Special Education Policies and Procedures

School Name: Carolus Online Academy
School Leader: Pam Sieger
Year: 2026-2027

South Carolina Public Charter School District **Chris Neeley, Superintendent**

INTRODUCTION

The purpose of this document is to provide the policies and procedures regarding the services for students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). This document provides the South Carolina Public Charter School District's interpretation of various statutory provisions and does not impose any requirements beyond those included in federal and state laws and regulations. In addition, it does not create or confer any rights for or on any person.

The SCPCSD maintains the role of an authorizer and LEA. Each charter school within the SCPCSD has the autonomy to develop policies and procedures individualized to meet the needs of the school, as long as those policies and procedures are consistent with the school's charter, contract and SCPCSD policies and procedures. All schools must adhere to State and Federal Laws regarding students with disabilities.

This is a living document and will be updated on a regular basis as the South Carolina Public Charter School District receives further guidance from the United States Department of Education, Office of Special Education Programs, South Carolina Department of Education, Office of Special Education Services, results of court decisions, and changes in state statute. To ensure that you are referencing the most recent version of the policies and procedures, please check the "history" section below.

For the United States special education regulations, please consult the Office of Special Education Programs: http://www2.ed.gov/about/offices/list/osers/osep/.

For the South Carolina special education regulations, please consult State Board of Education regulations 43-243 and 43-243.1: http://ed.sc.gov.

For questions concerning this document or questions concerning the South Carolina Public Charter School District's Special Education Programs, please contact the Director of Special Services at 803-734-8322.

The South Carolina Public Charter School District does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or immigrant status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle the nondiscrimination policies. For questions pertaining to Section 504 contact the Director of Federal Programs, questions pertaining to Title IX contact the Director of School Development at 3710 Landmark Drive, Suite 201, Columbia, SC 29204, 803-734-8322.

Table of Contents

Policy:

I. Free Appropriate Public Education (FAPE)

II. Confidentiality

III. Child Find

IV. Procedural Safeguards

V. Evaluation

VI. Individualized Education Program (IEPs)

VII. Least Restrictive Environment (LRE)

VIII. Parentally Placed Nonpublic School Children

IX. Discontinuing Special Education Services/
South Carolina High School Credential

I. Free Appropriate Public Education (FAPE)

The South Carolina Public Charter School District ensures that a free appropriate public education (FAPE) is made available to all children with disabilities between the ages of 3 and 21, inclusive, in accordance with IDEA and the SC Department of Education Regulation 42-243 and 42-243.1.

A. Assistive Technology

The South Carolina Public Charter School District makes assistive technology available if required as part of the child's special education, related services or supplementary aids and services.

B. Extended School Year (ESY) Services

The South Carolina Public Charter School District ensures that extended school year services (ESY) are provided if a child's individualized education program (IEP) team determines that the services are necessary for the provision of FAPE to the child.

C. Nonacademic Services

The South Carolina Public Charter School District takes steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as provided to students without disabilities.

Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school or school district, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the school district and assistance in making outside employment available.

D. Program Options And Physical Education

The South Carolina Public Charter School District takes steps to ensure that children with disabilities served by the South Carolina Public Charter School District have available to them the variety of educational programs and services available to nondisabled children served by the South Carolina Public Charter School District.

The South Carolina Public Charter School District ensures that a child with a disability receives appropriate physical education services as required by South Carolina Board of Education Regulations and South Carolina Charter School Law (§ 59-40-10 et seq.). The South Carolina Public Charter School District affords each child with a disability the opportunity to participate in a regular physical education program available to non-disabled children, unless the child is in need of specially designed physical education, as prescribed in the child's IEP.

The South Carolina Public Charter School District safeguards the confidentiality of personally identifiable information at use, collection, storage, retention, disclosure and destruction stages. In the South Carolina Public Charter School District, the Director of Federal Programs, along with each individual school's special education coordinator, is responsible for maintaining the confidentiality of personally identifiable information. The South Carolina Public Charter School District ensures that all persons collecting or using personally identifiable information receive training and instruction regarding the South Carolina Public Charter School District's policies regarding that information. The South Carolina Public Charter School District gives notice to all parents of students receiving special education and related services that it is adequate to fully inform parents about confidentiality requirements, in accordance with South Carolina Board of Education Regulations.

II. Confidentiality

A. Access Rights

The South Carolina Public Charter School District permits parents (or a representative of a parent) to inspect and review any education records relating to their children that are collected, maintained, or used by the South Carolina Public Charter School District. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. The South Carolina Public Charter School District does not charge a fee to search for or retrieve information.

The South Carolina Public Charter School District may charge a fee for copies of records but does not charge a fee that would effectively prevent the parents from exercising their right to inspect and review records.

The South Carolina Public Charter School District complies with a request to access records without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to South Carolina Board of Education Regulations, and any resolution session pursuant to South Carolina Board of Education Regulations, and in no case more than 45 days after the request has been made.

The South Carolina Public Charter School District responds to reasonable requests for explanations and interpretations of the records, provides copies if failure to provide copies would effectively prevent the parent from exercising the right to inspect and review the records, and permits a representative of a parent to inspect and review records.

The South Carolina Public Charter School District presumes that a parent has the authority to inspect and review records relative to that parent's child unless the

South Carolina Public Charter School District has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

Upon request, the South Carolina Public Charter School District provides parents with a list of the types and locations of education records collected, maintained, or used by the South Carolina Public Charter School District and each of its schools. The South Carolina Public Charter School District keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. The South Carolina Public Charter School District, including each school within, maintains a list of authorized employees who have access to educational records.

B. Amendment of Records/Hearing Process

Parents have the right to request that their child's education records be changed if something is inaccurate, misleading, or in violation of the student’s rights of privacy.

If the school does not agree that the education records should be changed, staff must provide an opportunity for a hearing, following the Family Educational Rights and Privacy Act of 1974, August 1974, 20 U.S.C. 1232g (FERPA) requirements. The hearing officer would be the school's hearing officer, not a special education due process hearing officer (34 CFR § 300.618).

C. Parental Consent Prior to Disclosure of Records

The South Carolina Public Charter School District obtains parental consent before personally identifiable information is disclosed to parties, other than officials of participating agencies in accordance as defined by South Carolina Board of Education Regulations, unless the information is contained in education records and the disclosure is authorized without parental consent under FERPA.

The parent's consent must be in writing, signed, and dated and must:
(1) Specify the records to be disclosed;
(2) State the purpose of the disclosure; and
(3) Identify the party or class of parties to whom the disclosure may be made.

The South Carolina Public Charter School District obtains parental consent, or the consent of an eligible child who has reached the age of majority under South Carolina law, before personally identifiable information is released:

(1) Prior to inviting officials of participating agencies providing or paying for transition services to an IEP meeting in accordance with South Carolina Board of Education;
(2) To officials in another district or school in connection with the child's enrollment in a nonpublic school; and/or
(3) For purposes of billing insurance and/or Medicaid.

