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Student and Learning Coach Handbook
School Year 2026-2027

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Carolus Online Academy

Mission Statement: Our mission at Carolus Online Academy is to provide high-quality education that nurtures the whole child, empowering them to become lifelong learners equipped to navigate successfully in a rapidly changing world.

Vision Statement: Guided by our mission, our vision for Carolus Online Academy soars with the spirit of the Phoenix, symbolizing resilience, renewal and growth. We envision a dynamic learning community where students, like the Phoenix, rise from challenges, empowered by high-quality education and holistic support. Through our transformative approach, every learner ignites their potential, emerging as confident, adaptable leaders ready to soar to new heights.

Welcome Letter

Dear Carolus Online Academy Families,

Welcome to the 2026–2027 school year! On behalf of our faculty and staff, I am honored to welcome both our returning families and those joining our Carolus community for the first time. Thank you for entrusting us with your child's education. We are excited to partner with you as we continue our mission of empowering every student to reach their fullest potential through personalized learning, meaningful relationships, and a culture rooted in excellence, hope, and opportunity.

At Carolus Online Academy, we believe education extends far beyond academics. Our commitment is to nurture and develop the whole child by supporting each student's academic achievement, social-emotional well-being, leadership development, character, and future college and career aspirations. Every decision we make is centered on providing students with the knowledge, confidence, and durable life skills they need to thrive in an ever-changing world.

As we continue to grow, we are proud to offer exciting opportunities that make Carolus Online Academy a truly unique learning community.

What Sets Carolus Online Academy Apart in 2026–2027

Personalized Learning for Every Student
Every learner is unique. Our individualized learning plans ensure that instruction is tailored to each student's strengths, interests, and academic needs while providing the support and enrichment necessary for continued growth.

A Positive School Culture Through Habits of Mind
This year, we will continue our partnership with the Institute for Habits of Mind as we work toward becoming a Certified Habits of Mind School. By intentionally teaching the Habits of Mind, we are helping students develop perseverance, responsible decision-

making, flexible thinking, empathy, and lifelong learning skills that prepare them for success.

Social-Emotional Learning Through Thrively
We remain committed to supporting students' social-emotional development through Thrively, our comprehensive Social-Emotional Learning platform. Thrively helps students discover their strengths, build resilience, develop self-awareness, and create meaningful pathways toward future success while fostering confidence and emotional wellness. We will continue to help students find "What is Strong With You" this school year.

College and Career Readiness
Preparing students for life after graduation begins long before senior year. We are excited to continue expanding opportunities that prepare students for college, careers, and beyond, including the addition of Dual Enrollment opportunities for our high school students. These experiences allow students to earn college credit while still in high school, giving them a strong foundation for future success.

Leadership and Service Opportunities
We believe leadership is developed through service and involvement. This school year, students will have opportunities to participate in:

- National Honor Society (NHS)
- National Junior Honor Society (NJHS)
- National Beta Club
- Student Ambassador Program
- Parent Ambassador Program

These organizations encourage academic excellence, leadership, character, citizenship, and service while helping students build meaningful connections within our statewide school community.

Growing Clubs and Enrichment Opportunities
Students will continue to enjoy a variety of engaging clubs designed to spark creativity, collaboration, and personal interests, including Chess Club, Art Club, Photography Club, Cooking Club, and many additional opportunities across our elementary, middle, and high school campuses.

Supporting Advanced Learners
Our Advanced Learning Program (ALP) continues to expand, ensuring gifted and advanced learners receive challenging, engaging instruction that encourages innovation, critical thinking, and academic excellence.

Building Strong Family Partnerships: Elementary PTO
We recognize that successful students begin with strong school-family partnerships. This fall, we are excited to launch our Elementary Parent Teacher Organization (PTO), creating additional opportunities for families to become involved, collaborate with school leaders, and help strengthen our vibrant school community.

Celebrating Two Years of Project Give Back: Carolus Cares
This year marks the second anniversary of Project Give Back: Carolus Cares, one of our most meaningful community initiatives. Every eight weeks, families will continue to have the opportunity to participate in Carolus Cares events, where donated clothing, household items, school supplies, and other essentials are available free of charge. This initiative reflects our commitment to serving families, supporting our communities, and teaching students the importance of generosity, compassion, and giving back.

Meaningful Connections Beyond the Screen
Although we are an online school, relationships remain at the heart of everything we do. Through regional family events, student activities, celebrations, and community gatherings across South Carolina, we provide opportunities for students and families to connect, build friendships, and experience the Carolus community together.

As we begin another exciting year, our focus remains steadfast: putting students first while fostering academic excellence, developing strong character, supporting emotional well-being, and preparing every learner for a successful future. Together with our families, we will continue building a school where every child feels valued, challenged, supported, and inspired to achieve their dreams.

Thank you for being an essential part of the Carolus Online Academy family. We look forward to an incredible year of learning, growth, service, and success alongside each of you.

With gratitude,

Pam Sieger
Executive Director
Carolus Online Academy

General Guidance

This handbook provides general guidance for parents and students enrolled at Carolus Online Academy (COA). As a public charter school, COA adheres to the rules and regulations governing South Carolina public charter schools. For more information on charter school guidelines, visit https://sccharter.org/.A copy of this handbook is available on the school website at Carolus Online Academy.

Directory

Name	Position	Email
Pamela Sieger	Executive Director	Psieger@k12.com
Demi Mcgloin	Operations Manager	Demcgloin@carolusonlineacademy.org
Katie Gomersall	6-12 Academic Administrator	kgomersall@carolusonlineacademy.org
Jackie Reed	Special Programs Academic Administrator	jreed@carolusonlineacademy.org
Kanesha Morman	K-5 Academic Administrator	Kmorman@carolusonlineacademy.org
Kelsey Linares	Testing Coordinator	klinares@carolusonlineacademy.org
Brandy Yates	CTE/CRE Coordinator	Byates@carolusonlineacademy.org
Brieann Bookter	Compliance Coordinator	Bbookter@carolusonlineacademy.org
Craig Finley	Truancy Officer	Cfinley1@carolusonlineacademy.org
Teondra Aycox	Attendance Specialist	Taycox@carolusonlineacademy.org
Christian Glass	Truancy Liaison	Cglass@carolusonlineacademy.org

School Right to Amend Handbook

Carolus Online Academy reserves the right to amend handbook items as necessary throughout the school year. Once revised and approved by the administration, families will receive the amended handbook.

Policy of Non-Discrimination

Carolus Online Academy is committed to providing equal opportunities and does not discriminate based on:

- Race
- Color
- National origin
- Sex
- Sexual orientation
- Disability
- Age
- Religion
- Immigrant status

This non-discrimination policy applies to all programs and activities, including equal access to the Boy Scouts and other designated youth groups.

For inquiries regarding non-discrimination policies:

- Section 504 inquiries: Contact Brieann Booketer, 504 Coordinator, at @carolusonlineacademy.org
- Title IX inquiries: Send mail to Carolus Online Academy, 101 Westpark Blvd., Suite C Columbia, SC 29210

You may also contact the Office of Civil Rights at 800-421-3481 or OCR@ed.gov for further assistance.

COA School Requirements and Procedures

Carolus Online Academy provides comprehensive support for all K-12 students, ensuring their academic success and overall well-being. We implement effective strategies to support students throughout their academic journey and apply retention measures when necessary.

COA Faculty and Staff

We believe that a collaborative relationship between you and your assigned teachers is

essential for success. Your homeroom teacher should be your first point of contact for all academic or technical questions, as they possess a wealth of knowledge. Our teachers work as a team to ensure your students' progress and compliance in all areas.

Support Team

Our support team members collaborate closely with your family to meet your students' needs and provide the best possible education. Your student may interact with various team members throughout the year. To stay informed about your student's progress, it's crucial to check and respond to your email regularly.

Carolus Emails	Email
Attendance	Attendance@carolusonlineacademy.org
Truancy	Truancyaip@k12.com
PTO	Pto@carolusonlineacademy.org
School Office	Schooloffice@carolusonlineacademy.org

School Counselors

Name	Grade Level	Alpha Served in Grade Level	Email
Katie Beck	9-12	Last Name A-K	kbeck@carolusonlineacademy.org
Amy Holmes	9-12	Last Name L-Z	aholmes@carolusonlineacademy.org
Amanda Wilson	6-8	A-Z	awilson@carolusonlineacademy.org
Shanquel Young	K-5	A-Z	syoung@carolusonlineacademy.org
Humberto Guevara	Grad Coach 9-12	A-Z	hguevara@carolusonlineacademy.org

Carolus School Counselors play a crucial role in supporting students and families by acting as liaisons between families and community resources. School Counselors provide assistance in various areas, including:

- Academic guidance and support
- College and career planning
- Social and emotional development
- Connecting families with community resources

The School Counselors work closely with students, parents, teachers, and administrators to ensure a comprehensive support system that promotes student success and well-being throughout their academic journey.

School Counselor Services

Our school counselors offer a wide range of services to support students' academic, personal, and social development:

- Course selection and scheduling assistance
- Study skills and time management guidance
- Academic progress monitoring
- College and Career Readiness
- College application guidance
- Scholarship and financial aid information
- Career exploration/planning
- Individual and group counseling sessions
- Conflict resolution strategies
- Stress management techniques

- Parent-teacher communication facilitation
- Referrals to community resources
- Workshops and informational sessions for families
- Immediate support during personal or academic crises
- Coordination with mental health professionals when necessary

Our counselors are committed to fostering a supportive and inclusive learning environment, ensuring that each student has the resources and guidance needed to thrive academically and personally.

Community Engagement Specialist

Name	Grade Level	Email
Niki Kayser	K-12	Nkayser@carolusonlineacademy.org

Niki Kayser serves as our Community Engagement Specialist, helping students and families feel connected, informed, and supported throughout their COA experience. Her role includes:

- Coordinating virtual and in-person events, outings, and social opportunities
- Supporting student clubs, activities, school spirit, and community-building initiatives
- Managing social media and supporting school and family communications
- Providing Learning Coach resources and engagement opportunities
- Coordinating orientation and onboarding for new students and families
- Providing individual support and connecting families with appropriate school resources

The Community Engagement Specialist also supports positive attendance and engagement by helping families stay connected and addressing barriers to participation.

Families are encouraged to reach out with questions about events, clubs, social opportunities, Learning Coach resources, orientation, or ways to become more connected with the COA community.

For more details on attendance policies, please refer to the attendance section of this handbook.

Important: If your student has missed school without an excuse, please contact your homeroom teacher immediately and ensure your student logs in to complete schoolwork.

Student Support Services

Academic Counseling
Each student has access to a dedicated school counselor for guidance on course selection, academic progress, and goal setting.

Tutoring and Remediation
We offer tutoring services and remedial support for students requiring additional assistance in specific subjects or skills.

Special Education Services
Students with special education needs receive appropriate accommodations and support services as outlined in their Individualized Education Plans (IEPs).

Social and Emotional Support
Counseling services are available to address students' social and emotional well-being, fostering a supportive learning environment.

Learning Coach Involvement
We encourage regular communication with Learning Coaches to promote a collaborative approach to student support and success.

Retention Procedures

Early Intervention
Regular monitoring of academic progress helps identify at-risk students, allowing for prompt implementation of intervention strategies.

Progress Monitoring
We closely track academic performance and attendance throughout the school year, identifying students who may need additional support.

Retention Criteria K-8
Retention decisions are based on comprehensive assessments of academic performance, attendance records, and progress towards grade-level expectations.

Retention Review Process K-8
A committee of school administrators, teachers, and counselors assesses potential retention cases. Learning Coaches may be invited to be involved in this collaborative decision-making process.

Appeals Process
An appeals process is available for Learning Coaches who wish to challenge retention decisions.

- Learning Coaches please send an email to the Executive Director, Pam Sieger – psieger@k12.com, expressing their rationale for appealing the school's decision to retain the student. Once the appeal is received, a committee will be formed compromised of school administrators and lead- teacher to review the appeal. The decision of the committee is final, and the learning coach will be notified of the committee's decision by the Executive Director.

State & School Testing Requirements

As a South Carolina public charter school, Carolus Online Academy (COA) is required to administer all state-mandated assessments. Participation in required testing is a condition of enrollment.

Families should be aware of the following:

- Dates that we will be testing are available on the COA school website.
- A student's specific testing date, time, and location will be communicated **at least one month prior** to their scheduled test date.
- COA strives to assign students to a testing location within **55 miles** of their home whenever possible. Due to testing site availability and capacity, some families may be required to travel farther.
- COA utilizes **Testing Nirvana** to communicate testing information and collect attendance confirmations. Learning Coaches are responsible for confirming their student's attendance through Testing Nirvana by the communicated deadline.
- South Carolina does not provide an opt-out option for required state assessments.
- Students are expected to follow all school policies regarding behavior and conduct while testing.
- **Attendance is taken during testing. Failure to attend may result in an unexcused absence and could contribute to truancy.**

Important Information:

- If testing attendance is not confirmed by the deadline, a student's curriculum may be temporarily locked until confirmation is received.
- Students who do not register for, confirm, or participate in required in-person assessments may be subject to administrative withdrawal from COA.
- Student participation is essential to maintaining COA's compliance with state accountability requirements and supporting the continued success of our school.

