalize the withdrawal.

This can be sent to schooloffice@carolusonlineacademy.org

Please note: If the family is not responsive to teacher 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 COA is not provided with proof of enrollment from a new school, the student's home district will be notified of the withdrawal and could result in family court referral or a DSS intervention.

Attendance Policy

Regular school attendance is an essential part of your student's education and vital to the successful completion of their respective grade level. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

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

In accordance with the compulsory school attendance law and S.C. Code of Regulations, uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day and are counted present only when they are in school or are present at an activity authorized by the school's Academic Administrator.

The 25% Rule/Instructional Time - According to SC Code 59-40-65 (C), COA is required to provide twenty-five percent (25%) of a student's core academic instruction in K-12th grade in a method other than an online or computer instruction program.

To satisfy this requirement, a student's curriculum program must contain an average of five hours a week of some combination of real-time interaction with a teacher for the core

instructional subjects (Math, ELA, History/Social Studies, and Science) or offline schoolwork (e.g., reading a book, doing homework, writing an essay, attending a Learning Lab). Students are expected to attend live sessions in each core area class weekly. If the student needs any additional assistance outside of those sessions, they may request it directly from the subject area teacher.

Attendance - Defined

Students must sign in and complete work or attend live class connect sessions each day to be considered present. 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.

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.
2. *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.
3. 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.
4. Absences due to a recognized religious holiday of the student's faith when approved in advance. Such requests must be made to the homeroom teacher in writing.
5. Absences for students whose parents/guardians are experiencing a military deployment. School administration may grant up to five days of excused absences provided that 1) the absence is preapproved, 2) the student is in good standing, 3) the student has a prior record of good attendance, and 4) missed work is completed and turned in within the school's allotted time.
6. Absences due to activities that are approved in advance by the school administration. This would include absences for extreme hardships. Such approval should be prearranged when possible.
7. 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.

Administrative Withdrawal for Attendance

If a student has ten (10) or more consecutive, unexcused absences, he/she will be truant and withdrawn from active enrollment at COA South Carolina as of the 11th day. The team will notify senior administration and a withdrawal review will be held.

It is imperative that any student who is absent for more than 3 consecutive days provide any documented excuses to his or her homeroom teacher within 7 days of the absences to avoid being considered truant and withdrawn. Additionally, any student who has missed more than 10 school days cumulatively may be subject to withdrawal by administration as ineligible to remain enrolled with COA due to attendance policy violation.

3 consecutive days or 5 total days	Family will receive an email, auto dialer and possible truancy intervention plan
5 consecutive days or 7 total days	Family will receive a letter, email, auto dialer, and attempted life phone call
10 total days missed	Possible withdrawal from school
10 consecutive days missed	Automatic withdrawal from school

In addition to administrative withdrawal due to truancy, the following infractions could also lead to administrative withdrawal.

- 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 complete onboarding requirements during the initial 25 days of enrollment

Student Onboarding

Strong Start is a practice of providing early communication, orientation and onboarding tasks for students and families to foster engagement in the K12 national and school community and receive the foundation needed to be successful in the online school setting.

The national Strong Start programming offers resources to give students and families a Strong Start from the point they are enrolled through the first four weeks of school. Almost all resources are available year-round to students starting after the first day of school. You will receive an email prior to your first day of school which will outline your expectations. These expectations will be further outlined in required orientation sessions for new students. New Students will also have access to the Online school materials in a course designed to let them become familiar with the online school. Please reach out to your Advisor or to the Engagement Specialist for any additional assistance. Students and families will be expected to complete orientation requirements including a final orientation checkpoint along with completion of beginning individual assessments.

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

K12 Customer Support Team can provide assistance in getting your computer set up by calling 1-866-512-2273.

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 COA students are aware of and understand their responsibilities when accessing and using COA resources. COA reserves the right to update or alter this agreement at any time. As a student enrolled in COA, 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:

- I. 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.
- II. Level II Conduct: Those activities engaged in by a student which are directed against persons or property, that could endanger the health or safety of one-self or others, or both. Includes Level I conduct that is repeated 3 or more times.
This includes but is not limited to documentation of Level I violations 3 or more times, disrespect to staff, bullying other students, using profanity, posting obscene materials, bullying, or using derogatory comments in class chat.
- III. 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:

- I. Level I or higher - Verbal warning, call to parent, student/teacher/administrator conference with parent
- II. 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 COA instructional resources (class tools/chat, etc.), out of school suspension (curriculum lockout), in person meetings or conferences, restitution of property and damages, expulsion, 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. You are responsible for all activities associated with your username and password.
- Do not interfere with other users' ability to access COA.
- You must 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-COA commercial activities, non-COA advertising, or politically lobbying on a COA owned instructional computing resource.