D. Transfer of Rights at Age of Majority

The South Carolina Public Charter School District affords rights of privacy to children similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.

The rights of parents regarding education records under FERPA transfer to the child at age 18.

If the rights accorded to parents under Part B of the IDEA are transferred to a child who reaches the age of majority (which is 18 in South Carolina), the rights regarding education records also transfer to the child.

The only situation in which all rights do not automatically transfer to the student at age 18 is when a court has judged the student to be unable to fulfill his or her responsibilities (determined the student to be "incompetent"). When this has occurred, the South Carolina Public Charter School District must provide prior written notice (PWN) and obtain informed consent from the person who the court has appointed as the legal guardian. The South Carolina Public Charter School District may provide parents information about other options and resources about this topic.

Once rights have been transferred to the student, he or she may be able to execute a power of attorney under S. C. Code Ann. § 62-5-501 (Supp. 2008). This regulation allows a person who is not affected by a "disability" (as defined below) to execute a power of attorney to grant another party the right to act as the agent or attorney-in-fact for the person. The term "disability" here means cause for a protective order which involves the appointment of a conservator or other protective order by the court to act on behalf of an individual. The term does not relate to whether the person has a disability as defined by IDEA. There are additional requirements under this statutory provision that must be met.

Five options relative to students with disabilities for transfer of rights when they turn age eighteen: 1) All Rights Transfer To The Student; 2) The Student Makes Decisions With Support And Assistance (Supported Decision Making); 3) Delegation of Rights A student with the capacity to do so may sign a power of attorney and delegate his or her rights to an agent (such as a parent) or delegate his or her rights using the form developed by the SCDE. 4) Certification of an Educational Representative A student who is unable to communicate his or her wishes, interests, or preferences with respect to an educational program may have an educational representative certified to act on his or her behalf. 5) Guardianship of the Student If a student is incapacitated, the parents or other appropriate person may seek guardianship of the adult child through the Probate Court process. The Consent Act does not apply if the student has a court-appointed guardian.

Once a child reaches the age of 17, the IEP must include a statement that the child has been informed regarding this transfer of rights.

E. Disciplinary Information and Reports to Law Enforcement

The South Carolina Public Charter School District includes in the records of a child with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to the same extent that disciplinary information is included in, and transmitted with, the records of nondisabled children.

When a child transfers from the South Carolina Public Charter School District, the transmission of any of the child's records includes the child's current IEP, most current evaluation/reevaluation, and any statement of current or previous disciplinary action that has been taken against the child.

A statement of disciplinary action shall:
(1) Specify the circumstances that resulted in the disciplinary action and provide a description of the disciplinary action taken if the disciplinary action was taken because the child:
(a)Carried a weapon to or possessed a weapon at school, on school premises or to or at a school function;
(b)Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or
(c) Inflicted serious bodily injury upon another person while at school, on school premises or at a school function; and
(2) Include any information that is relevant to the safety of the child and other individuals involved with the child.

A statement of disciplinary action may include a description of any other behavior engaged in by the child that required disciplinary action, and a description of the disciplinary action taken.

If the South Carolina Public Charter School District or school authorized by the district reports a crime to the appropriate law enforcement officials, the South Carolina Public Charter School District transmits copies of the special education and disciplinary records of the child to those officials only to the extent that the transmission is permitted by FERPA and any other applicable laws.

F. Destruction of Records

Federal auditing requirements necessitate the availability of education records for identified students for 5 years after they exit from special education services. After that period of time, the South Carolina Public Charter School District may destroy records. However, before

destroying special education records, the South Carolina Public Charter School District must notify the parent (or the adult student) that the information is no longer needed by the South Carolina Public Charter School District or individual school to provide services to the student and that the school is proposing to destroy them.

The South Carolina Public Charter School District will send a certified letter to the student at the last known address. If that letter is returned to the South Carolina Public Charter School District, that return becomes the documentation of the South Carolina Public Charter School District's attempt to inform the student of the proposed destruction of records. In such cases, the South Carolina Public Charter School District will publish a public notice to students who graduated or left school five years previously. The notice will be addressed to students and guardians, advising them of the proposed destruction of records and asking them to contact the South Carolina Public Charter School District if they object to the destruction.

The South Carolina Public Charter School District provides such notice in this document and in the South Carolina Public Charter School District's procedural safeguards.

> "NOTICE OF DESTRUCTION OF SPECIAL EDUCATION RECORDS: Special education records for each child with a disability are maintained by the South Carolina Public Charter School District until no longer needed to provide educational services to the child. This notice is to inform you that the special education records for this student will be destroyed after five (5) years following program completion or graduation from high school, unless the student (or the student's legal guardian) has taken possession of the records prior to that time."

If the parents or student who has reached the age of majority makes no request for records, the information is then destroyed. However, a permanent record of a student's name, address, telephone number, grades, attendance record, classes attended, grade level completed, and year completed is maintained without time limitation.

In accordance with federal law, the South Carolina Public Charter School District assumes responsibility for the location, identification and evaluation of all children ages 3 through 21 who are enrolled in any of the schools chartered with the South Carolina Public Charter School District and who reside within the State of South Carolina and who require special education and related services. This includes children who are suspected of having a disability even though they are advancing from grade to grade (34 C.F.R. § 300.111(a)(c)). The decision to serve students who are 21 years old on or before September 1 of the school year is left to each individual charter school that is chartered with the South Carolina Public Charter School District.

III. Child Find

A. Responsibility for Determining Eligibility

In the South Carolina Public Charter School District, the multidisciplinary team ensures that the student meets the eligibility requirements of IDEA and South Carolina Board of Education regulations 43-243 and 43-243.1.

In all cases, the South Carolina Public Charter School District multidisciplinary team will not determine that a student has a disability if the suspected disability is the result of a lack of instruction in reading or math. If the student is not proficient in English, the South Carolina Public Charter School District will not identify the student as having a disability if the limited English proficiency (LEP) is the cause of the suspected disability.

B. Child Identification Process

The South Carolina Public Charter School District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability. The South Carolina Public Charter School District, in conjunction with each of the charter schools within the district, coordinates the child identification process. The South Carolina Public Charter School District, its schools, and its staff use a variety of community resources and systematic activities in order to identify children requiring special services.

The following is the school's Child Find notice and a description of methods for publicly providing the notice:

The following information is posted publicly on Carolus Online Academy's website:
COA strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health

or physical impairment, autism, and traumatic brain injury. Identifying, locating, and evaluating these children is referred to as Child Find.

As a public school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education (FAPE) to each child regardless of a child's disability or the severity of the disability. To comply with the Child Find requirements, COA will implement procedures to help identify, locate, and evaluate students, including those who are homeless or wards of the state, in need of special education and related services.