Required assessments include, but are not limited to, Kindergarten Readiness Assessment (KRA), CogAT/Iowa, ACCESS, Alternate Assessment, WIN/Career Readiness, End-of-Course (EOC) exams, and SC READY. Carolus Online Academy follows all testing requirements, policies, and procedures established by the State of South Carolina and our district.

COA Instructional Assessment Plan

The COA Instructional Assessment Plan utilizes 3rd party curriculum supplements, including periodic Interim Assessments, to:

- Provide growth measures for all students
- Ensure systematic exposure to state standards
- Enable data-driven instruction

Note: Participation in the Instructional Assessment Plan, which may include face-to-face components, is mandatory for continued enrollment at COA.

Consequences of non-completion:

- Access to course material may be blocked
- Absences may be recorded until the Interim Assessment is completed

Questions, Concerns, or Complaints

To address issues or seek information, please follow this two-step procedure:

- Contact the student's Homeroom Teacher via phone or school email
- If unresolved, contact an administrator at schooloffice@carolusonlineacademy.org or refer to the directory at the beginning of this handbook

COA staff are committed to collaborating with parents to resolve any problems that may arise during the school year.

Communication Responsibility

Consistent communication between students, parents, and teachers is essential for school compliance. Communication channels include:

- School email
- Telephone (including voicemail)
- School announcements
- Newsletters
- Workshops (in-person and online via Class Connect)

Response Times:

- Teachers will respond to school emails/phone messages within 1 business day
- Learning coaches are expected to check school emails at least twice daily

For questions, support, or feedback, contact school administrators using the directory provided in this handbook.

Class Connect Sessions

COA teachers offer multiple live sessions weekly, covering various topics. Key points:

- Attendance is required for class connect sessions
- Working microphone and camera are required, to be used as directed by the teacher.
- All students are required to have their face on camera during class connect sessions to help ensure engagement during the lessons.
- These tools improve interactive experiences and help proctor student learning
- For K12 Customer Support, visit https://www.help.k12.com/s/ or call 866.K12.CARE (866.512.2273).

Homeroom Model and Student Individualized Learning

COA employs a data-driven instructional model to define students' academic needs and strengths:

- Teachers use previous standardized tests, quarterly benchmark exams, and online school information
- Student progress is tracked throughout the school year
- The process is fluid and evolves based on individual student needs

Data-Driven Small Groups:

- Students are placed in small groups within the first 9 weeks of enrollment
- Group placements are reviewed at least quarterly, with potential for more frequent changes
- The process begins with a "Connection Call" from the Homeroom Teacher within the first two weeks

Ongoing Support:

- Periodic data reviews occur every 4-6 weeks
- Families may receive calls, emails, or conference invitations based on individual needs

This approach ensures personalized support and timely interventions to meet each student's academic goals.

Grading and School Work Policy

Report Cards

- Official report cards are issued at the end of the academic year via email
- The final report card determines grade level/course promotion

Grade Appeals
To appeal a grade, submit a request to the Academic Administrator. Direct any concerns about school material to the same administrator.

Retention Recommendations
Students may be recommended for grade level retention if they are:

- Failing 2 or more core academic courses (Math, Language Arts, Social Studies, or Science)
- Failing both Math and Language Arts

K-8 Promotion Considerations
For students in grades K-5, promotion status also considers:

- Performance on individual progress monitoring assessments
- Results from interim assessments (criterion and/or normative based)

This comprehensive approach ensures that promotion decisions are based on a holistic view of student performance and readiness for the next grade level. The grading floor will be at 0% for work not completed.

Grading Scales

Kindergarten - 2nd Grade

Grade	Description
S	Satisfactory
P	Proficient
N	Unsatisfactory

3rd Grade - 12th Grade*

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

3rd Grade Read to Succeed Act Information

In accordance with the South Carolina Read to Succeed Act (Act 284, as amended by Act 114), our school follows a proactive process to identify students who may be at risk for reading difficulties and provide early intervention to help every student become a successful reader.

Identification and Intervention
At the beginning of the school year, 1st grade through 3rd grade families will be invited to a meeting to explain the Read to Succeed Act and share strategies to support reading at home. Students are

assessed using the i-Ready Diagnostic Assessment. Students who score below the state established cut score are identified as at risk for reading difficulties and begin receiving targeted reading interventions through our Multi-Tiered System of Supports (MTSS). Following the middle of year i-Ready Diagnostic, student progress is reviewed and communication will be sent to families. After the end of year i-Ready Diagnostic, eligible students in Grades 1-3 who remain below the required reading benchmark will be invited to attend Summer Reading Camp.

Summer Reading Camp

Students in grades 1-3 who have not met the required reading cut score will be invited to participate in Summer Reading Camp. Students in Grades 1 and 2 attend to strengthen reading skills, close learning gaps, and reduce the risk of future retention in third grade. Third grade students attend to receive intensive reading instruction and an additional opportunity to demonstrate reading proficiency. Summer Reading Camp will be held on Monday through Friday from 8:00 a.m. – 1:00 p.m. for four weeks during the month of June. Students attending Summer Reading Camp will take the i-Ready reading assessment during the last week of camp to determine growth.

Third Grade Promotion and Retention

The South Carolina Read to Succeed Act places a strong emphasis on early communication and intervention. Our goal is to partner with families throughout the school year to ensure every student has the support needed to become a successful reader.

After the middle of the year's i-Ready Diagnostic Assessment, families of third grade students who are identified as at risk for retention will be invited to a parent conference. During this meeting, school staff will review the student's reading progress and assessment data, discuss the interventions and supports currently in place, develop a plan for continued growth during the remainder of the school year and explain the Read to Succeed promotion requirements, including the possibility of third grade retention if reading proficiency is not demonstrated. Following the end of year i-Ready diagnostic, eligible students who have not yet met the required reading benchmark will be invited to attend Summer Reading Camp.

After students complete the Grade 3 SC READY English Language Arts assessment, preliminary results will identify students who may be at risk for third grade retention. Families will receive additional communication regarding their child's status, Summer Reading Camp participation and promotion requirements.

A third-grade student who does not demonstrate reading proficiency may still be promoted if they qualify for a Good Cause Exemption as defined by South Carolina law. Good Cause Exemptions include, but are not limited to:

- Multilingual Learners who have received fewer than two years of English language instruction.
- Students whose Individualized Education Program (IEP) or Section 504 Plan qualifies them for an exemption under state law.
- Students who have previously been retained and received at least 2 years intensive reading interventions.
- Students who demonstrate reading proficiency on a state-approved alternative assessment

Parents or guardians who disagree with a retention decision may request a review through the District Superintendent's Read to Succeed Appeal Process. Families will receive written information regarding the appeal procedures and timelines if their child is recommended for retention.

Attendance Policy

At Carolus Online Academy, regular attendance and active participation are essential components of a student's educational success and long-term future. Consistent engagement in coursework, instructional activities, and communication with teachers helps students remain on track toward graduation and prepares them for the responsibilities and opportunities of adulthood.

Students who are frequently absent or disengaged from their educational program are at increased risk of falling behind academically, losing credits, and ultimately failing to graduate. Research consistently identifies chronic absenteeism as one of the strongest predictors of academic failure and school dropout.

In accordance with South Carolina's Compulsory School Attendance Law, children are required to attend school beginning at age six and continuing until their seventeenth birthday unless otherwise exempt by law. Parents also have the option to pursue approved homeschooling programs if all state requirements are met.

Carolus Online Academy follows all applicable South Carolina laws, regulations, and attendance requirements to ensure students receive a meaningful educational experience. Students are expected to actively participate in their educational program each school day through attending live classes, class engagement, completion of assigned course work, and communication with school staff as required by school and state attendance policies.

South Carolina Attendance Requirements:

- Mandatory school attendance from age 5 to 17

Attendance Expectations:

- Students must engage in live classes, coursework/ material, and make academic progress each school day.
- A student's presence will be counted when they are logged into the virtual platform or at any authorized activities.
- Students are expected to attend daily live sessions for each core subject.
- To comply with South Carolina attendance laws, there must be a minimum engagement of 6 hours daily.
- Maintain regular communication with teachers and school staff.

- Notify teachers and the Attendance Specialist when circumstances prevent participation.
- Complete any approved make-up work within established timelines.
- Respond promptly to communication from teachers, advisors, attendance personnel, or other school staff.

Attendance Definition:

At Carolus Online Academy (COA), attendance is defined by active participation and engagement in the student's online educational platform. Students are expected to log into live sessions and make meaningful academic progress each school day by completing assigned coursework, participating and engaging in assigned learning activities and live sessions, and maintaining communication with teachers through the online platform when needed.

Establishing a consistent daily routine for logging in, completing assignments, and staying on pace with course requirements is essential for academic success and on-time graduation. Regular communication with teachers is strongly encouraged and serves as an important tool for addressing challenges, maintaining progress, and ensuring a successful online learning experience.

To be considered present, students must engage in their courses and demonstrate academic activity during each scheduled school day. Attendance is monitored through the school's learning management system and participation records. Students who are unable to engage on a scheduled school day should communicate with their teachers and our Attendance Specialist as soon as possible.

Lawful Absences (Excused Absences):

An excused absence is an absence from school that occurs for a lawful reason recognized by Carolus Online Academy and South Carolina attendance regulations. Excused absences do not count toward truancy determinations when appropriate documentation and notification requirements have been met.

Carolus Online Academy recognizes that circumstances may arise that prevent a student from participating in school activities. Excused absences allow students to be absent for legitimate reasons while maintaining compliance with South Carolina attendance requirements. Parents/Guardians are encouraged to communicate with the school as soon as possible when a student is unable to participate in educational activities.

Examples:

Examples of excused absences may include, but are not limited to:

- Personal illness or injury of the student.
- Medical, dental, mental health, or other healthcare appointments.
- Serious illness of an immediate family member.
- Death in the immediate family.
- Religious holidays, observances, or ceremonies.
- Court appearances or legal obligations.
- School-sponsored activities approved by the school.
- Military-connected absences permitted by law.
- Other absences approved by school administration in accordance with school policy and South Carolina regulations.

Parent/Guardian Responsibilities:

When a student is absent, the Parent/Guardian should:

- Notify the school by the 3rd day of returning to school.
- Provide an explanation for the absence.
- Submit supporting documentation when requested or required.
- Maintain communication with teachers regarding missed assignments and coursework.

SC/Federal Requirements:

South Carolina Regulation 43-274 requires school districts to establish policies identifying lawful absences. Lawful absences generally include student illness, illness or death in the immediate family, recognized religious observances, school-sponsored activities, and other absences approved by the district in accordance with state regulations. Only unlawful (unexcused) absences are used when determining truancy status.

COA Specific Requirements:

To have an absence considered for excusal, documentation must be submitted by the 3rd day of returning to school in accordance with COA attendance procedures.

Acceptable documentation may include:

- Physician or healthcare provider documentation
- Court documentation
- Funeral or obituary documentation
- Religious observance verification when requested

- Other documentation approved by school administration

Documentation should be submitted to the designated staff member by the 3rd day of returning to school established by COA procedures.

The submission of documentation does not automatically guarantee that an absence will be excused. All documentation will be reviewed in accordance with South Carolina attendance regulations and COA attendance policies.

Students are responsible for communicating with teachers and completing any missed coursework associated with an excused absence.

Unlawful Absences (Unexcused Absences):

An **unlawful absence** is an unexcused absence from school that occurs without an acceptable cause as defined by Carolus Online Academy policy and South Carolina attendance regulations. An absence may be considered unlawful even when the Parent/Guardian is aware of the student's absence if the reason for the absence does not meet the criteria for an excused absence. Only unlawful (unexcused) absences are used when determining truancy status, including Truant, Habitually Truant, and Chronically Truant classifications.

Examples

Examples of unlawful absences may include, but are not limited to:

- Failure to log in and participate in school activities without an approved excuse.
- Missing school due to personal preference or refusal to participate.
- Family vacations or trips that have not been approved by the school.
- Oversleeping or failure to follow a daily school schedule.
- Transportation issues that do not apply to the online learning environment.
- Absences for reasons that do not meet the school's excused absence criteria.
- Failure to provide required documentation for an absence when documentation is required.

Consequences of Unlawful Absences

Accumulating unlawful absences may result in:

- Parent/Guardian notification.

- Attendance/Behavioral intervention plans and monitoring.
- Attendance and Behavioral Intervention Plan (ABIP) meetings.
- Referral to the Re-Engagement Accountability Program (R.A.P.).
- Classification as Truant, Habitually Truant, or Chronically Truant as defined by South Carolina law.
- Disciplinary Conferences (DCs).
- Referral to Family Court, DSS, or other agencies when required by law.
- Pursuant to Senate Bill 454 SC59-40-60(F)(20), students may be referred to their resident school district and brick-and-mortar school when appropriate and in accordance with state law and district procedures.
- Additional actions in accordance with South Carolina attendance regulations and district policy.