- Do not use COA instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on a COA 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 COA 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 inappropriate language when communicating with your COA teacher or staff.
- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threads.
- Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

Materials and Computer Equipment

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

Student Internet Safety

- Do not reveal on the internet personal information about yourself or others.
- Do not agree to meet in person anyone you have met on the internet and who is not affiliated with COA.

Academic Integrity-Plagiarism

Students who submit work as their own, when it is not wholly and completely their own, are guilty of cheating and/or plagiarism and will receive a grade of zero on the entire assignment. Assisting other students in cheating or plagiarism is also considered academic dishonesty, and students who do this will receive a grade of zero on their assignment submission as well. The first time a student fails to cite the source of information in an essay or research paper, he/she will be advised of proper citation methods, receive a grade of zero, but will be allowed to submit the corrected assignment for credit.

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

Bullying Policy

All students have the right to learn in a safe and supportive school environment that is free from bullying, intimidation, and harassment. The school environment includes blackboard collaborate 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. COA is committed to providing a safe environment by ensuring that bullying, intimidation, and harassment is not tolerated in our school and will be investigated and addressed upon notification.

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

Harming a student physically or emotionally or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage; or

Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. This differs from teasing and peer conflicts in which power is equal and it may not be repeated over time.

Cyberbullying

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

Reporting

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

Investigation

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

Behavior in Face to Face Settings

COA 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.

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

Dress Code

COA 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 a 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 COA School Administration if a COA student is convicted of a violent crime.

Any teachers of the student will be notified by administration as soon as knowledge of the conviction is shared with COA.

Anyone officially affiliated with COA 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, COA 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/Expulsion

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

Expulsion is the removal of a student from our school because of serious behavior concern such as the commission of any crime, gross immorality, gross misbehavior or the violation of any other written rules and regulations established by COA, or when the presence of the student is deemed to be detrimental to the best interests of the school. Examples being possession of a weapon at a school event or 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/Expulsion, as set forth in the Student Behavior Code. This means the student cannot attend online school or attend any school-related events.

Discipline of Disabled Students

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

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

Appeal Process

An appeal against any disciplinary decision up to and including Administrative Withdrawal/Expulsion must be made to the School Administration within 3 days of the decision being communicated to the parent or Legal Guardian.

Student Records

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:

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 will arrange for access and notify the parent or eligible student of the time and place when the records may be inspected.

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 to 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. 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 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.

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

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, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws require the school to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

The school has designated the following information as directory information:

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

If there are certain items the school has chosen to designate as directory information that parents do not want disclosed from their student's education records, without their prior written consent, parents are encouraged to send an e-mail identifying the information they do not want disclosed, the student's name, and the family identification number to schooloffice@carolusonlineacademy.org

Notice of these rights is available, upon request, in languages other than English.

Protection of Pupil Rights Act (PPRA)

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

Carolus Online Academy (COA) Protection of Pupil Rights Act (PPRA) Operational Guidelines and Procedures

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) -
 1. Political affiliations or beliefs of the student or student's parent.
 2. Mental or psychological problems of the student or student's family.
 3. Sex behavior or attitudes.
 4. Illegal, anti-social, self-incriminating, or demeaning behavior.
 5. Critical appraisals of others with whom respondents have close family relationships.
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of -
 1. Any other protected information survey, regardless of funding.
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use -
 1. Protected information surveys of students and surveys created by a third party.
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

COA will develop and adopt policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. COA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

COA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. COA will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Annual Notification Process:

- Publicly post policy in the Parent Student Handbook
 - Responsible Party: Administration
- Provide annual overview/training to all staff members.
 - Responsible Party: Administration
 - Documentation of Completion: Retain training materials, staff in attendance and tracking tool.
- Distribute policy in a newsletter, email, or other direct manner to families annually.
 - Responsible Party: Administration
 - Documentation of Completion: Retain dated communication.

Rights of Children with Disabilities

Children with a disability have the right to attend a school authorized by the South Carolina Public Charter School District (SCPCSD).

This section explains the educational rights of children with disabilities to attend a charter school that has been authorized by the 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. 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.

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.

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.).

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. Legal guardians are invited to the meetings. 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.

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 accommodation and/or supplementary services. These services will be decided upon by the child's 504 Planning Committee.

Relevant Laws and Regulations:

South Carolina Special Education Regulation 43-243; SC Code 43-243.1; 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: Dr. Naarah Bryant, Special Programs Manager, nbryant@carolusonlineacademy.org

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 COA 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).