Parent/Guardian permission and involvement are vital pieces in the process. Once a student has been identified as having a "suspected disability" or identified as having a disability, COA will ask the student or the student's Parent/Guardian for information about the child, such as:

- How has the suspected disability or identified disability hindered the student's learning?
- What has been done, educationally, to intervene and correct the student's emerging learning deficits?
- What educational or medical information relative to the suspected disability or identified disability can be shared with the school?

This information may also be obtained from the student's present or former teachers, the student's school records, as well as from doctors, therapists, or other agencies, pending the legal guardian's written consent.

As part of the Child Find process, some services may include a complete evaluation, an individualized education program designed specifically for the child, and a referral to other agencies providing special services.

Procedures for referring students who may be suspected of having a disability:

A) Referrals initiated by school

1. Identification & Referral Process

Any teacher, school staff member, or administrator who receives information or observes signs that a student may have a disability must complete the Child Find Referral Form via the designated Microsoft Form platform.

This form should be completed when:

A parent/guardian shares concerns related to a student's academic, behavioral, developmental, or emotional functioning.
A teacher or staff member observes indicators of potential disability impacting the student's educational performance.

2. Initial Review by Special Programs Team
Once a referral form is submitted, the Special Programs Team will:
Acknowledge receipt of the referral.
Review the information provided.
Contact the parent/guardian to gather additional background, concerns, or medical documentation if applicable.
Request records from any prior schools or educational agencies, if necessary.

3. Determination of Next Steps
Following the initial review, the Special Programs Team will determine appropriate next steps, which may include:
Initiating a formal evaluation process (with parental consent).
Holding a Student Support Team (SST) or intervention team meeting to determine if additional general education supports or interventions are needed.
Determining the need for special education eligibility evaluation or referral to other services (e.g., Section 504, RTI, ELL screening).
Providing information to the parent about the rights under IDEA and the evaluation timeline.

4. Documentation and Tracking
All referrals and follow-up actions will be documented and tracked in a secure system to ensure compliance with Child Find requirements.
The Special Programs Team will monitor timelines and ensure parental communication and procedural safeguards are followed throughout the process.

5. Program Placement or Support Implementation
If a student is found eligible for services:
The student will be placed in the appropriate program (e.g., special education, Section 504, gifted services, English learner program).
An Individualized Education Program (IEP) or relevant plan will be developed in collaboration with the family.
If the student is not eligible, the team will provide feedback and may offer alternative support plans, accommodations, or general education interventions.

B) Referrals initiated by parents

1. Parent/Guardian Initiates Concern
A parent/guardian may express concerns regarding their child's academic, social-emotional, behavioral, or developmental needs via email, phone, virtual meeting, or school communication tools.

When a concern is communicated, the staff member receiving the information must:
Document the concern.
Complete the Child Find Referral Form through the designated Microsoft Form platform to ensure appropriate follow-up by the Special Programs Team.

2. Special Programs Team Follow-Up
Upon receiving the referral, the Special Programs Team will:
Acknowledge the concern with the parent/guardian in a timely manner
Schedule a conversation to gather more information about the student's needs, medical or developmental history, and any interventions already attempted.
Request previous educational records and evaluations, if applicable.

3. Determination of Next Steps
Based on the initial discussion and records review, the Special Programs Team will determine appropriate next steps, which may include:
Initiating a formal special education evaluation (with informed written consent from the parent).
Recommending a Student Support Team (SST) or intervention team meeting to explore general education interventions or supports.
Discussing the need for possible referrals to Section 504, English language screening, or mental health services, depending on the nature of the concern.

4. Documentation and Compliance
All parent-initiated concerns and follow-up steps will be documented in a secure system to meet compliance with IDEA and Section 504 Child Find requirements.

The Special Programs Team will ensure:
Parents are informed of their procedural rights.
All timelines for evaluations and meetings are followed.
Communication remains consistent and documented throughout the process.

5. Eligibility Determination and Services
If a student is found eligible for services:
An IEP or 504 Plan will be developed in collaboration with the parent/guardian.
The student will be placed in the appropriate program, and services will begin according to the plan.
If the student is not found eligible, the team will:
Provide a clear explanation and written notice to the parent.
Offer general education supports, accommodations, or other appropriate next steps as needed.

Part B (Babynet) to Part C (School Age) Transition

Evaluation, Eligibility Determination and Placement must occur prior to the child's Third Birthday. If identified as a student with a disability, services must begin on the child's third birthday.

The children will be referred to the local homeschool district for a comprehensive evaluation and eligibility determination prior to enrolling in the SCPCSD, the part B representative should be invited. Once enrolled, SCPCSD will be responsible for developing the IEP, if appropriate. The Part B representative will be invited to the meeting. If the child is already enrolled in SCPCSD, then the respective Charter School will be responsible for the comprehensive evaluation.

C. Data Collection

The South Carolina Public Charter School District maintains a data management system and submits data to South Carolina Department of Education, Office of Special Education Services pursuant to South Carolina Board of Education Regulations 43-243.

IV. Procedural Safeguards

A. Prior Written Notice

The South Carolina Public Charter School District provides prior written notice as required by IDEA and South Carolina Board of Education Regulations 43-243.

(1) CONTENT OF PRIOR WRITTEN NOTICE

The prior written notice, in accordance with the IDEA regulations and the South Carolina Board of Education Regulations 43-243, includes the following information to ensure that parents are fully informed of the action being proposed or refused:

(a) A description of the action proposed or refused by the South Carolina Public Charter School District;

(b) An explanation of why the South Carolina Public Charter School District proposes or refuses to take this action;

(c) A description of other options that the IEP team considered and the reasons why those options were rejected;

(d) A description of each evaluation procedure, assessment, record or report that the South Carolina Public Charter School District used as a basis for the proposed or refused action;

(e) A description of other factors that are relevant to the South Carolina Public Charter School District's proposal or refusal;

(f) A statement that the parents of a child with a disability have procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained; and

(g) Sources for parents to contact to obtain assistance in understanding the provisions of South Carolina's rule regarding procedural safeguards.

(2) COMMUNICATION OF THE PRIOR WRITTEN NOTICE

The South Carolina Public Charter School District provides the notice in the native language of the parents or other mode of communication used by the parents unless it is clearly not feasible to do so.

If the native language or other mode of communication is not a written language, the South Carolina Public Charter School District takes steps to have the notice translated orally or by other means to the parent in the parent's native language or other mode of communication. The South Carolina Public Charter School District takes steps to ensure that such parents understand the content of the notice and maintains written evidence that both requirements set forth in this paragraph, if applicable, have been met.
The South Carolina Public Charter School District may provide the prior written notice, procedural safeguards notice, and the notification of a due process complaint by email if the parents choose to receive the notices electronically.