SC/Federal Requirements for Unlawful Absences:

Carolus Online Academy (COA) complies with all applicable South Carolina attendance laws, regulations, and requirements governing compulsory school attendance, attendance monitoring, truancy intervention, and student engagement. Attendance procedures are designed to ensure students receive a meaningful educational experience while providing early identification of attendance concerns and appropriate support services. The following are referenced:

- South Carolina Compulsory School Attendance Law
- South Carolina State Board of Education Attendance Regulations
- South Carolina truancy definitions and intervention requirements
- Requirements for identifying Truant, Habitually Truant, and Chronically Truant students
- Parent notification and attendance intervention requirements
- Senate Bill 454 provisions regarding student enrollment and district reassignment

COA Specific Requirements for Unlawful Absences:

In addition to complying with state requirements, COA has established school-specific attendance review procedures, intervention protocols, and re-engagement supports to promote student success, encourage consistent participation, and address attendance concerns before they escalate into more serious truancy issues.

- **Definition of unlawful absences in the online learning environment**

    - An unlawful absence occurs when a student fails to meet COA's attendance and engagement requirements without an approved excuse. Attendance is determined by meaningful participation in educational activities and compliance with school attendance expectations. Unlawful absences are used to determine truancy status and initiate attendance interventions.
- **Attendance review and monitoring process**
    - Student attendance is monitored regularly through attendance records, course participation, and engagement data. Attendance staff review records to identify patterns of absenteeism, monitor intervention effectiveness, and ensure compliance with South Carolina attendance requirements. Students demonstrating attendance concerns may be referred for additional review and intervention.
- **Parent/Guardian communication procedures**
    - COA will make reasonable efforts to communicate attendance concerns to Parents/Guardians when attendance issues arise. Communication may occur through phone calls, emails, letters, certified letters, virtual meetings, or other approved communication methods. A minimum of three documented contact attempts should be made whenever possible prior to attendance intervention meetings.
- **Documentation requirements for attendance concerns**
    - All attendance concerns, communication attempts, intervention activities, attendance meetings, and attendance-related decisions must be documented and maintained in accordance with school procedures. Documentation serves as evidence of intervention efforts and supports compliance with state attendance regulations.
- **Attendance and Behavioral Intervention Plan (ABIP) procedures**
    - When a student reaches the threshold for truancy, an Attendance and Behavioral Intervention Plan (ABIP) meeting is scheduled. The purpose of the Student Attendance and Behavioral Intervention Plan is to identify the reason(s) for a student's truancy and misbehavior, document the previous steps taken by the school to address the student's truancy problem, and develop the necessary plans to improve the student's future attendance and behavior. Parent/Guardian participation and student participation should be documented, and the ABIP must be completed in its entirety.
- **RAP referral and intervention process**

- Students identified as truant may be referred to the Re-Engagement Accountability Program (R.A.P.) for additional support and accountability. RAP utilizes a tiered intervention framework designed to address attendance concerns through student support, progress monitoring, barrier identification, goal setting, family engagement, and individualized intervention strategies.

- **Truancy escalation procedures**
  - Students who continue to accumulate unlawful absences despite attendance interventions and RAP referrals may progress through interventional procedures as required by South Carolina law. These may include disciplinary conferences, Family Court referrals, DSS referrals when appropriate, and other actions authorized by state law and school policy. Pursuant to Senate Bill 454, students may be referred to their resident school district and brick-and-mortar school when appropriate and in accordance with state law and district procedures.
- **Attendance recordkeeping and reporting expectations**
  - COA maintains accurate attendance records and reports attendance data in accordance with South Carolina requirements. Attendance records, intervention documentation, truancy classifications, communication logs, and attendance-related actions must be maintained and reported as required by school policy and applicable state regulations.

Truancy:
A student aged 6-17 is considered truant after **three** consecutive unlawful absences or a total of **five** unlawful absences (S.C. Code of Regulations - Chapter 43-274).

Adherence to this policy ensures compliance with state regulations and supports student academic success.

South Carolina Board of Education Regulation (SBE) 43-274 specifies the state requirements for school attendance. The regulation applies a three-tiered approach to defining the varying levels of truant behavior. Depending on the attendance circumstances, a child can be deemed truant, a habitual truant, or a chronic truant.

Truant: A child ages 6–17 who accumulates:

- Three consecutive unlawful absences; OR
- Five total unlawful absences.

Habitual Truant: A child ages 12–17 who:

- Has already been identified as truant;
- Has received a written intervention plan;
- Fails to comply with that plan; AND
- Accumulates two or more additional unlawful absences.

Chronic Truant: A child ages 12–17 who:

- Has progressed through the school intervention process;
- Has reached habitual truant status;
- Has been referred to Family Court and ordered to attend school; AND
- Continues accumulating unlawful absences.

Truancy Intervention

State attendance regulations require school personnel to conduct a Student Attendance Intervention Conference for every student who accumulates 3 consecutive unexcused absences or a total of 5 unexcused absences.

At the conference, the parent or guardian and school personnel will address ways to correct and/or improve attendance/truancy issues.

a) Staff shall attempt to contact the Parent/Guardian regarding attendance concerns through one or more of the following methods:

- Phone Call
- Email
- Letter
- Certified Letter

b) After three (3) consecutive or a total of five (5) unlawful absences:

- COA will contact the parent(s)/guardian(s) via telephone, e-mail or mail to schedule a meeting with the parent(s)/guardian(s) and student to address the student's absences and develop an Attendance/Behavioral Intervention Plan and student is referred to RAP Tier I early intervention.
- If the parent(s)/guardian(s) cannot be reached or fails to attend or no plan has been developed, a plan will be developed in their absence.

c) After five (5) consecutive days of unlawful absences or 7 unlawful absences:

- COA will contact the parent(s)/guardian(s) via telephone, e-mail, or mail to schedule a Disciplinary conference meeting to revise the Attendance/Behavioral Intervention Plan and Student Progresses to RAP Tier II targeted intervention and/or RAP tier III intensive intervention.

- If the parent(s)/guardian(s) cannot be reached or fails to attend or no plan has been developed, a plan will be developed in their absence.

d) After ten (10) consecutive days of unlawful absences:

- COA will drop the student from their active enrollment as of the 11th day and, pursuant to Senate Bill 454, students will be referred to their resident school district and brick-and-mortar school when appropriate and in accordance with state law and district procedures.
- COA will notify the students' district/school of residence of withdrawal/truancy from COA and ask for an official request for transfer of records for re-enrollment in district/school of residence.
- The student's school of residence will make a referral for truancy to the Family Court office in the child's county of residence.

IF A STUDENT IS CONSISTENTLY NOT MEETING REQUIRED WEEKLY ATTENDANCE HOURS AND PROGRESS, then the student is truant. The official reporting of daily attendance and live class sessions participation (live and recorded) will be submitted by COA teachers. A student is also truant if the student does not work for ten consecutive days. The student may be withdrawn if the learning coach fails to contact the teacher prior to the ten days. Once withdrawn from COA, the district in which the student resides will be notified. If we do not receive a records request from another school within 10 days, DSS will be notified.

Withdrawing from COA

To withdraw from COA:

- Submit a request to the student's homeroom teacher
- Complete the parent withdrawal form link:
  - https://k12inc.az1.qualtrics.com/jfe/form/SV_0lCZ9vMR4enCCwK?SCHOOL_ABBR=COA&SCHOOL_ID=23706
- Provide the following information:
  - Reason for withdrawal
  - Last day of enrollment/attendance with COA
  - The name of the new school the student will attend. The new school must send a records request or proof of enrollment to schooloffice@carolusonlineacademy.org to finalize the withdrawal.

Important Notes:

- Unresponsive families will not have the withdrawal process placed on hold.
- Absences will accumulate until the student is withdrawn for truancy.
- Failure to provide proof of enrollment in a new school will result in the notification of the home district and possible family court referral or DSS intervention.

Administrative Withdrawal for Attendance

Students will be withdrawn from COA due to attendance issues or due to earning 10 consecutive unexcused absences:

- COA will drop the students from their active enrollment as of the 11th day and pursuant to Senate Bill 454, students will be referred to their resident school district and brick-and-mortar school when appropriate and in accordance with state law and district procedures.

Important: Students absent for more than 3 consecutive days must provide documented excuses to their homeroom teacher and/or COA's attendance coordinator within 3 days of returning to avoid being considered truant.

Cumulative Absences:
Students who miss more than 10 school days cumulatively may be withdrawn due to attendance policy violation.

Attendance Intervention Timeline:

Absences	Action
3 consecutive or 5 total	Email, Auto-dialer, and Attendance Béhavioral Intervention plan/RAP Re-engagement Academic Program
5 consecutive or 7 total	Email, Auto-dialer, attempted live phone call, and Attendance Behavioral Intervention plan/RAP Re-engagement Academic Program
10 total	Possible withdrawal from school, Email, Auto-dialer, attempted live phone call, and Attendance Behavioral Intervention plan/RAP Re-engagement Academic Program
10 consecutives	Automatic withdrawal from school

Additional Reasons for Administrative Withdrawal:

- Failure to attend in-person State Mandated Testing or School Benchmark testing
- Failure to complete at-home benchmark during testing window

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 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.

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 Onboarding

COA provides a Strong Start onboarding experience to help new students and Learning Coaches feel prepared, informed, and connected as they begin the school year. Support includes:

- Pre-start communication with important information and expectations
- Orientation opportunities for new students and Learning Coaches
- Guidance for accessing and navigating school platforms and resources
- Training and resources to support successful online learning
- Ongoing communication and support during the transition to COA

Students and Learning Coaches are expected to complete required orientation and onboarding activities and become familiar with the tools, expectations, and resources needed for a successful start.

Families needing additional support with orientation or onboarding are encouraged to contact the Community Engagement Specialist.

K12 Help Center: https://www.help.k12.com/s/

For technical assistance, contact K12 Customer Support at 1-866-512-2273.

Student Code of Conduct and Acceptable Use

This section outlines the policies and guidelines for student conduct and acceptable use of COA resources. COA reserves the right to update these guidelines at any time.

Violation Categories

Level I Conduct:

- Impedes classroom procedures or school operations
- Examples: repeated absence from live sessions, inappropriate behavior, dress code violations, plagiarism, failure to have camera on during instruction or small group

Level II Conduct:

- Activities directed against persons or property
- Endangers health or safety
- Includes repeated Level I violations (3 or more times)
- Examples: disrespect to staff, bullying, profanity, posting obscene materials

Level III Conduct:

- Results in violence or poses serious threat

- May require administrative action, law enforcement intervention

- Examples: illegal activities, threats, vandalism, sexual harassment, possession of dangerous substances

Consequences

- Level I or higher - Verbal warning, call to parent, student/teacher/administrator conference with parent
- Level II or Ill - 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 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
- Using inappropriate behavior while in class as outlined below.
- Failure to keep camera on and face centered on screen during live class time

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

Academic Integrity

Students who submit work as their own, when it is not wholly and completely their own (including use of AI unless teacher permitted), 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 Engageli or other live virtual meeting places, blended learning labs, outings, testing sites, and 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 during the entire length of the face-to-face outing. Parents are not permitted to drop their student(s) off at any face-to-face outing.

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 for school events, outings, and live virtual settings. The dress code promotes a safe, respectful learning environment and prepares students for professional settings.

Prohibited Clothing and Accessories:

- 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.

Appropriate Attire:

- Collared shirts or blouses
- T-shirts with appropriate graphics or text
- Sweaters or cardigans
- Jeans, slacks, or khakis
- Knee-length shorts or skirts
- Closed-toe shoes

Virtual Learning

- Ensure appropriate attire is visible on camera
- Avoid distracting backgrounds or virtual backgrounds
- Maintain a professional appearance during live sessions

Consequences for Dress Code Violations:

- First offense: Verbal warning and request to change
- Second offense: Parent notification and temporary removal from virtual session
- Repeated offenses: Disciplinary action and parent-teacher conference

Summary of School Crime Act

- According to SC law, if a student is convicted of assault and battery, which is not of an aggravated nature, on school grounds or at a school-sponsored event against a person affiliated with the school in an official capacity, including, but not limited to, administrators, teachers, substitute teachers, teacher's assistants, student teachers, custodial staff, food service staff, and volunteers, the student must be punished by imprisonment for not more than twelve months or a fine of not more than one thousand dollars, or both, at the discretion of the judge
- Law requires the Department of Juvenile Justice to immediately notify the COA School Administration if a COA student is convicted of a violent crime.
- Any teacher of the students 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 crimes 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.

Discipline of Disabled Students

Students identified as having a disability under the Individuals with Disabilities Education Improvement Act (IDEA) are subject to the school's Code of Conduct and are expected to follow the same behavioral expectations as all students. However, disciplinary actions involving students with disabilities are implemented in accordance with applicable federal and state laws, including the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and South Carolina Department of Education regulations.

School personnel may remove a student with a disability from their current educational placement for disciplinary reasons in accordance with state and federal requirements. When disciplinary removals constitute a change in placement, the student's Individualized Education Program (IEP) Team will conduct a Manifestation Determination Review (MDR) within the timelines required by law. The purpose of the MDR is to determine whether the student's behavior was caused by, or had a direct and substantial relationship to, the student's disability, or whether the conduct was the direct result of the school's failure to implement the student's IEP.