If there is any indication that the student may have received special education services, once COA receives the previous school's records, your family will be contacted by the school. Should you have any additional questions please contact the Special Programs Manager, Dr. Naarah Bryant at nbryant@carolusonlineacademy.org

SPECIAL EDUCATION SERVICES

COA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). COA 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 COA program is considered an **inclusion** program. The student's home is the regular classroom and services are provided by a highly qualified special education teacher via phone, e-mail and the online (virtual) classroom.

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 collaborate with the learning coach on IEP goals.
- The special education teacher, the regular education teacher, and the learning coach will meet for a virtual connect 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 online in a virtual classroom.
- 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.

Related Services

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

COA 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 COA is a virtual school of choice, it is understood that speech and related services are provided virtually; however, we understand that the virtual environment is not always the most appropriate environment for speech and other related services. If the IEP team determines that face to face therapy is the most appropriate, services will be offered by a provider close to the family's home.

Response to Intervention (RTI)

Response to Intervention (RtI) Services at COA 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 frequently scheduled basis.

Medical Needs or Access to Medications

It is the responsibility of the legal guardian to report any medical needs or any access to medication for on-site events to your student's Homeroom Teacher.

Parents with Disabilities

Providing accommodation also applies to parents with disabilities. If needed, in order to allow for parental participation, accommodation for parents with disabilities will be provided; thus, enabling parental involvement throughout the 504 processes. 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 & Crisis Manual

COA has a written Health and Safety Manual that is available upon request by emailing schooloffice@carolusonlineacademy.org

Rights of Children with Special Home Circumstances ESSA Title IX, 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/>

Lisa Jenkins Turnipseed is the McKinney-Vento Homeless Liaison at COA and she can be reached at ljenkins@carolusonlineacademy.org. Please email any dispute involving your student's eligibility for McKinney-Vento designation to Mrs. Jenkins Turnipseed.

TITLE I, 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.

Amanda Wilson, the School Counselor is the Student in Foster Care Liaison at COA and she can be reached at awilson@carolusonlineacademy.org

English Language Learners (ELL)

Dr. Naarah Bryant, is the **ELL** Coordinator at COA and can be reached at nbryant@carolusonlineacademy.org

Translated Materials

COA will provide translated material upon request whenever possible. Please contact your student's Homeroom Teacher for assistance with translated materials.

Appendix A

Learning Coach and Student Responsibilities

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

- I understand that enrollment includes full participation in all state- mandated testing on the required dates and at the assigned location. It is my responsibility to provide transportation for all required testing.
- I understand that I will have the direction and support of a South Carolina certified teacher in implementing the K12 curriculum with my student.
- I accept the responsibility to supervise my student in using the K12 curriculum.
- I understand that I am expected to become knowledgeable about the curriculum and the Online School.
- I accept the responsibility to actively participate in the planning, instruction, and assessment of my child using the K12 curriculum and the Online School.
- I understand that I will schedule a minimum of six (6) hours per school day to accomplish this task.
- I understand that there are guidelines and policies regarding daily lesson completion and assignment submission and course level attendance.
- I understand that there are guidelines regarding recording of live-online sessions and that my student(s) are required to participate fully in virtual sessions, including the use of the microphone, camera, and other online tools, as requested.
- I understand that students are expected to complete work in the Online School each regular school day, according to the official school calendar, and that any deviation from this calendar must be communicated to and approved by my student's advisor.
- I understand that my child and I are required to participate in scheduled conferences with our teacher(s). I understand that during these conferences I am expected to have access to all materials and the computer. Scheduled conferences are expected to occur from the primary location that instruction takes place.
- I understand that I must read and respond to emails and phone calls from COA staff within 24 hours.
- I understand that if my phone number, address, email, or emergency contacts change, I must inform my homeroom teacher in a timely manner.
- I understand that COA students are required to have full-time adult supervision and participation during instruction/learning to be enrolled in the school.
- 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 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 COA 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 COA.
- 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 COA's curriculum if the learning coach is unavailable.
- I understand that it is my responsibility to alert COA if my student is currently suspended from school, under a school truancy plan or has court order to attend school for Truancy, Expelled, in the process of an Expulsion Hearing, ineligible to attend.
- 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 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 COA.
- I understand that COA 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 not to be photographed.
- I understand that the COA 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 schooloffice@carolusonlineacademy.org

Appendix B

Teacher Responsibilities

- Collaboratively develop an individual learning plan for your student by use of data-driven instructional methods.
- Guide and direct the student through the K12 Online School platforms.
- Provide instructional support to meet SC state standards.
- Facilitate academic conferences.
- Review student submitted work throughout each grading term.
- Maintain school-work day Monday through Friday from 8:00 am - 4:00 pm.
- Respond within 24 school day hours to all school emails and telephone calls.
- Inform you of school updates/information from COA 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.