B. Procedural Safeguards Notice

Parents of a child with a disability are entitled to specific procedural safeguards under IDEA and South Carolina Board of Education Regulations. The South Carolina Public Charter School District provides parents with a copy of the procedural safeguards at least once a year during the annual review.

In addition, South Carolina Public Charter School District provides parents with a printed copy of this procedural safeguards notice in each of the following circumstances:

(1) Upon the initial referral or parental request for evaluation;
(2) Upon receipt of the first State complaint or due process hearing request in a school year;
(3) Upon a change in placement for disciplinary action; and
(4) When requested by the parents or the child who has reached the age of majority.

The school will use the District's Notice of Procedural Safeguards for Parents of Students with Disabilities.

C. Parental Consent

Consent means that the parents:
(a) Have been fully informed in the parents' native language or other mode of communication of all information relevant to the activity for which consent is sought;
(b) Understand and agree in writing to the carrying out of the activity for which the consent was asked. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and

(c) Understand that the granting of consent is voluntary and may be revoked at any time.

(1) ACTIONS REQUIRING INFORMED WRITTEN PARENTAL CONSENT

The South Carolina Public Charter School District obtains written consent from the parents before:

(a) Conducting an initial evaluation to determine if a child is eligible for special education;

(b) Initially providing special education and related services (this does not apply to students transferring into the district with an active IEP);

(c) Conducting a reevaluation when additional data are needed; and

(d) Releasing personally identifiable information about the child to any person other than a person authorized to obtain those records without parental consent pursuant to FERPA. For example, parental consent is obtained prior to releasing records to a representative of an agency that is likely to be responsible for providing or paying for transition services or for the purposes of billing Medicaid.

The South Carolina Public Charter School District does not obtain written parental consent when reviewing existing data as part of an evaluation or reevaluation or when administering a test or evaluation that is given to all children, unless consent is required of all parents.

(2) PARENTS' FAILURE TO RESPOND OR REFUSAL TO PROVIDE CONSENT

The South Carolina Public Charter School District makes reasonable efforts to contact parents and obtain written parental consent that may include:

(a) Written correspondence;

(b) Phone calls;

(c) Electronic mail communications, to include but not limited to email and password-protected parent pages; and/or

(d) Visits to the home or parents' places of employment.

The South Carolina Public Charter School District documents its attempts. If the parents fail to respond or refuse to provide consent, the South Carolina Public Charter School District proceeds as follows:

INITIAL EVALUATION

If the parents fail to respond to the South Carolina Public Charter School District's efforts to obtain consent or refuse consent for the initial evaluation, the South Carolina Public Charter School District may:

(a) Request a due process hearing and engage in conflict resolution (e.g., resolution meeting and/or mediation) to convince the parents to provide their consent; or

(b) Decide not to pursue the initial evaluation and provide the parents with prior written notice of this decision. The South Carolina Public Charter School District does not violate its obligation under IDEA if it declines to pursue the evaluation.

REEVALUATION

If the parents fail to respond to the South Carolina Public Charter School District's reasonable efforts to obtain consent for a reevaluation when additional data are needed, the South Carolina Public Charter School District proceeds with the reevaluation.

If the parents expressly refuse consent for a reevaluation when additional data are needed or if the parent revokes consent before the conclusion of the reevaluation, the South Carolina Public Charter School District has the following options:

(a) The South Carolina Public Charter School District and the parent may agree that the reevaluation is unnecessary. If such an agreement is reached, the three-year reevaluation need not be conducted. However, the South Carolina Public Charter School District will continue to provide FAPE to the child.

(b) If the South Carolina Public Charter School District believes that the reevaluation is necessary, and the parent refuses to consent to the reevaluation, the South Carolina Public Charter School District may, but is not required to, pursue the reevaluation by requesting mediation or a due process hearing to obtain consent to gather the additional data.

(c) If the South Carolina Public Charter School District chooses not to pursue the reevaluation by using the consent override procedures and the South Carolina Public Charter School District believes, based on a review of existing evaluation data, that the child does not continue to have a disability or does not continue to need special education and related services, the South Carolina Public Charter School District may determine that it will not continue the provision of special education and related services to the child. If the South Carolina Public Charter School District determines that it will not continue the provision of special education and related

services to the child, the South Carolina Public Charter School District will provide the parents with prior written notice of its proposal to discontinue the provision of FAPE to the child, including the right of the parent to use the mediation procedures or the due process procedures if the parent disagrees with the South Carolina Public Charter School District's decision to discontinue the provision of FAPE to the child.

The South Carolina Public Charter School District continues to provide FAPE to the child if the South Carolina Public Charter School District agrees with the parents that a reevaluation is unnecessary.

INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

If the parents do not attend the eligibility determination meeting and the team finds that the child is eligible for special education services under IDEA, the South Carolina Public Charter School District makes reasonable attempts to obtain written parental consent through other methods such as calling the parents, corresponding with the parents and/or visiting the parents.

If the parents expressly refuse consent for the initial provision of special education services, as evidenced by their signatures on the consent form indicating that consent is not given, the South Carolina Public Charter School District maintains a copy of that form and does not proceed with the development of an IEP.

If the parents fail to respond or refuse consent, the South Carolina Public Charter School District provides the parents with prior written notice and continues to provide the child with appropriate interventions in the regular education classroom. The South Carolina Public Charter School District may not request a due process hearing or engage in conflict resolution to obtain agreement or a ruling that services may be provided to the child. The child may be referred for an initial evaluation again at any time by parents or school staff and the South Carolina Public Charter School District continues to be responsible under Child Find requirements.

The South Carolina Public Charter School District does not use the parents' refusal to consent to one service or activity to deny the parents or the child any other service, benefit or activity in the South Carolina Public Charter School District, except in those instances in which IDEA authorizes that denial.

(3) REVOCATION OF CONSENT

The parents may revoke consent for and remove the child from special education and related services. Once the South Carolina Public Charter School District receives written revocation of consent, it provides the parents with prior written notice and continues to provide the child with appropriate interventions through the regular education environment. The revocation is for all special education services. The parent may not revoke consent for a particular service.

The South Carolina Public Charter School District is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent. If a parent revokes consent, that revocation is not retroactive.

If a parent has provided written revocation of consent, the South Carolina Public Charter School District will not file a due process complaint or engage in conflict resolution to attempt to obtain agreement or a ruling that special education and related services may be provided to the child.

Once the LEA has received the written revocation of services from the parent, the LEA must promptly provide the parent or student who is 18 or older with PWN regarding the change in educational placement and services that will result from the revocation. The PWN must be provided a reasonable time before the LEA discontinues services and must give the parent information and time to fully consider the change and its implications. This PWN will ensure that parents are fully informed of the educational services and supports that they are declining. The PWN must inform the parent, as plainly as possible, that the student will no longer receive any special education or related services; nor will the student be entitled to the protections under the IDEA disciplinary procedures if he or she violates the 17

LEA's disciplinary code of conduct. The PWN must be clear and specific so that the parent or student can make an informed decision. The LEA may not discontinue services until the PWN has been provided to the parent. If the student who has reached age 18 revokes consent for services, the LEA is required to provide any notice (including PWN) to the student and parents under 34 C.F.R. § 300.520(a)(1)(i).