If the behavior is determined to be a manifestation of the student's disability, the IEP Team will identify appropriate support and interventions, review or revise the student's Behavior Intervention Plan (BIP), if applicable, and determine appropriate educational services and placement consistent with legal requirements.

If the behavior is determined not to be a manifestation of the student's disability, the student may be disciplined in the same manner as nondisabled peers for the same conduct. However, the school will continue to provide the educational services required under IDEA to enable the student to continue participating in the general education curriculum and make progress toward meeting the goals outlined in the student's IEP.

When a student receiving special education services is recommended for expulsion or another disciplinary action that results in a change of placement, a Manifestation Determination Review will automatically be scheduled. Parents or guardians will be notified of the meeting and provided with procedural safeguards, including their rights under federal and state law.

The school is committed to providing a safe, supportive learning environment while ensuring that all disciplinary decisions involving students with disabilities are made fairly, consistently, and in accordance with applicable legal protections.

High School

WELCOME TO THE HIGH SCHOOL HANDBOOK

INSTRUCTIONAL MODEL

The high school instructional model will rely on:

- Rigorous academic standards and expectations
- Highly qualified educators provide synchronous and asynchronous instructional support
- Student-to-student and student-to-teacher interaction using a variety of learning technologies
- Traditional grading scale and grade reporting, class rank, cumulative GPA, and formal transcripts
- Opportunities for student leadership and participation in school-sponsored activities, both virtually and face-to-face
- Post-secondary preparation, career planning, exploration, and support

In this educational model, teaching and learning include the accessibility of teachers during normal school hours via communication tools such as email, phone, texting, instant messaging, and Class Connect live sessions.

This could involve individual students, small groups, or large group instruction. In addition, students participate in online threaded academic discussions and class postings.

Students participate in school daily for an average of 7-8 hours both through synchronous and asynchronous learning. Students will be assessed frequently to determine achievement in their scheduled courses.

Satisfactory performance is based on student participation and engagement during live online class instruction and discussions, submitted writings, projects, portfolios, quizzes, additional supporting assignments, unit tests, and final exams or state required end of course exams (EOC). Students and parents can view grades, student progress, and the amount of time the student spends in each class at any time on the D2L, online platform.

High School Student Requirements and Attendance Policies

- Orientation and Orientation Course Completion:
    - Attend a mandatory informational meeting or view a recorded session
    - Complete assigned Orientation Course online
    - Complete an orientation quiz to ensure understanding of program expectations
- Consistent Engagement:
    - Maintain active participation and engagement throughout the semester in each class
    - Complete weekly progress check-ins
    - Risk removal if inactive during the first week, with replacement by waitlisted students
- Attendance Policy:
    - Attend all scheduled required Class Connect sessions (live- scheduled classes)
    - Adhere to South Carolina attendance requirements for each course
    - Notify instructors in advance of any unavoidable absences
    - Make up missed content through recorded sessions and additional assignments

Academic Progress Reporting

Updates:

- Students receive progress notifications if failing
- Students can check their grades at anytime through the D2L platform
- Parents encouraged to review online gradebooks thoroughly

Semester Reports:

- Include semester grades and grade point averages
- Distributed via the school-supported communication system

Year-End Reports:

- Contain final course grades, cumulative GPA, and class rank (seniors only)
- Accessible through the school-supported communication system
- Report cards are sent at the end of the year by homeroom teacher after exams are complete and grades are finalized

Continuous Access:

- Students and learning coaches can view grades in real-time for each course

Transfer Students and Credit Policies

Placements:

- Students entering after the school year starts must provide current transcripts reflecting grades and completion of grade level.

- Placed in corresponding courses at appropriate curriculum points

Placement Assessment:

- COA will conduct additional assessments for accurate placement upon enrollment
- Considers past performance, prior learning, and COA course assessments

Final Placement Decisions:

- Determined by subject teachers, school counselor, and academic administrator
- Includes course placement, individual course positioning, and grade assignments

Credit Transfer Challenges:

- Students without corresponding prior courses may struggle to complete COA curriculum
- No academic credit or grade given if course completion is not feasible

Homeschool Transfers:

- Must provide evidence of curriculum plan submitted to local school district
- May undergo additional assessments for proper K12 curriculum placement

Grade and Credit Alignment:

- Transferred grades/credits must conform to COA's grading scales and GPA weighting
- Out-of-state or private school transfers may qualify for reduced state testing
- Uniform Grading Policy will be followed per the district

Class Rank Determination

Class rank is assigned based on cumulative GPA relative to classmates. In cases of identical ranks, the following prioritization applies:

- K12 courses take precedence
- Enrollment approval date
- Enrollment application date

This comprehensive approach ensures fair and accurate academic placement and reporting for all COA students, including those transferring mid-year or from alternative educational backgrounds.

High School Parent Notification

Using the guidelines above for truancy, COA will:

1. Student Begins Accumulating Unexcused Absences

Staff shall attempt to contact the Parent/Guardian regarding attendance concerns through one or

more of the following methods:

- Phone Call
- Email
- Letter
- Certified Letter

A minimum of three (3) documented contact attempts is required prior to the ABIP meeting whenever possible.

2. Student is Identified as Truant in PowerSchool

A student is identified as Truant when they accumulate:

- Three (3) consecutive unlawful absences; OR
- Five (5) total unlawful absences

3. Parent/Guardian Notification and ABIP Scheduling

- Parent/Guardian is notified of attendance concerns.
- Attendance and Behavioral Intervention Plan (ABIP) meeting is scheduled.

The student should be invited to attend the ABIP meeting whenever appropriate.

4. Attendance and Behavioral Intervention Plan (ABIP) Meeting

The Attendance and Behavioral Intervention Plan (ABIP) meeting is conducted.

- Parent/Guardian attendance must be documented as SHOW or NO SHOW.
- Student attendance must be documented as SHOW or NO SHOW.
- If a participant is marked NO SHOW, questions requiring their input may be completed as N/A.
- The ABIP must be completed in its entirety.

5. Student Referred to RAP Tier I: Early Intervention

Following the ABIP meeting:

- Student is referred to RAP Tier I.
- RAP Coach is assigned.
- RAP lessons and activities are provided.
- Student support and accountability measures begin.

- Attendance monitoring continues.

RAP Tier I intervention lasts four (4) weeks unless the student progresses to the next level of intervention.
(See RAP Procedures)

6. Attendance Progress Reviewed After Tier I

At the conclusion of Tier I:
- Attendance records are reviewed.
- RAP participation is reviewed.
- Intervention effectiveness is evaluated.

7. Successful Completion of Tier I

If attendance improves:
- Student successfully exits RAP Tier I.
- Students return to standard attendance monitoring procedures.

8. Student Qualifies as Habitually Truant

If the student accumulates two (2) or more additional unlawful absences after the ABIP:
- Students qualify as Habitually Truant.
- Additional intervention procedures begin.

9. Parent/Guardian Notification and Disciplinary Conference Scheduling

- Parent/Guardian is notified of continued attendance concerns.
- Disciplinary Conference (DC) is scheduled.

10. Disciplinary Conference (DC)

The Disciplinary Conference is conducted.
During the conference:

- Attendance history is reviewed.
- Previous interventions are reviewed.
- Attendance expectations are reinforced.
- Consequences of continued unlawful absences are explained.
- Additional support and resources are discussed.

11. Student Progresses to RAP Tier II: Targeted Intervention

Following the Disciplinary Conference:

- Counselor support is provided.
- Parent/Guardian involvement increases.
- Graduation Coach involvement begins when appropriate.
- Enhanced attendance monitoring occurs.
- Attendance barriers are identified and addressed.

RAP Tier II intervention lasts two (2) weeks unless the student progresses to the next level of intervention.

12. Attendance Progress Reviewed After Tier II

At the conclusion of Tier II:

- Attendance records are reviewed.
- Intervention effectiveness is evaluated.

If attendance improves:

- Students successfully exit RAP Tier II.
- Students return to standard attendance monitoring procedures.

If attendance concerns continue:

- Student progresses to RAP Tier III: Intensive Intervention.

13. RAP Tier III: Intensive Intervention

The following interventions may be implemented:

- Intensive case management
- Community partnerships (when applicable)
- Counseling services
- Frequent attendance monitoring
- Family engagement

- Graduation planning support
- Individualized attendance interventions

RAP Tier III intervention lasts two (2) weeks unless additional action is required under state attendance procedures.

14. Continued Unlawful Absences Despite RAP Interventions

If unlawful absences continue despite RAP interventions:
Additional truancy interventions shall be considered in accordance with South Carolina law.
Potential actions may include:

- Family Court referral
- DSS referral (when appropriate)
- Alternative educational placement (when appropriate)
- Other district-required truancy procedures

15. Student Qualifies as Chronically Truant

If court intervention occurs and unlawful absences continue:

- Students qualify as Chronically Truant.
- Additional legal and attendance procedures are implemented in accordance with South Carolina law and district policy.

Pursuant to ACT 123, students may be referred to their resident school district and brick-and-mortar school when appropriate and in accordance with state law and district procedures.

COA does not permit sudden and excessive submission of attendance hours. Attendance cannot be recorded if the student did not complete any K12 lessons, other approved educational programs, or attend online Class Connect sessions. Students must be able to show proof of academic progress to verify attendance hours.

COA High School Special Education Truancy Policy

COA recognizes that regular attendance and consistent participation are essential components of student success, including progress toward the goals outlined in a student's Individualized Education Program (IEP). Attendance requirements apply to all students, including students receiving special education services.

COA is committed to working collaboratively with students, families, and the IEP Team to identify and address barriers that may impact a student's ability to attend and participate in their educational program. When a student receiving special education services demonstrates attendance concerns, COA will take appropriate steps to review the student's individual needs and determine whether additional support or interventions are necessary.

These steps may include:

- Reviewing attendance data and patterns of student engagement.
- Communicating with the student and parent/guardian to identify barriers impacting attendance.
- Reviewing the student's IEP, accommodations, services, and progress toward goals.
- Convening an IEP Team meeting, when appropriate, to determine whether changes to services, support, accommodation, goals, or strategies are needed.
- Reviewing or developing additional interventions, including behavioral or academic support, when appropriate.
- Considering whether the student's disability, the implementation of the IEP, or a lack of appropriate support may be contributing to attendance concerns.

If attendance concerns are related to disciplinary action that results in a change of placement, the school will follow all applicable federal and state requirements, including conducting a Manifestation Determination Review (MDR), when required under the Individuals with Disabilities Education Act (IDEA).

The IEP Team is committed to ensuring that decisions regarding attendance concerns are individualized, appropriate, and focused on supporting student success while maintaining compliance with state attendance requirements and federal protections for students with disabilities.

COA encourages families to communicate proactively with the school when circumstances arise that may impact a student's attendance or participation. Early communication allows the school and family to work together to identify solutions and provide appropriate support.

CAREER LEARNING AT COA

Carolus Online Academy, in partnership with Stride Career Prep, offers comprehensive career skills training to prepare students for success after high school. The program features:

A comprehensive career-focused educational framework that blends rigorous academics with meaningful career exploration and workforce preparation. Unlike traditional career pathway models that focus primarily on coursework, Stride creates an ecosystem of support designed to help students discover, prepare for, and transition into future careers.

Beginning as early as middle school, students participate in career exploration experiences that help them identify their interests, strengths, and potential career pathways before entering high school. As students progress, they can pursue specialized coursework aligned to high-demand industry sectors, allowing them to develop both technical knowledge and transferable workplace skills.

The framework emphasizes:

- **Personalized Career Pathways** STRIDE Career Prep helps students connect their coursework and experiences to future career goals. While career pathways vary by school, all students benefit from career exploration, industry engagement, work-based learning opportunities, and personalized planning support. At COA, students may pursue select pathways in Marketing, Management and Entrepreneurship and Digital Technology. Students with interests in other career fields can still leverage STRIDE resources and may expand their opportunities through external CTE programs and community partnerships described later in this handbook.

- **Project-Based and Real-World Learning Experiences** designed to connect classroom instruction with authentic workplace challenges. Students engage in collaborative problem-solving activities that mirror real industry environments and workplace expectations.

- **Industry Credential and College Credit Opportunities** that help students earn credentials, prepare for certification examinations, and, where available, earn college credits while still enrolled in high school. These opportunities support both college-going and workforce-entry pathways.

- **Career Exposure and Workforce Networking** through internships, career clubs, industry engagement opportunities, and professional networking experiences that provide students with direct exposure to career fields and employers.

- **Comprehensive Student Success Coaching**, providing individualized guidance in resume development, interviewing skills, networking strategies, financial aid planning, college preparation, and career planning. Students receive personalized support to help them navigate postsecondary decisions and workforce transitions with greater confidence.

- **Career Readiness Skill Development** focused on communication, collaboration, problem solving,

professionalism, and workplace adaptability, ensuring students graduate with both technical competencies and durable employability skills sought by employers.

A key distinguishing feature of the Stride model is its commitment to helping students build a professional identity before graduation. Through career-focused coursework, industry engagement, mentorship opportunities, internships, and coaching support, students are encouraged to establish professional networks, gain workplace exposure, and make informed decisions about their future education and career pathways.

Ultimately, Carolus Online Academy and Stride Career Prep seek to ensure that students leave high school not only academically prepared, but also equipped with the experiences, credentials, professional skills, and career awareness necessary to thrive in college, technical education programs, military service, or direct workforce entry.

Expanded and Future External CTE Opportunities

In addition to our current Career and Technical Education (CTE) pathways, we are actively working to make opportunities available to students.

If COA doesn't offer a specific CTE program, students may pursue external Career Center options while remaining enrolled at COA.

Key points:

- Close coordination with counselors at both COA and the External Career Center is essential
- Students must adhere to rules and guidelines of both institutions
- Students are responsible for all admission paperwork for External Career Tech Centers (CTCs)

Eligibility Requirements:

- Minimum 60% passing score at COA
- Participation is allowed even if state tests aren't passed, but test preparation is mandatory
- Failing courses at External CTC or COA may require full-time COA attendance
- External CTC admission process is independent; COA supports External CTC recommendations
- External CTC suspensions/expulsions may affect COA enrollment

Expanded External CTE Opportunity

- **NCOE Stride National Center of Excellence Programs**: Eligible students can enroll in limited-seat opportunities in high-demand fields such as Digital Multimedia and Information Technology/Cybersecurity, including industry-recognized certifications.

Future External CTE Opportunities

- **Dual Credit College Courses**: Through partnerships currently being established with South Carolina technical colleges, eligible students may be able to earn both high school and college credit by taking approved courses either in person or, where available, through virtual instruction.
- **Regional and Local CTE Partnerships**: Students may have future opportunities to participate in specialized CTE pathways offered through their local school district when those pathways are not currently available through our school.

While some options are still being finalized and are subject to state approval, partnership agreements, and program availability, students may have access to additional opportunities such as:

These opportunities are currently in various stages of development. Information regarding eligibility requirements, application processes, available pathways, and timelines will be shared with students and families as partnerships and approvals are finalized.

CLASS CONNECT POLICY

COA emphasizes the importance of live, synchronous "Class Connect" sessions for enhancing independent study and developing crucial 21st-century skills. Key expectations include:

- Mandatory attendance for all students at the beginning of each semester
- Teachers may require participation from any student as needed
- Sessions are held Monday through Friday, with frequency varying by grade and course
- Non-Class Connect times reserved for independent work
- Sessions tailored to individual and class needs, marked as Required or Optional
- Participation may impact grades (refer to individual teacher policies)
- Recordings available for missed classes

- Students must resolve scheduling conflicts with both teachers
- Pre-work completion expected before attending class
- Non-attendance in required sessions may lead to truancy considerations

Course Materials and Communication

- Most coursework accessed online through the Learning Management System (LMS)
- Some high school courses provide physical materials (some returnable)
- Teachers provide weekly feedback on assignments and course communication

GRADING POLICY AND PROCEDURE

Grades are determined based on various teacher-graded activities, including:

- Daily assignments
- Live Class Connect sessions
- Labs, projects, journal entries
- Class discussions
- Quizzes, tests, and exams

Key Points:

- GPAs and credits calculated at semester end
- Courses are one semester long (1 credit)
- Credit Recovery courses designed for 8–9-week completion
- On-time assignment submission expected
- Zeros considered temporary until content mastery
- Teachers aim to return graded assignments within 3 workdays
- Extra credit limited to 5% of semester grade
- Honor Roll based on semester averages:
    - 3.5-3.74: Honors
    - 3.75-4.0: High Honors

Grading Scale and GPA Points

The COA high school program is on a 4x4 block schedule. According to goals in a student's Individual Graduation Plan and credits needed to earn a South Carolina diploma, students will be enrolled in four classes during the first semester and four new classes during second semester. This allows students to complete eight credits during the school year. The final grade will be calculated based on the cumulative score at the end of the term. Courses with an End of Course Examination (English 2, Algebra 1, Biology 1, and US History) will have the course grade count as 80% of the final grade and the End of Course Examination will count as 20% of the final grade. Grades are determined by the total points a student earns on all graded assignments and tests. In-

Year Enrollees (w/wo transfer grades). If a student transfers without a grade, teachers will exempt the student for all assignments in the gradebook before the student enrolls. If a transfer student has an FA for a quarterly grade, the grade will be entered as 50%. Any concerns with school material should be directed to the high school principal.

Points earned by student /Total points possible = Grade

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

Grades are determined based on how well a student performs on graded activities within each course. Graded activities include but are not limited to: Practice lessons, Threaded discussions, Web explorations, Labs, Journal entries, Class discussions, Quizzes, Tests, Supplemental programs

This comprehensive approach to career learning, class participation, and grading ensures that COA students receive a well-rounded education preparing them for future academic and professional success.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	59-0
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

Course Weighting and Grading Policies

Course Weighting:

- College Credit Plus courses are weighted (refer to CCP handbook for specific guidelines)
- Honors courses are not weighted

Report Cards:

- Semester reports include grades and GPAs
- Year-end reports include final grades, cumulative GPA, and class rank (seniors only)
- Continuous access to grades for students and learning coaches

Grade Point Average (GPA):

- Calculated by dividing total quality points by total credits
- Determined on a semester basis
- Cumulative GPA uses semester averages from 9th grade onward
- Calculated in the school's student information system

Course Management

Selection and Scheduling:

- Annual student input on course selection
- Assignments based on availability, previous courses, and graduation requirements
- School counselors provide guidance for graduation paths

Course Changes:

- Requests must be approved within first 2 weeks of enrollment
- Additions subject to availability and credit review

- Level changes considered at semester with teacher recommendations

Credit System:

- High school graduation based on accumulated credits
- Prerequisites require full credit in prior level
- Grade-level promotions occur annually (exceptions by principal permission)
- Final grades calculated numeric value then recorded as letters

Credit Recovery Program

Credit Recovery at COA allows students who have failed core courses to retake them at an accelerated pace to stay on track for graduation. Key points of the program include:

Eligibility:

- Open to students in grades 9-12 who have previously failed a course
- Counselors will enroll students on a Credit Recovery course if the failing grade is a 50-59 and no attendance concerns.
- Counselors will enroll a student back into the original course if the students failed with a grade of 49 and below and/or attendance concerns or meets truancy protocols
- Students must enroll in the same level of course they failed (e.g., CP level for CP level, not Honors)

Program Structure:

- Courses are modified to be completed in 8-9 weeks
- Focuses on specific skills and content areas where the student struggled if student failed original course with a 50-59
- Less than the entirety of the original course, targeting key components for proficiency

Requirements:

- Certified content area teacher assigned to monitor progress and provide support
- Courses must be completed within assigned semester
- May include computer-based instruction supplemented by teacher guidance

Placement and Compliance:

- Placement in Credit Recovery is at the discretion of the Grade Level Principal which guideline of failing grades in original course of 50-59.
- Administration reserves the right to place students as their discretion dependent on circumstance.
- Students must comply with program policies or risk removal

Important Notes:

- Credit Recovery courses appear as additional courses on transcripts
- They do not replace previous failures in GPA calculations
- The program aims to help students graduate on time, not to get ahead on credits

Valedictorian and Salutatorian Determination

The selection of valedictorian (first in class rank) and salutatorian (second in class rank) is based on academic performance over seven semesters. Eligibility criteria include:

- Attendance at Carolus Online Academy High School for at least four semesters
- Enrollment during both semesters of senior year
- Completion of high school at the end of the second semester

Note: Students finishing high school at the end of the first semester of their senior year are not eligible for these honors.

Grade Point Average (GPA) Calculation

- GPAs are calculated by dividing total quality points by total credits received
- Calculations occur on a semester basis
- Cumulative GPA includes all semester averages from 9th grade onward
- High school credit courses taken in middle school may be included
- All GPAs and class rankings are managed in the school's student information system

College Readiness Testing

SAT Test:

- COA high school code: [Insert SAT code]
- Register online at: http://www.collegeboard.com
- Digital photo upload required for SAT and SAT Subject Tests
- Visit http://sat.collegeboard.org/register/sat-dates for test dates and details

Military Access to Student Information

Federal law requires schools to provide military recruiters with access to student information (names, addresses, phone numbers) unless parents opt out. To withhold information:

- Submit a formal written request to the student's school counselor
- Use the provided form (available upon request)

COA will release information to military recruiters in the absence of a formal opt-out request.

South Carolina High School Graduation Requirements

To graduate with a South Carolina High School Diploma, students must earn a total of 24 credits distributed across specific subject areas. These requirements apply to all public high schools in South Carolina, including Carolus Online Academy.

Total Credit Requirements (24 units)

- English/Language Arts: 4 units
- Mathematics: 4 units
- Science: 3 units
- U.S. History and Constitution: 1 unit
- Economics: 0.5 unit
- Government: 0.5 unit
- Other Social Studies: 1 unit
- Physical Education or JROTC: 1 unit
- Computer Science (including Keyboarding): 1 unit
- World Language or Career and Technology Elective: 1 unit
- Personal Finance: 0.5 unit
- Electives: 6.5 units

Grade-Level Specific Requirements

9th Grade (Freshman Year)

- English 1: 1 unit
- Mathematics: 1 unit (typically Geometry)
- Science: 1 unit
- Physical Education or JROTC: 1 unit
- Computer Science: 1 unit
- Electives: 1-2 units

10th Grade (Sophomore Year)

- English 2: 1 unit

- Mathematics: 1 unit (typically Algebra)
- Science: 1 unit
- Social Studies: 1 unit
- World Language or Career and Technology Elective: 1 unit
- Electives: 1-2 units

11th Grade (Junior Year)

- English 3: 1 unit
- Mathematics: 1 unit (typically Algebra 2)
- Science: 1 unit
- U.S. History and Constitution: 1 unit
- Electives: 2-3 units

12th Grade (Senior Year)

- English 4: 1 unit
- Mathematics: 1 unit
- Economics: 0.5 unit
- Government: 0.5 unit
- Personal Finance: 0.5 unit
- Electives: 2-3 units

Promotion To	Typical Credits Needed
Grade 10 (Sophomore)	5 credits, including 1 English and 1 Math
Grade 11 (Junior)	11 credits, including 2 English and 2 Math
Grade 12 (Senior)	17 credits
Graduation	24 credits

Additional Requirements

- Students must demonstrate proficiency in computer literacy before graduation.
- Students must complete a study and pass an examination on the provisions and principles of the United States Constitution and American institutions and ideals. This instruction is typically given within the required U.S. History course.
- Students must attend the accredited high school issuing the diploma for at least the semester immediately preceding graduation.

Identifying and Supporting At-Risk Students

Carolus Online Academy (COA) is committed to ensuring all students have the opportunity to qualify for a high school diploma. To achieve this goal, we have implemented a comprehensive system for identifying and supporting at-risk students.

Identification Criteria

High School Administrators and School Counselors collaborate to identify students at risk of not qualifying for a high school diploma based on the following criteria:

- Insufficient progress towards graduation requirements
- Excessive absences
- Credit deficiency (starting after the first semester of 9th grade)
- Falling behind in credits at the beginning of each school year

Notification and Intervention Process

Once a student is identified as at-risk:

- Semester Outreach: School Counselors contact students via email at the start of each semester.
- Fall Informational Session: At-risk students are invited to learn about COA's credit recovery program.
- Spring Follow-up: Information is reshared through a recorded session emailed to at-risk students.
- Counselor Review: During these sessions, counselors explain graduation requirements and how credit recovery can help students get back on track.
- Annual Parent Notification: At the end of each school year, parents/guardians of at-risk students receive an email containing:
    - A statement of the student's at-risk status
    - An overview of COA's curriculum requirements or the student's IEP
    - Available graduation pathway options
    - A description of COA's additional support services

Comprehensive Support Services

COA offers a range of services to support at-risk students:

- Personalized mentoring and tutoring programs
- End of Course competency assessments for credit
- Flexible Credit Recovery Program
- Mental health services, including Crisis Support Team and Student Support Groups
- Targeted tutoring support
- Specialized English Learner (EL) assistance
- Learning Coach support sessions

Additionally, COA develops individualized Student Success Plans for students at risk of dropping out, as outlined in our Career Advising Policy.

Continuous Monitoring and Adjustment

Our support system is designed to be dynamic and responsive:

- Regular progress checks to assess the effectiveness of interventions
- Adjustments to support plans based on individual student needs
- Ongoing communication between students, families, and COA staff

By implementing this comprehensive approach, COA aims to identify at-risk students early, provide clear communication to families, and offer robust support to keep all students on track for graduation.

Early Graduation Procedures

Carolus Online Academy (COA) offers an early graduation option for eligible students who wish to complete their high school education ahead of schedule. This program allows students to graduate either one semester or one full year early, provided they meet specific criteria and follow the established procedures.