Revocation of consent releases the South Carolina Public Charter School District from responsibility and liability for providing a FAPE from the time the parent revokes consent in writing until the time, if any, that the child is again evaluated and deemed eligible for special education services and related services. The South Carolina Public Charter School District will

not be deemed to have knowledge that the child is a child with a disability under IDEA and the child may be disciplined as a general education student and is not entitled to discipline protections under the IDEA.

Consistent with its Child Find responsibility, the South Carolina Public Charter School District will ensure that general education teachers make appropriate referrals for children suspected of having a disability, which would include the referral of children whose parents have previously revoked consent.

D. Independent Educational Evaluation

Parents who disagree with an evaluation that was completed or obtained by the South Carolina Public Charter School District may request an independent educational evaluation at public expense. Parents are entitled to request only one independent educational evaluation at public expense each time the South Carolina Public Charter School District conducts an evaluation with which the parents disagree.

(1) INDEPENDENT EDUCATIONAL EVALUATION AT PUBLIC EXPENSE

If the parents request an independent educational evaluation at public expense, the South Carolina Public Charter School District either:

(a) Ensures that an independent evaluation is provided at public expense; or
(b) Files a due process complaint requesting a hearing to show that the South Carolina Public Charter School District's evaluation is appropriate.

If the South Carolina Public Charter School District files a due process complaint and the final decision is that the South Carolina Public Charter School District's evaluation is appropriate, the parent still has the right to request an independent educational evaluation, but not at the public expense.

(2) PARENT INITIATED EVALUATIONS

If a parent obtains an independent educational evaluation at public expense or shares with the South Carolina Public Charter School District an evaluation obtained at private expense, the South Carolina Public Charter School District considers that evaluation, if it meets South Carolina Public Charter School District criteria, in any decision made with respect to the provision of FAPE to the child.

(3) DISTRICT CRITERIA

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the South Carolina Public Charter School District uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. Except for the above-mentioned criteria, the South Carolina Public Charter School District does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

E. Conflict Resolution

(1) MEDIATION

At its discretion, the South Carolina Public Charter School District participates in the resolution of disputes with other parties through the voluntary mediation processes available through the South Carolina Department of Education, Office of General Council.

(2) IMPARTIAL DUE PROCESS HEARING/RESOLUTION MEETINGS

Due process complaints filed against the South Carolina Public Charter School District proceed in the manner set forth in South Carolina Department of Education Board of Education Regulations.

School administration and/or district administration will be involved in the decision-making process regarding the discipline of students with disabilities.

The South Carolina Public Charter School District convenes a resolution meeting before the initiation of a due process hearing. The resolution meeting:

(a) Occurs within 15 days of the receipt of notice of the parents' due process complaint;

(b) Includes a representative of the South Carolina Public Charter School District who has decision-making authority on behalf of the South Carolina Public Charter School District;

(c) Does not include the South Carolina Public Charter School District's attorney unless the parents are accompanied by an attorney;

(d) Provides an opportunity for the parents to discuss their due process complaint and the facts the complaint is based on; and

(e) Provides the South Carolina Public Charter School District an opportunity to resolve the dispute.

The South Carolina Public Charter School District does not hold a resolution meeting if the parents and the South Carolina Public Charter School District agree in writing to waive the meeting or agree to use the mediation process. Also, if South Carolina Public Charter School District files the due process complaint, it is not required to hold a resolution meeting.

The South Carolina Public Charter School District is responsible for conducting the impartial due process hearing utilizing a hearing officer trained by the South Carolina Department of Education and appointed by the South Carolina Public Charter School District. The South Carolina Public Charter School District follows the procedures required by South Carolina Department of Education Board of Education Regulations when conducting a hearing at a time and place that is reasonably convenient to the parents and the child involved.

If the parents request to inspect and review any education records relating to their child, the South Carolina Public Charter School District replies without unnecessary delay and makes the records available before the hearing.

The South Carolina Public Charter School District provides the parents with one copy of the written, or at the option of the parents, an electronic verbatim record of the hearing and findings of fact and decision at no cost. The decision is final except that any party to the hearing may appeal the decision to the South Carolina Department of Education, Office of General Counsel. Any further appeals or actions proceed in accordance with South Carolina Department of Education Regulations.

F. Child's Status During Due Process Proceedings/Code of Conduct Violations

(1) CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

The South Carolina Public Charter School District ensures that a child remains in the current educational placement during the pendency of any administrative or judicial proceeding regarding a due process complaint, unless the South Carolina Public Charter School District and the parents of the child agree otherwise.

If the due process complaint involves an application for initial admission to the South Carolina Public Charter School District, the child will remain in his or her district of residence until the completion of all proceedings.

(2) DISCIPLINARY PROCEEDINGS

The South Carolina Public Charter School District will consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of South Carolina Department of Education Board of Education Regulations, is appropriate for a child with a disability who violates a code of student conduct.

(a) Changes in placement less than 10 consecutive school days

The South Carolina Public Charter School District may remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

The South Carolina Public Charter School District considers on a case-by-case basis whether a pattern of removals constitutes a change of placement. A change in placement occurs if:

(1) The removal is for more than 10 consecutive school days, or (2) The child has been subjected to a series of removals that constitute a pattern:

(a)Because the series of removals total more than 10 school days in a school year;

(b)Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and

(c) Because of such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

SCPCSD makes use of In School Suspension (ISS) when appropriate. ISS is described as:

Student is afforded the opportunity to continue to appropriately participate in the general curriculum

The student continues to receive the services specified on IEP; and o Student continues to participate with nondisabled peers to the extent they would have in their current placement.

Describe the school's procedures for the following: monitoring in- and out-of-school suspensions, to include the review of suspension/expulsion data; determining when a pattern of removals constitutes a change of placement; and addressing behavior issues using positive behavior interventions:

Although behavior concerns in the virtual environment are typically infrequent, the school maintains proactive and compliant procedures to support student behavior and ensure adherence to IDEA regulations regarding suspension, expulsion, and positive behavioral interventions.

1. Monitoring In-School and Out-of-School Suspensions

The virtual school tracks all instances of in-school and out-of-school suspensions in its student information system.

Suspensions are reviewed regularly by the Special Programs Team and school administration to:
Monitor for frequency and duration of removals.
Ensure disciplinary actions are applied consistently and equitably.
Identify any students with disabilities who may be approaching a threshold that requires further action under IDEA.

2. Review of Suspension/Expulsion Data

Quarterly data reviews are conducted to examine:
Suspension and expulsion incidents by student group (including students with IEPs).
Any emerging patterns or disparities in discipline data.