Eligibility Requirements

Students seeking early graduation must:

- Maintain a minimum 3.0 grade point average
- Fulfill all COA graduation requirements
- Complete all graduation requirements by:
    - End of first semester of senior year (for one-semester early exit)

Application Process

- Timing: Apply 15 days before the start of the planned exit semester
- Initial Step: Contact school counselor to initiate the process
- Counselor Consultation:
    - Verify all requirements can be met by early graduation date
    - Discuss implications for:
        - Graduation procedures
        - Class rank
        - Diploma options
        - College applications and scholarships
        - Extracurricular activities and leadership opportunities
- Documentation:
    - Submit the Early Graduation Approval Form (obtained from school counselor)
    - Ensure both student and parent/guardian signatures are included
- Late Enrollees: Students enrolling after the early graduation deadline must provide proof of an early graduation request from their previous district

Evaluation and Approval

- Early Graduation Committee Review:
    - Committee composition: school administration, counselor, and teacher
    - Evaluate request to ensure all criteria are met
- Final Approval:
    - Request presented to COA Head of School or designee for final decision

Post-Approval Considerations

- Early graduates may participate in the graduation ceremony of their graduating class
- Students should consider potential impacts on:
    - College admissions timelines
    - Scholarship eligibility
    - Social and emotional readiness for post-secondary transitions

Commencement Exercises

Participation in high school graduation exercises is contingent upon:

- Successful completion of all course requirements set by:
    - South Carolina Department of Education

    - Carolus Online Academy (as detailed in this handbook)
- Passing all required state testing
- Fulfillment of all graduation requirements for the student's cohort year

Important Notes:

- Students completing requirements post-graduation may receive diplomas by mail after confirmation
- Commencement and related ceremonies are privileges that may be revoked for Student Conduct Code violations

Non-Graduation Notice

For students unable to meet graduation requirements by the end of their graduating year:

- School counselor will notify students and learning coach via email by end of April
- Attached letter will include:
    - Date
    - Specific reason(s) for not meeting requirements
    - Next steps for academic support and planning
    - Statement on potential impacts on college/university acceptance in South Carolina

Individual Graduation Plan (IGP)

In South Carolina, an Individual Graduation Plan (IGP) is required for all students beginning in 8th grade and must be reviewed and updated annually through high school.

What an IGP Must Include

An IGP serves as a personalized roadmap for a student's high school experience and future plans. It typically includes:

- Graduation requirements and a plan to earn the required credits for a South Carolina diploma
- Course selections aligned with the student's career and post-secondary goals
- A selected career cluster or area of interest
- College and career readiness planning, including discussion of college entrance requirements when applicable
- Opportunities for work-based and experiential learning, such as internships, job shadowing, apprenticeships, career and technical education (CTE), service learning, and student organizations

Annual IGP Conference Requirements

Students in grades 8–12 must participate in an annual IGP conference with:

- The student
- A school counselor or designated school staff member
- A parent/guardian (or parent designee) or learning coach

During the meeting, the team reviews:

- Graduation progress
- Academic performance
- Career interests
- Course selections for the following year
- Postsecondary plans (college, military, workforce, technical training, etc.)

Key Milestones

- 8th Grade: Initial IGP is created.
- High School: IGP is updated each year based on changing interests, abilities, and goals
- By the End of 10th Grade: Students typically identify a more specific career major/pathway aligned to their chosen career cluster

Purpose of the IGP

The goal is to ensure every student has a documented plan that connects:

1. Graduation requirements,
2. Career interests,
3. Postsecondary education or training plans, and
4. Course choices and experiences that support those goals.

NCAA

Example NCAA Eligibility Requirements Comparison Chart

COA student is responsible for adhering to the NCAA requirements per the NCAA website.

COA's will serve as support for the student interested but does not make NCAA decision or have any influence.

Requirement	Division I	Division II
High School Graduation	Required	Required
NCAA Eligibility Center Registration	Required	Required
Total NCAA-Approved Core Courses	16	16
Minimum Core GPA	2.3	2.2
10 Core Courses Completed Before Senior Year	Yes (10 total, including 7 in English, Math, or Science)	Not Required

*Additional core courses may include approved courses in English, math, science, social studies, foreign language, philosophy, or comparative religion.
*Any student interested in playing collegiate sports please check the NCCA website for all requirements and COA defaults are requirements/expectations to the NCAA website.

Dual Enrollment

Typical Dual Enrollment Requirements in South Carolina

Requirements can vary slightly by college or school district, but most South Carolina dual enrollment programs have the following expectations:

Requirement	Typical Expectation
Grade Level	11th or 12th grade (junior or senior) as approved by COA
High School Status	Must be actively enrolled in COA in good academic standing and attendance
Counselor Approval	Required recommendation from the principal or school counselor
Parent Permission	Written parent/guardian permission is required for students under 18
College Admission	Must complete the participating college's admissions process through the student's local community college based on county of residency

Application	
Placement Requirements	Must meet course placement requirements through GPA, placement scores, SAT/ACT scores, or other college-approved measures
Academic Readiness	Must demonstrate readiness for college-level coursework. Dual enrollment is intended for students capable of succeeding in college classes

Common Academic Benchmarks Used by SC Colleges

Many South Carolina colleges use criteria such as the chart shows:

Measure	Typical Benchmark*
High School GPA	3.0 or higher
SAT Reading/Writing	College-ready score
ACT English/Reading	College-ready score
ACCUPLACER Placement	Meets college cut scores

*Specific cut scores vary by institution (e.g., Midlands Tech, Trident Tech, York Tech, Greenville Tech, etc.).

Benefits of Dual Enrollment

- Earn high school and college credit simultaneously
- Take transferable general education courses such as English, History, Math, Psychology, and Biology
- Begin career and technical pathways leading to certifications, diplomas, or degrees
- Gain exposure to college-level expectations before graduation

Administrator/Counselor Quick Guide

Program	Typical Requirement
NCAA Division I	16 NCAA core courses, 2.3 GPA, Eligibility Center registration
NCAA Division II	16 NCAA core courses, 2.2 GPA, Eligibility Center registration
SC Dual Enrollment	College-ready student, school approval, parent consent, admissions/placement requirements met
SC High School Diploma	24 Carnegie units required for graduation

Virtual SC

~~VirtualSC~~Virtual SC Requirements for South Carolina High School Students

~~VirtualSC~~Virtual SC is the South Carolina Department of Education's online learning program that allows students to earn middle or high school credit through online courses. It serves students enrolled in public, private, homeschool, and adult education programs

Requirement	Details
Residency	Must be a South Carolina student enrolled COA
Grade Level	9-12 with appropriate approval
School Sponsorship	Students must be a current COA student in good standing
Counselor/School Approval	Students must receive approval from their school counselor **and** High School Academic Administrator before enrollment
Registration	Student must create a ~~VirtualSC~~Virtual SC account and register during published enrollment windows
Course Prerequisites	Some courses have required prerequisites and placement expectations
Final Exam	Initial-credit courses require a proctored final exam. Students in EOC-tested courses must take the state EOC assessment
NCAA Athletes	NCAA-approved ~~VirtualSC~~Virtual SC initial-credit core courses may be used for NCAA eligibility; credit recovery courses are not NCAA approved

Additional Notes for School Counselors and Administrators

- ~~VirtualSC~~Virtual SC courses are provided at no cost to South Carolina students
- Completed courses receive a grade, and the student's sponsoring school awards credit and records the course on the transcript
- ~~VirtualSC~~Virtual SC does not issue diplomas; the student's home school remains responsible for graduation requirements and transcript management

Career Learning Pathways

Carolus Online Academy (COA) is committed to preparing students for success beyond high school through a comprehensive College and Career Readiness model that combines academic learning, career exploration, technical skill development, and real-world experiences.

Students begin exploring career interests in middle school through career awareness activities and career

exploration courses. As students progress through high school, they have opportunities to enroll in Career and Technical Education (CTE) pathways aligned to their strengths, interests, and postsecondary goals.

Through participation in career pathways, students can develop technical skills, earn industry-recognized credentials, engage in work-based learning experiences, and prepare for college, military service, apprenticeships, or direct entry into the workforce.

Career Clusters and Pathways

COA currently offers career-focused pathways within the following career clusters:

Marketing and Sales

- Marketing Communications Pathway
- Marketing Management Pathway

Digital Technology

- Game and Interactive Media Design Pathway

Management and Entrepreneurship

- General Management Pathway

Course Sequences

Each pathway consists of a planned sequence of courses designed to provide students with progressively advanced knowledge and skills. Students are expected to complete pathway courses in the recommended sequence whenever possible.

Pathway course sequences include:

- Career exploration and foundational coursework
- Technical pathway courses
- Employability and workplace readiness experiences
- Work-Based Learning opportunities
- Industry-recognized certification preparation

Postsecondary Connections

Career pathways are designed to support multiple postsecondary options, including:

- Two-year and four-year colleges and universities

- Technical colleges
- Apprenticeships
- Military service
- Workforce entry
- Entrepreneurship opportunities

Students are encouraged to work closely with counselors, administrators, and CTE instructors to develop Individual Graduation Plans (IGPs) that align with their career interests and future goals.

Additional pathway descriptions, course requirements, and certification opportunities can be found in the COA CTE Handbook and Course Catalog.

"Students enrolled in Career and Technical Education programs should consult the COA CTE Handbook for detailed pathway requirements, work-based learning expectations, credential requirements, and program-specific procedures."

Work-Based Learning Opportunities

Work-Based Learning (WBL) provides students with opportunities to apply classroom knowledge in authentic workplace settings while developing career-ready skills.

COA believes that meaningful workplace experiences help students explore career interests, build professional networks, develop employability skills, and make informed decisions about future educational and career pathways.

Work-Based Learning experiences may include:

- Internships
- Job shadowing
- Industry mentoring
- Career coaching
- Workplace tours
- Guest speakers
- Industry-sponsored projects
- Career-focused workshops
- Virtual workplace experiences

Student Eligibility

Participation in advanced Work-Based Learning opportunities is a privilege and may require students to demonstrate readiness through:

- Satisfactory academic performance
- Appropriate attendance
- Positive behavior and conduct
- Completion of assigned coursework
- Professional communication skills
- Teacher, counselor, and/or administrator recommendation

Final eligibility determinations are made by COA administration.

Student Expectations

Students participating in Work-Based Learning experiences are expected to:

- Represent COA professionally
- Demonstrate appropriate workplace behavior
- Comply with all employers and school expectations
- Maintain regular communication with supervisors and school personnel
- Complete assigned tasks and responsibilities
- Meet all program deadlines and requirements
- Follow applicable safety and confidentiality procedures

Documentation Requirements

Students participating in approved Work-Based Learning experiences may be required to maintain documentation that could include:

- Training agreements
- Learning plans
- Time logs
- Attendance records
- Supervisor evaluations
- Reflection activities
- Career portfolio artifacts

Documentation requirements may vary based on the type of Work-Based Learning experience.

Credit Opportunities

Eligible students may have opportunities to earn academic credit through approved Work-Based Learning courses or experiences as permitted by South Carolina Department of Education guidelines and COA program requirements.

Additional Work-Based Learning procedures and expectations are outlined in the COA CTE Handbook.

"Students enrolled in Career and Technical Education programs should consult the COA CTE Handbook for detailed pathway requirements, work-based learning expectations, credential requirements, and program-specific procedures."

Credentials

Industry-Recognized Credentials

COA is committed to preparing students for college, career, and workforce success through opportunities to earn industry-recognized credentials and certifications.

Credentials validate technical knowledge and workplace skills that are valued by employers, post-secondary institutions, and industry partners. Earning credentials can strengthen college applications, resumes, scholarship opportunities, and career prospects.

Available Credential Opportunities

Credential offerings may vary by pathway and course of enrollment. Opportunities may include:

Career Readiness Credentials

- Microburst Employability Soft Skills Certification
- Your Science Career Readiness Certifications

Microsoft Office Certifications

- Microsoft Office Specialist (MOS) PowerPoint Associate
- Microsoft Office Specialist (MOS) Word Associate
- Microsoft Office Specialist (MOS) Excel Associate
- Microsoft Office Specialist (MOS) Outlook Associate

Business and Marketing Certifications

- Student Social Media Marketing Certification
- Google Analytics Certification
- Entrepreneurship and Small Business (ESB)
- Intuit Certified Professional Bookkeeper
- Business Communications Certifications
- Marketing Pathway Certifications

Technology Certifications

- Unity Certified User Programmer
- Additional pathway-specific technology certifications

Credential opportunities are subject to change based on state approval, industry demand, and program availability.

Student Eligibility

Eligibility requirements for credential testing may include:

- Enrollment on an approved course or pathway
- Completion of designated coursework
- Demonstration of mastery of required standards
- Meeting attendance and participation expectations
- Instructor recommendation when applicable

Testing Requirements

Students enrolled in credential-bearing courses may be required to participate in credential preparation activities and testing opportunities provided through COA.

Testing requirements vary by credential and may include:

- Practice assessments
- Performance-based tasks
- Online examinations
- Portfolio reviews
- State-recognized technical assessments

Benefits of Credential Attainment

Students who earn industry-recognized credentials may benefit from:

- Increased college and career readiness
- Enhanced resumes and portfolios
- Improved employability skills
- Recognition of technical competency
- Greater post-secondary opportunities

- Competitive advantages in the workforce
- Documentation of career pathway achievement

COA encourages all eligible students to pursue credential opportunities as part of their individualized college and career readiness plan.