These reviews inform whether intervention strategies or team meetings are needed to support students more effectively.

In rare cases where expulsions are considered, the school follows all IDEA procedural safeguards and state law, ensuring Manifestation Determination Reviews (MDRs) are conducted as required.

3. Determining a Change of Placement

The school defines a change of placement as occurring when a student with a disability:
Has been removed from their educational setting for more than 10 consecutive school days, or has been subject to a series of removals that total more than 10 cumulative school days in a school year and constitute a pattern due to similarity in behaviors, length, or proximity.

In such instances, the IEP team convenes to:
Conduct a Manifestation Determination Review (MDR).
Determine appropriate next steps, including potential revisions to the IEP or provision of additional behavioral supports.

4. Addressing Behavior through Positive Interventions

The virtual school prioritizes preventive and positive approaches to behavior support, including:
Embedding Social-Emotional Learning (SEL) into the school day through homeroom and advisory activities.
Encouraging teacher-student relationships and frequent check-ins to identify concerns early.

For students demonstrating behavior that interferes with learning:
The IEP team considers the need for a Functional Behavior Assessment (FBA) and the development of a Behavior Intervention Plan (BIP).

Staff are trained to implement these supports within the virtual classroom environment, with fidelity and collaboration from families.

Services during removal from current placement

The South Carolina Public Charter School District provides services to a child removed from the child's current placement as follows:

(1) If the child has been removed from the child's current placement for 10 school days or less in the school year, services are provided only to the extent that services are provided to a child without disabilities who is similarly removed;

(2) After a child with a disability has been removed from the child's current placement for 10 school days in the same year (under circumstances in which the current removal is for not more than 10 consecutive days and is not a change in placement), the South Carolina Public Charter School District provides services, as determined by school personnel in consultation with at least one of the child's teachers, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;

(3) If the removal is a change in placement, the child's IEP team determines appropriate services; and

(4) If a child with a disability is removed from the child's current placement for either more than 10 consecutive days for behavior that is determined not to be a manifestation of the child's disability or under circumstances that constitute special circumstances, as defined below, the South Carolina Public Charter School District ensures that the child continues to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

The SCPCSD does not have any alternative schools.

Describe the school's procedures for providing FAPE for students with disabilities who are suspended, expelled, or placed in an Interim Alternative Educational Setting:

Carolus Online Academy is committed to ensuring that all students with disabilities continue to receive a Free Appropriate Public Education (FAPE), even when disciplinary actions result in removal from their typical virtual learning environment.

1. Short-Term Removals (10 School Days or Less)
For suspensions totaling 10 school days or fewer in a school year, the school is not required to provide services unless services are provided to nondisabled students during similar removals.

However, due to the flexibility of virtual learning, efforts are made to maintain access to:
Class recordings
Assignments via the learning management system (LMS)
Communication with teachers for clarification and feedback

2. Long-Term Removals (More than 10 School Days)
If a student with a disability is removed for more than 10 cumulative school days and the removal constitutes a change of placement, the school will:
Convene the IEP team to conduct a Manifestation Determination Review (MDR) within 10 school days.
If behavior is determined to be a manifestation of the disability, the team will:
Return the student to the previous placement (unless the parent and school agree otherwise)
Consider a Functional Behavior Assessment (FBA) and/or revise the Behavior Intervention Plan (BIP)
If behavior is not a manifestation, the school may apply the disciplinary consequences applicable to all students but must continue to:

Provide educational services to enable the student to continue to participate in the general education curriculum and make progress toward IEP goals (FAPE)

This may include:
Individualized virtual instruction sessions
Access to the learning platform with teacher support
Special education and related services delivered virtually or through other agreed-upon means

(c) Manifestation determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent and relevant

members of the child's IEP team (as determined by the parent and the school district) must review all relevant information in the child's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine if the conduct was a manifestation of the child's disability. The South Carolina Public Charter School District determines that the conduct is a manifestation of the child's disability:

(1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(2) If the conduct in question was the direct result of the school district's failure to implement the IEP.

If the relevant members of the IEP team, which includes the parents, determine that the conduct in question was the direct result of the school district's failure to implement the IEP, the South Carolina Public Charter School District takes immediate steps to remedy those deficiencies.
(1) If the conduct was a manifestation of the child's disability, the IEP team either:

(a)Starts to conduct a functional behavioral assessment within 10 days of the manifestation determination and completes the assessment as soon as practicable, unless the school district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan for the child; or

(b)If a behavioral intervention plan already has been developed, within 10 days of the manifestation determination, reviews the behavioral intervention plan and the implementation of the plan, and modifies it, as necessary, to address the behavior subject to disciplinary action; and

(2) Returns the child to the placement from which the child was removed, unless the parent and the South Carolina Public Charter School District agree to a change of placement as part of the modification of the behavioral intervention plan.

(d) Special Circumstances

The South Carolina Public Charter School District may remove a child to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

(1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of South Carolina Department of Education or a school district;

(2) Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of South Carolina Department of Education or a school district; or

(3) Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of South Carolina Department of Education or a school district.

The South Carolina Public Charter School District defines the terms controlled substance, weapon, illegal drug and serious bodily injury in accord with South Carolina Board of Education regulations.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the school must notify the parents of that decision and provide the parents with the procedural safeguards notice described in Section (b) above.

(e) Expedited Due Process Hearing

The South Carolina Public Charter School District or the parents may submit a due process complaint requesting an expedited due process hearing to appeal a decision made during disciplinary procedures.

(1) The South Carolina Public Charter School District may request an expedited due process hearing if it believes that maintaining the current placement of a child is substantially likely to result in injury to the child or to others.

(2) The parents may request an expedited due process hearing to appeal decisions regarding placement for disciplinary removals or the manifestation determination.

The South Carolina Public Charter School District is responsible for conducting the expedited due process hearing utilizing a hearing officer trained by the South Carolina Department of Education and appointed by the South Carolina Public Charter School District. The South

Carolina Public Charter School District follows the procedures that apply for other due process hearings except that the expedited due process hearing must occur within 20 school days after the date the due process complaint is filed and no extensions of time shall be granted. The hearing officer then must make a determination within 10 school days after the hearing. The South Carolina Public Charter School District follows the expedited timelines and the procedures set forth in South Carolina Board of Education Regulations.

f) Seclusionary Time Out and Restraint

The SCPCSD does not recommend that schools utilize isolated time out rooms. Any individuals who are involved in the restraint of a student, must be currently certified in Non-Violent Crisis Intervention (CPI). Any incidents that include a restraint/time out must be documented.

Describe below the school's procedures for restraint/time out and documentation process.

In a virtual learning environment, the use of physical restraint and seclusion/time-out is not a standard practice, as students are engaged from their home settings and are not physically present with staff. However, the virtual school maintains policies and procedures to ensure safety and compliance in the event that behavioral emergencies arise or if students receive instruction in any face-to-face or hybrid setting.