"Students enrolled in Career and Technical Education programs should consult the COA CTE Handbook for detailed pathway requirements, work-based learning expectations, credential requirements, and program-specific procedures."

EOC

South Carolina High School Required State Testing

South Carolina high school students are required to participate in the **End-of-Course Examination Program (EOCEP)** when enrolled in specific gateway courses. These state assessments measure student mastery of South Carolina academic standards and count toward the student's final course grade

Course	State Test Required?	Impact on Final Grade
English 2	Yes	EOCEP counts 20% of final grade
Algebra 1	Yes	EOCEP counts 20% of final grade
Biology 1	Yes	EOCEP counts 20% of final grade
United States History & Constitution (USHC)	Yes	EOCEP counts 20% of final grade

Testing Expectations

- Participation is required for students enrolled in the tested courses
- Tests are typically administered on a school provided computer at test site
- English 2 includes separate Reading and Writing assessments
- Students with IEPs, 504 Plans, or English Learner accommodations may receive approved testing accommodations
- ~~VirtualSC~~Virtual SC students enrolled in tested courses must report for in-person testing; remote testing is not permitted

School-Level Testing Expectations

Requirement	Details
Confirm Testing Information	Students are responsible for verifying their assigned testing date, time, and location with the school prior to the assessment.
Attend Assigned Testing Session	Students must report in person to their assigned testing location on the scheduled date and time
Arrive Prepared	Students should bring any required materials and school-issued devices as directed by the school testing coordinator
Make-Up Testing	Make-up testing is only available under approved special circumstances, during the district-approved testing window, and must follow all state and local testing procedures.
Retesting Requests	Retesting or alternate testing opportunities are granted only under special circumstances and must be approved by the School Testing Coordinator or District Testing Coordinator.
Follow Testing Procedures	Students must comply with all testing security procedures, including restrictions on cell phones, smart watches, and other electronic devices

Attendance and Accountability Statement

Students are expected to attend all scheduled EOCEP assessments. Failure to attend a scheduled test session may impact course completion requirements, enrollment status at COA and graduation progress. Students and families should communicate any testing conflicts to the school in advance. Requests for alternate testing arrangements or retesting will be considered only in exceptional circumstances and require approval from the school's testing coordinator.

Transcript Requests

To obtain a high school transcript:

- Email HSrecords@carolusonlineacademy.org to request transcripts request link.
- Final transcripts available within one week after the graduation ceremony

By offering early graduation options and maintaining clear communication about graduation status, COA aims to support students in achieving their academic goals while ensuring they are fully

prepared for their post-secondary pursuits.

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") with 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) -

- Political affiliations or beliefs of the student or student's parent.
- Mental or psychological problems of the student or student's family.
- Sex behavior or attitudes.
- Illegal, anti-social, self-incriminating, or demeaning behavior.
- Critical appraisals of others with whom respondents have close family relationships.
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of -

- Any other protected information survey, regardless of funding.
- 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

- 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 -

- Protected information surveys of students and surveys created by a third party.
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- 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 with 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 for 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

Students with disabilities have the same rights as all eligible students to attend a public charter school authorized by the South Carolina Public Charter School District (SCPCSD). COA is committed to ensuring that students with disabilities have equal access to educational opportunities and receive the special education and related services required to support their academic success.

Federal and state laws prohibit discrimination in enrollment based on a student's disability status. Admission to COA is conducted without regard to whether a student has a disability, receives special education services, or has an Individualized Education Program (IEP). Public charter schools are open to all eligible students and are responsible for providing special education and related services to students who qualify under the Individuals with Disabilities Education Act (IDEA).

Special Education Services

When a student is determined to be eligible for special education services by an IEP Team, COA is responsible for ensuring the student receives the services, supports, accommodations, and specially designed instruction outlined in the student's IEP.

Special education services may include:

- Specially designed instruction

- Accommodation and modifications
- Related services
- Assistive technology
- Behavioral support
- Other supplementary aids and services identified by the IEP Team

The IEP Team, which includes the parent or guardian, determines the student's educational needs, annual goals, services, accommodations, and placement. The amount, frequency, location, and method of service delivery are documented in the students' IEP.

Related Services

Students with disabilities receive related services when the IEP Team determines that those services are necessary for the student to benefit from special education. Related services may include, but are not limited to:

- Speech-language therapy
- Occupational therapy (OT)
- Physical therapy (PT)
- Counseling services
- Other supportive services identified by the IEP Team

COA provides related services through qualified providers and works with families to ensure services are delivered in accordance with the students' IEP. As a virtual public charter school, many services may be provided through secure virtual platforms; however, the IEP Team will consider each student's individual needs when determining the most appropriate method of service delivery.

Educational Placement Decisions

The IEP Team is responsible for determining the appropriate educational placement for each student based on the student's individual needs. COA, like all public schools, is required to provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

Parents and guardians are active members of the IEP Team and participate in all decisions regarding their child's educational program, services, and placement.

Section 504 Protections

COA is also responsible for ensuring that students who qualify under Section 504 of the Rehabilitation Act of 1973 receive appropriate educational services and protections, even if they are not eligible for special education services under IDEA.

Students eligible under Section 504 may receive accommodations, supplementary services, and support designed to provide equal access to educational opportunities. These supports are determined by the student's Section 504 Team based on the individual needs of the student.

Applicable Laws and Regulations

COA follows all applicable federal and state requirements governing the education of students with disabilities, including:

- Individuals with Disabilities Education Act (IDEA), 34 CFR Parts 300 and 301
- Section 504 of the Rehabilitation Act of 1973, 34 CFR Part 104
- South Carolina Special Education Regulations (including Regulation 43-243)
- South Carolina Code of Laws related to special education and charter schools

Questions or concerns regarding the rights of students with disabilities or special education services may be directed to:

Special Programs Academic Administrator
Jackie Reed
Jreed@carolusonlineacademy.org

CHILD FIND

Child Find is a process based on the Individuals with Disabilities Act (IDEA). The purpose of Child Find is to ensure that students who may have a disability are identified and provided access to appropriate support and services. Any individual who has concerns about a student's development, academic progress, or educational needs may initiate the referral process. This may include a parent or guardian, teacher, physician, family member, or other individual with knowledge of the student.

Enrollment and Identification Process

To support the identification and appropriate service of students with disabilities, COA asks parents or guardians during enrollment:

- Whether the student has ever been evaluated for suspected special education eligibility.
- Whether the student has previously received special education services through a public or private school.
- Whether the student currently has an active Individualized Education Program (IEP) or Section 504 Plan.

If a parent/guardian indicates that a student has previously received special education services or may have been evaluated for services, COA will work to obtain relevant educational records from the student's previous school. Once records are received, COA special education staff will review the documentation and contact the family to discuss next steps, including the continuation of services, transfer of the IEP, or any additional evaluations or meetings that may be needed.

If a student is suspected of having a disability after enrollment, COA will follow all required procedures for referral, evaluation, eligibility determination, and development of appropriate support in accordance with IDEA and state regulations.

Parents and guardians are encouraged to communicate any concerns regarding their students' academic, behavioral, developmental, or functional needs. Early identification and support help ensure students receive the services necessary to access their education and make meaningful progress.

For questions regarding Child Find or special education services, please contact:
Special Programs Academic Administrator
Jackie Reed
Jreed@carolusonlineacademy.org

SPECIAL EDUCATION SERVICES

COA is committed to providing each eligible student with a disability a Free Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (when applicable), and South Carolina Department of Education regulations. Special education services are designed to meet each student's unique educational needs and are provided according to the student's Individualized Education Program (IEP).

Families enrolling a student who currently receives special education services should indicate this on the enrollment application and provide copies of the student's most recent IEP, evaluation reports, eligibility documentation, and any other relevant educational records. Timely receipt of these records helps ensure a smooth transition of services and minimizes interruptions to the student's educational program. Carolus Online Academy also requests all special education records from previous school on file.

Students who have been identified as eligible for special education under IDEA are entitled to receive specially designed instruction, accommodations, related services, and other support as determined by the IEP Team. Services are individualized and may include:

- Specially designed instruction
- Accommodations and, when appropriate, modifications to the curriculum
- Related services, such as speech-language therapy, occupational therapy, physical therapy, counseling, or other services identified in the IEP
- Assistive technology and supplementary aids and services, when appropriate
- Behavioral support and intervention plans, when needed

The IEP Team, which includes the parent or guardian, determines the educational placement, services, goals, accommodations, and support based on the student's individual strengths and needs. COA staff work collaboratively with families to implement the IEP and monitor student progress throughout the school year.

As a statewide virtual public charter school, COA provides instruction in an inclusive online learning environment. Students receive instruction from certified general and special education teachers using virtual classrooms, secure online platforms, telephone, email, and other approved methods of communication. General and special education teachers collaborate regularly to ensure students have access to grade-level curriculum while receiving the support and services outlined in their IEP.

Special Education Expectations

What families can expect from Carolus Online Academy:

- Every student receiving special education services will be assigned to a special education teacher in addition to their general education teacher(s), when appropriate.
- The special education teacher will collaborate with general education teachers to ensure accommodations, modifications, supplementary aids, and services outlined in the student's IEP are implemented consistently.
- The special education teacher will work closely with the Learning Coach and student to support progress toward IEP goals and academic success.
- The IEP Team, including parents/guardians, will meet at least annually to review the student's IEP. Additional meetings may be held whenever needed to review progress, address concerns, or make changes to the student's educational program.
- IEP meetings are typically conducted virtually using a secure online platform, allowing families to participate from home. Families will receive advance notice of meetings and are encouraged to participate as active members of the IEP Team.
- The special education teacher will provide specially designed instruction in small-group virtual instructional sessions based on the student's IEP and instructional needs.
    - Students receiving special education services are expected to follow the same attendance requirements as all COA students. Consistent attendance in daily instruction, specially designed instruction, and related services is essential for academic achievement and progress toward IEP goals.
- The special education teacher serves as a resource for students, families, and teachers by providing instructional strategies, accommodations, modifications, and support to help students access grade-level curriculum.
- Progress toward each annual IEP goal will be measured and reported to parents at least as often as report cards are issued for general education students.

Student and Family Expectations:

- Attend live instructional sessions, Class Connects, related service appointments, and other required meetings.
- Complete assigned coursework and participate actively in instruction.
- Maintain regular communication with teachers and promptly respond to school communications.
- Notify the school if challenges arise that may affect attendance or participation, so appropriate support can be considered.
- Support implementation of learning strategies and practice opportunities that reinforce IEP goals at home, when appropriate.

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. Regular attendance and active participation in all scheduled-related service sessions are essential to student success. These services are specifically designed to help students make meaningful progress toward their IEP goals, increase independence, and access their educational program. Missed appointments reduce instructional time and may impact a student's ability to make expected progress.

We understand that it is our responsibility to provide 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 (RTl) 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, 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:

Every Student Succeeds Act (ESSA) Title IX, Part A McKinney-Vento Homeless Assistance Act - South Carolina Department of Education -

Jackie Reed is the McKinney-Vento Homeless Liaison at COA, and she can be reached at Jreed@carolusonlineacademy.org Please email any dispute involving your student's eligibility for

McKinney-Vento designation to Mrs. Reed.

TITLE I, Youth in Foster Care

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.

Jackie Reed, the Special Programs Academic Administrator is the Student in Foster Care Liaison at COA, and she can be reached at Jreed@carolusonlineacademy.org

All Special Programs Contact Information:

English Language Learners (ELL) Teacher: Keoni Fason: KFason@carolusonlineacademy.org
MKV/Migrant Education: Jackie Reed: Jreed@carolusonlineacademy.org
504 Coordinator: Brieann Bookter: BBookter@carolusonlineacademy.org

Translated Materials

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

Hotspot and Internet Connectivity

Carolus Online Academy (COA) is a full-time virtual public charter school. Because instruction is delivered online, students must have reliable internet access to participate in live instruction, complete assignments, communicate with teachers, and access school resources.

Internet Access

Families are responsible for ensuring their student has reliable internet access throughout the school year. A stable internet connection is necessary for daily participation in instruction and successful completion of coursework.

School Hotspots

COA may provide mobile hotspots to eligible families who demonstrate a need for internet connectivity. Hotspots are limited in quantity, and submission of a request does not guarantee that a hotspot will be issued. All requests are reviewed according to school eligibility guidelines and available inventory.

Hotspots are intended to support the educational needs of enrolled COA students and remain the property of the school.

Requesting a Hotspot
Families who need internet assistance should contact the school to request a hotspot. Requests are reviewed to determine eligibility, and families will be notified if additional information is needed before a hot spot can be issued.

Using a School-Issued Hotspot
School-issued hotspots are provided to support student learning and should be used primarily for educational purposes. Families are expected to take reasonable care of the device and notify the school promptly if it is lost, stolen, damaged, or experiencing technical issues.

Because hotspots rely on cellular service, internet availability and connection quality may vary depending on location and network coverage.

Data Usage
Hotspot service is intended to support instructional activities such as attending live classes, completing assignments, accessing course materials, and communicating with school staff. Excessive or inappropriate use may affect service availability.

Returning a Hotspot
Hotspots and any accompanying accessories must be returned to COA when a student withdraws from the school or whenever requested by the school. Families may be responsible for replacement costs if equipment is not returned or is damaged beyond normal wear and tear.

Technical Support
Families experiencing issues with a school-issued hotspot should contact the K12 Technology Department for assistance.

Other Internet Options (Libraries, Community Centers, and Public Wi-Fi)
If a school-issued hotspot is not available or is not the best solution for a family's location, families may choose to use another reliable internet service provider that meets the student's instructional needs.

Enrollment Requirements

Carolus Online Academy (COA) welcomes eligible South Carolina students who meet state enrollment requirements. Enrollment is contingent upon the timely submission of all required documentation and verification of eligibility.

Eligibility

To enroll at COA, students must meet all applicable South Carolina enrollment requirements and any additional requirements established by the South Carolina Public Charter School District (SCPCSD) and Carolus Online Academy.

Residency

Students enrolling in COA must be legal residents of South Carolina. Families are required to provide acceptable proof of South Carolina residency during the enrollment process. Residency documentation must be current and may be requested again if residency cannot be verified or if questions arise regarding a student's eligibility.

Required Documentation

To complete enrollment, families must submit all required enrollment documentation. Depending on the student's circumstances, documentation may include, but is not limited to:

- Proof of South Carolina residency
- Proof of age
- South Carolina Certificate of Immunization or approved exemption documentation
- Home Language Survey
- Academic records or transcripts, when applicable
- Report cards, when applicable
- Disciplinary records, when applicable
- Special education records, including an Individualized Education Program (IEP), when applicable
- Section 504 Plan, when applicable
- Homeschool documentation, when applicable
- Additional state-required enrollment forms

Additional documentation may be requested based on the student's grade level, previous educational setting, or individual circumstances.

Enrollment Procedures

Enrollment is not considered complete until all required documentation has been received, reviewed, and approved by the school. Students may not begin attending classes until all required enrollment requirements have been satisfied.

Families are responsible for ensuring that all enrollment information remains accurate and up to date. Changes to a student's address, legal guardianship, or other enrollment information should be reported to the school as soon as possible.

Continued Enrollment

Students must continue to meet all enrollment and residency requirements throughout their enrollment at COA. The school may request updated documentation to verify continued eligibility when necessary.

Falsification of Records

Providing false, misleading, altered, or incomplete information during the enrollment process or at any time while enrolled may result in delayed enrollment, withdrawal from COA, or other actions permitted under South Carolina law. The school reserves the right to verify all information and documentation submitted by families.

Non-Accredited Schools/Homeschool Credits

Students transferring to Carolus Online Academy (COA) from a non-accredited school or homeschool program may be eligible to receive credit for previously completed coursework. All credits are subject to review and approval by the school and must meet South Carolina graduation requirements and COA academic standards.

Credit Review

Each student's academic records are evaluated individually. Credit acceptance is based on factors including, but not limited to, course content, instructional rigor, documentation provided, and alignment with South Carolina graduation requirements.

The acceptance of credits from a non-accredited school or homeschool program is not guaranteed.

Required Documentation

To be considered for credit, families may be asked to provide documentation such as:

- Official or parent-generated transcripts
- Course descriptions or syllabi
- Samples of student work
- Grades or evaluations
- Attendance records

- Any additional documentation requested by COA to verify successful course completion

Transcript Evaluation

COA will review all submitted documentation to determine whether coursework is eligible for transfer credit. Additional assessments, placement evaluations, or documentation may be required before credit is awarded.

Credits accepted by COA will be reflected on the student's academic record in accordance with school procedures and South Carolina requirements.

Final Determination

The final determination regarding the acceptance of credits from non-accredited schools and homeschool programs rests with COA. Decisions are made in accordance with applicable South Carolina laws, graduation requirements, and school policies to ensure students are appropriately placed and remain on track toward graduation.

Advanced Learner Program

Carolus Online Academy is committed to providing appropriately challenging learning opportunities for students who demonstrate advanced academic aptitude or achievement. Through a variety of instructional services, enrichment opportunities, and accelerated learning experiences, we strive to help advanced learners reach their full potential while fostering creativity, critical thinking, problem-solving, and independent learning.

Identification for Gifted and Talented Services

Students may be considered eligible for gifted and talented services through multiple identification methods in accordance with South Carolina State Board of Education regulations.

Eligibility is determined using state-approved criteria, which may include one or more of the following:

- Academic achievement and classroom performance
- Standardized assessment results
- Aptitude or cognitive ability assessments
- Other state-approved eligibility measures

The school follows all South Carolina regulations to ensure equitable identification practices and provides opportunities for students from diverse backgrounds to be considered for gifted and talented services.

Eligibility

Students who meet the eligibility criteria established by the South Carolina Department of Education qualify for gifted and talented programming. Eligibility is based on state regulations and is not determined by a single test score. Eligibility is determined by the district office based on data submitted and not by Carolus Online Academy alone. Once identified, students remain eligible to receive services consistent with state guidelines.

Services for Advanced Learners

Gifted and advanced learners receive differentiated instruction designed to provide increased academic challenges and opportunities for deeper learning. Depending on grade level, student needs, and course availability, services may include:

- Advanced or accelerated coursework
- Curriculum compacting and differentiated instruction
- Enrichment activities and project-based learning
- Higher-level questioning and critical thinking experiences
- Flexible grouping with academic peers
- Independent study opportunities
- Opportunities to participate in dual enrollment, or other advanced coursework, when appropriate

Teachers regularly monitor student progress and adjust instructional support to ensure continued academic growth.

Enrichment Opportunities

In addition to classroom instruction, students may participate in enrichment opportunities that extend learning beyond the standard curriculum. Opportunities are provided through Carolus Online Academy and K12 and may include:

- Academic competitions
- STEM and coding activities
- Reading and writing enrichment
- Service-learning projects
- Clubs and extracurricular academic activities
- College and career exploration experiences

Availability of enrichment opportunities may vary by grade level and student interest.

Parents with questions about gifted and talented eligibility, advanced learner services, or available enrichment opportunities are encouraged to contact their child's teacher, school counselor, or the gifted and talented teacher, Kristy Wilson.

School-Sponsored Outings and Events

Carolus Online Academy (COA) may offer optional school-sponsored outings, educational events, and other in-person activities throughout the school year.

Participation may require advance registration and a signed permission form. A parent or legal guardian is required to attend and supervise their student during school-sponsored outings unless otherwise communicated by the school. Parents or guardians are also responsible for providing transportation to and from events.

Students are expected to follow the COA Code of Conduct at all school-sponsored events. Disruptive or unsafe behavior may result in removal from the event and additional disciplinary action in accordance with school policy.

Families should ensure that emergency contact information is current prior to participating in any school-sponsored event.

Health and Safety

Carolus Online Academy (COA) is committed to providing a safe, supportive, and healthy learning environment for all students. The school works collaboratively with families to promote student well-being and respond appropriately to health and safety concerns.

Parents and guardians are responsible for maintaining current emergency contact information and notifying the school of any significant health concerns or medical conditions that may affect their student's participation in school activities or events.

COA maintains procedures for responding to health and safety concerns, emergencies, and student welfare situations. When appropriate, the school will coordinate with parents or guardians, emergency responders, healthcare providers, and community agencies to support the safety and well-being of students.

Crisis Response Procedures

The safety and well-being of our students and staff is a top priority at Carolus Online Academy (COA). The school maintains a comprehensive Crisis Management Plan that outlines procedures for responding to emergencies, safety concerns, and crisis situations. School personnel receive training on applicable emergency response procedures.

In the event of a crisis affecting students or school operations, COA will communicate with families as quickly as possible using the contact information on file. Parents and guardians are responsible for ensuring that their emergency contact information remains current and should follow all instructions provided by school officials during an emergency.

Following a crisis, COA will provide appropriate support to affected students and families and will coordinate with local emergency responders and community resources when necessary.

Threat Assessment Process

Carolus Online Academy (COA) is committed to maintaining a safe learning environment for all students and staff. All threats of violence, self-harm, or other behaviors that may pose a risk to the school community are taken seriously and responded to promptly.

Reports of potential threats are reviewed by appropriate school personnel and investigated in accordance with school procedures. When appropriate, the school may collaborate with parents or guardians, law enforcement, mental health professionals, and other agencies to assess concerns and determine appropriate interventions.

Parents or guardians will be notified as appropriate during the threat assessment process. COA reserves the right to take any action necessary to protect the safety and well-being of students, staff, and the school community.

Mandatory Reporting

South Carolina law requires designated school employees to report suspected child abuse, neglect, or other situations that may place a student at risk. Reports are made based on reasonable suspicion and in accordance with applicable state laws and school procedures.

When concerns regarding a student's safety or well-being arise, school personnel may consult with appropriate staff and report concerns to the South Carolina Department of Social Services (DSS), law enforcement, or other appropriate agencies. School employees are not responsible for determining whether abuse or neglect has occurred; that responsibility rests with the investigating agency.

Parents or guardians may not be notified prior to a report being made when prohibited by law or when doing so could compromise a student's safety. COA will cooperate with investigating agencies as required by law while continuing to support the student's educational needs whenever possible.

Suicide Prevention Resources

Suicide prevention is a shared responsibility, and Carolus Online Academy encourages students, families, and staff to take all concerns seriously. Warning signs may include changes in behavior, expressions of hopelessness, withdrawal from others, or statements about self-harm or suicide.

Anyone who is concerned about a student's safety should immediately notify a school counselor, administrator, or another trusted school employee. If there is an immediate threat to a student's safety, call 911 or contact 988 Suicide & Crisis Lifeline by dialing or texting **988**.

COA provides access to school counselors and will work with families to connect students with appropriate mental health resources and community support when needed.

Mental Health Resources

COA recognizes that mental health plays an important role in student success. Students and families are encouraged to reach out to a school counselor or administrator if they have concerns about a student's emotional or mental well-being.

School counselors can provide short-term support, connect families with school-based resources, and offer referrals to community mental health providers when appropriate. While COA does not provide long-term therapy services, the school partners with families to help identify available support and resources.

If a student is experiencing a mental health emergency, families should call 911 or contact the 988 Suicide & Crisis Lifeline immediately.

Emergency School Closures

Because Carolus Online Academy is a virtual school, instructional activities may continue during weather events or other emergencies when it is safe and feasible to do so. In certain situations, the school may delay, modify, or cancel instruction based on the nature of the emergency.

Families will be notified of school closures or operational changes through the school's

communication platforms, including email, text messages, phone notifications, and school announcements. Parents and guardians are responsible for monitoring these communications and ensuring students have access to the technology needed to participate in instruction whenever possible.

If instructional time is impacted by an emergency closure, COA will communicate any changes to schedules, assignments, or instructional calendars as necessary to meet state requirements.

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 on, student face present, 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 where 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 and agree to immediately notify COA if my student(s) no longer meets the residency requirements to attend COA.
- I understand and agree to notify and work with COA if my student(s) is temporarily placed into an alternative location such as residential treatment facilities, law-enforcement facility and/or hospitalization.
- 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, 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

CAROLUS ONLINE ACADEMY

2026-2027 School Calendar

July 2026

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	

August 2026

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					

September 2026

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			

October 2026

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

November 2026

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					

December 2026

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		

Modified School Calendar

101 Westpark Blvd., Suite C
Columbia, SC 29210
803-205-4005
https://coa.k12.com

July 27- Aug 4	Staff Work Days
Aug 5	First Day of School
Sep 7	Labor Day- No School
Sep 24	Parent Teacher Conference
Oct 7	45th Day of School
Oct 9	Staff Work Day- No School
Nov 3	Election Day- No School
Nov 25-27	Thanksgiving Break-No School
Dec 16	90th Day of Schoo/End of Semester
Dec 17-18	Staff Work Day- No School
Dec 21-Jan 4	Winter Break- No School
Jan 5-6	Staff Work Day- No School
Jan 18	MLK Jr. Day No School
Feb 12-16	President's Day No School
Feb 25	Parent Teacher Conference
Mar 16	135th Day of School
Mar 22-26	Spring Break- No School
Apr 26-27	No School
May 6	Parent Teacher Conference
May 27	Last Day of School/180th Day
May 28	Staff Work Day

State Testing Windows

KRA(GK): 8/5-10/6/2026
CoGAT/Iowa- 10/5-10/27/2026
Fall WIN- 10/26-11/6/2026
Fall EOC- 11/30-12/16/2026
ACCESS- 1/20-3/5/2027
ACT- 3/9/2027
Spring WIN- 3/22-4/16/2027
SC Ready- 5/3-5/26/2027
Spring EOC- 5/26-5/26/2027
PreACT- TBD
Performance Task- TBD
ALT- TBD

School Closed
Instructional Day
Staff Workday (no school for students)
Parent Teacher Conferences
First & Last Day of School
High School Graduation- Subject to Change

Weather Make-Up Days

Oct 9, Dec 17, Jan 6

January 2027

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						

February 2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

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 2027

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					

June 2027

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			

CAROLUS
EST. 2023
ONLINE ACADEMY