1. Virtual Environment Considerations

Physical restraint and seclusion are not utilized in the virtual setting.

If a student exhibits behavioral distress during a virtual session (e.g., aggression toward self or others, emotional escalation), the teacher or support staff will:

Follow de-escalation protocols using verbal redirection, breaks, or supportive dialogue.
Notify the parent/guardian immediately.
Document the behavior and staff response.
Refer the incident to the Special Programs Team for follow-up, which may include a behavior support consultation or review of the IEP/504 Plan.

2. In-Person or Hybrid Settings

When Carolus Online Academy provides services in any in-person capacity (e.g., state testing, related services, Extended School Year [ESY], or designated instructional services) for a student with documented behavioral concerns:

A parent or guardian is required to remain on site for the duration of the service delivery.

This ensures that if a student becomes dysregulated or exhibits unsafe behavior, the parent/guardian can provide immediate support and intervention.

As a result, physical restraint or time-out is not implemented by school personnel during in-person services.

Staff use preventive strategies and de-escalation techniques to support students, and any significant behavioral concerns are documented and communicated to the Special Programs Team for follow-up and IEP team consideration if needed.

Names and dates certification of individuals who are currently CPI certified at the school.

As a fully virtual school, physical restraint is not utilized in the instructional environment, and there are currently no staff members certified in Crisis Prevention Institute (CPI) techniques.

G. Transfer of Parental Rights at Age of Majority/Student Notification

Once a child reaches the age of majority, the South Carolina Public Charter School District sends all required notices to both the student and parent, unless the student has been determined incompetent under state law. If a child with a disability is incarcerated in an adult or juvenile correctional institution, prior written notices are provided to both the parents and the student.

One year before the child's 18th birthday, the South Carolina Public Charter School District notifies both the parents and the child of the parental rights that will transfer to the child upon reaching the age of majority (age 18).

Once the child turns 18, the South Carolina Public Charter School District obtains informed written consent, as required by the South Carolina Board of Education regulations, from the student, unless the student has been determined incompetent under state law.

Once rights have been transferred to the student, he or she may be able to execute a power of attorney under S. C. Code Ann. § 62-5-501 (Supp. 2008).

H. Surrogate Parents

The South Carolina Public Charter School District ensures that the rights of a child are protected when:

(1) No parent can be identified;

(2) The South Carolina Public Charter School District, after making reasonable efforts, cannot locate a parent;
(3) The child is a ward of the state; or
(4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a(6)).

One way in which the South Carolina Public Charter School District protects the rights of such children is through the assignment of surrogate parents where appropriate. The South Carolina Public Charter School District has a method for determining when a child needs a surrogate parent, for assigning a surrogate parent to the child and for training of the surrogate parents that complies with the requirements of South Carolina Board of Education regarding surrogate parents.

V. Evaluation

The South Carolina Public Charter School District ensures that initial evaluations are conducted and that reevaluations are completed for children who attend a school who has chartered with the South Carolina Public Charter School District. The South Carolina Public Charter School District uses a referral process to determine whether or not a child is a child with a disability. The South Carolina Public Charter School District also provides interventions to assist a child who is performing below grade-level standards. The provision of intervention services is not used to unnecessarily delay a child's evaluation for purposes of determining eligibility for special education services.

A. Initial Evaluation

1. TIMING AND INITIATION

The South Carolina Public Charter School District conducts an evaluation before the initial provision of special education and related services. A parent of a child may initiate a request for an initial evaluation to determine if the child is a child with a disability. Additionally, when there is reason to suspect the child may have a disability, an employee of the South Carolina Public Charter School District, including its schools, is obligated to initiate a request for an initial evaluation.

Describe the school's procedure for documenting receipt of referral and tracking timelines and holding meetings to ensure all timelines are met as required.

Carolus Online Academy follows established procedures to ensure timely and accurate documentation of referrals for special education and related services, in compliance with IDEA and state regulations.

1. Documenting Receipt of Referrals
When a referral for special education evaluation is received (either through staff submission or parent request), it is logged immediately by the Special Programs Team.
Receipt of the referral is documented with:
Date of referral
Referring party
Method of referral (e.g., Microsoft Form, email, written request)

2. Timeline Tracking
The school uses a centralized Evaluation Tracking Spreadsheet maintained by the Special Programs Team to:
Log all critical dates, including referral receipt, parent consent, evaluations, eligibility meetings, IEP meetings, and service start dates.
Automatically calculate due dates for each required milestone.
Update records immediately following each meeting or action to ensure real-time compliance monitoring.

3. Monitoring and Compliance
Frequent internal meetings are held to:
Review upcoming deadlines
Confirm completion of documentation
Address any outstanding tasks or needed follow-up
Individual case managers are expected to communicate regularly with the Special Programs Team regarding the status of their assigned students.

4. Meeting Scheduling and Parent Communication
IEP and eligibility meetings are scheduled in advance to allow for appropriate parent notice and participation.
The school ensures that:

Parents receive prior written notice (PWN) and meeting invitations within the required timelines.
All required team members are present.
Interpreter services or alternate formats are provided when needed.

Within a reasonable amount of time from the receipt of a request for an evaluation, the South Carolina Public Charter School District either obtains parental consent for an initial evaluation through an evaluation planning meeting or provides to the parents' prior written notice stating that the South Carolina Public Charter School District does not suspect a disability and will not be conducting an evaluation.

The initial evaluation:

(a) Is conducted within 60 days of receiving parental consent for the evaluation; and
(b) Consists of procedures:
(i) To determine if the child is a child with a disability as defined in South Carolina Board of Education Regulation 43-243.1; and
(ii) To determine the educational needs of the child.

The South Carolina Public Charter School District obtains parental consent before conducting an evaluation. See Chapter IV, Section C, regarding parental consent requirements.

The evaluation team consists of the members similar to those of IEP team and other qualified professionals.

2. THE EVALUATION PLAN AND EVALUATION TEAM REPORT

As part of the initial evaluation and any reevaluation, the evaluation team will develop an evaluation plan that will provide for the following and be summarized in an evaluation team report:

(a) Review of existing evaluation data on the child, including:
(i) Evaluations and information provided by the parents of the child; (ii) Current classroom-based, local or state assessments and classroom-based observations;
(iii) Observations by teachers and related services providers;
(iv) Data about the child's progress in the general curriculum, or, for the preschool-age child, data pertaining to the child's growth and development; and
(v) Data from previous interventions.

(b) On the basis of that review and input from the child's parents, identify what additional data, if any, are needed to determine:

(i) Whether the child is a child with a disability, as defined in South Carolina Board of Education Regulation 43-243.1, and the educational needs of the child;

(ii) In the case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child; (iii) The present levels of academic achievement and related developmental needs of the child;

(iv) Whether the child, as a result of the disability, needs special education and related services; or

(v) In the case of a reevaluation of a child, whether the child continues to need special education and related services; and

(vi) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

The South Carolina Public Charter School District administers such assessments and other evaluation measures as may be needed to produce the data identified above. The South Carolina Public Charter School District provides prior written notice to the parents of a child with a disability that describes any evaluation procedures the school district proposes to conduct.

3. CONDUCT OF EVALUATION

In conducting the evaluation, the South Carolina Public Charter School District:

(a) Uses a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child, including information provided by the parent, that may assist in determining:

(i) Whether the child is a child with a disability as defined in South Carolina Board of Education Regulation 43-243.1; and

(ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities);

(b) Does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

(c) Uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

The South Carolina Public Charter School District ensures that:

(a) Assessments and other evaluation materials used to assess a child:

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to so provide or administer;

(iii) Are used for the purposes for which the assessments or measures are valid and reliable;

(iv) Are administered by trained and knowledgeable personnel; and (v) Are administered in accordance with any instructions provided by the producer of the assessments.

(b) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

(c) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure);

(d) A school age child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities;

(e) Preschool children are assessed in the following developmental areas: adaptive behavior, cognition, communication, hearing, vision, sensory/motor function, social-emotional functioning and behavioral function.

(f) Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with South Carolina Board of Education Regulations 43-243, to ensure prompt completion of the full evaluations.

(g) In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

(h) Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

B. Eligibility of Determination and Evaluation Team Report

1. COMPLETION OF THE EVALUATION TEAM REPORT

The following occurs upon completion of the administration of assessments and other evaluation measures:

(a) The evaluation team, including the parent of the child and other qualified professionals, determines whether the child is a child with a disability, in accordance with the South Carolina Board of Education Regulation 43-243.1; and

(b) The South Carolina Public Charter School District provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

The written evaluation team report shall include:

(a) A summary of the information obtained during the evaluation process; and

(b) The names, titles and signatures of each team member, including the parent, and an indication of whether or not they are in agreement with the eligibility determination. Any team member who is not in agreement with the team's determination of disability shall submit a statement of disagreement.

The South Carolina Public Charter School District provides a copy of the evaluation team report and the documentation of determination of eligibility or continued eligibility to the parents prior to the next IEP meeting and in no case later than 15 calendar days from the date of eligibility determination.

2. DETERMINATION OF ELIGIBILITY

A child is not determined to be a child with a disability:

(a) If the determinant factor for that determination is:

(i) Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in Section 1208(3) of the Elementary and Secondary Act of 1965, as amended and specified in the No Child Left Behind Act of 2002, January 2002, 20 U.S.C. 6301 (ESEA);

(ii) Lack of appropriate instruction in math; or

(iii) Limited English proficiency; and

(b) If the child does not otherwise meet the eligibility criteria under South Carolina Board of Education Regulation 43-243.1.

The South Carolina Public Charter School District, in interpreting evaluation data for the purpose of determining if a child is a child with a disability, does the following:

(a) Draws upon information from a variety of sources, including aptitude and achievement tests, state- and district-wide assessments, parent input and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and

(b) Ensures that information obtained from all of these sources is documented and carefully considered.

If a determination is made that a child has a disability and needs special education and related services, after seeking the consent for the initial provision of services, the South Carolina Public Charter School District develops an IEP for the child within 30 calendar days of the date eligibility is determined as required by South Carolina Board of Education Regulations 43-243. If the parent does not give consent for the initial provision of services, the South Carolina Public Charter School District is not required to develop an IEP for the student.

C. Reevaluations

The South Carolina Public Charter School District conducts reevaluations of a child with a disability:

(a) At least once every three years, unless the parent and the South Carolina Public Charter School District agree the reevaluation is unnecessary;

(b) If the South Carolina Public Charter School District determines that the child's educational or related service needs, including improved academic achievement and functional performance, warrant a reevaluation;

(c) If the child's parent or teacher requests a reevaluation; or

(d) In order to make a change in the disability category.

A reevaluation may not occur more than once a year, unless the parent and the South Carolina Public Charter School District agree otherwise.

A reevaluation must occur at least once every three years, unless the parent and the South Carolina Public Charter School District agree that a reevaluation is unnecessary.

The South Carolina Public Charter School District reevaluates a child with a disability before determining that child is no longer a child with a disability, although this evaluation is not required if the child's eligibility terminates due to graduation from secondary school with a

regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child's eligibility terminates for one of these reasons, the South Carolina Public Charter School District provides the child with a summary of performance, which will include recommendations on how to assist the child in meeting the child's postsecondary goals.

The South Carolina Public Charter School District also reevaluates a child prior to discontinuing special education services under one or more disability categories or prior to discontinuing any related service (occupational therapy, physical therapy, counseling). For example, if a child is receiving special education services under the categories of Autism and Speech-Language Impairment, a reevaluation must be conducted prior to discontinuing services under either or both categories of disability. If a child is receiving occupational therapy services as related services, a reevaluation must be conducted prior to discontinuing these services.

Describe the school's procedure for tracking reevaluation timelines and/or notifying parents of the option to request additional information.

Our school maintains a systematic process to ensure all reevaluations for students with disabilities are completed within required timelines and that parents are fully informed of their rights to request additional assessments.

1. **Master Tracking Spreadsheet**
    a. A centralized spreadsheet is maintained by the Special Education Department to track all evaluation and reevaluation due dates.
    b. Each student's eligibility date, triennial reevaluation due date, and any additional evaluation timelines are recorded.
    c. The spreadsheet is reviewed and updated monthly to ensure all deadlines are met in compliance with federal and state regulations.
2. **Advance Review by Contracted Therapists**
    a. Contracted speech, occupational, physical, and other therapists are provided secure access to the master spreadsheet.
    b. Therapists review student records and progress data several months in advance of upcoming reevaluation dates to identify any additional areas of need and plan for assessments.
3. **Parent Notification and Procedural Safeguards**
    a. At the time of reevaluation planning, a Prior Written Notice (PWN) is sent to parents.

b. The PWN explicitly states that parents/guardians have the right to request additional assessments if they feel further information is needed to support their child's educational planning.
c. Procedural Safeguards, outlining all parental rights under IDEA, are included with this notice.

D. Identifying Children with Specific Learning Disabilities

The South Carolina Public Charter School District has written procedures for the implementation of the evaluation process used to determine the existence of a specific learning disability (LD).

(1) DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

The parents, the IEP team, and a group of qualified professionals from South Carolina Public Charter School District determine that a child has a learning disability if:

(a) The child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when the South Carolina Public Charter School District provides learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:

(i) Oral expression;
(ii) Listening comprehension;
(iii) Written expression;
(iv) Basic reading skill;
(v) Reading fluency skills;
(vi) Reading comprehension;
(vii) Mathematics calculation; or
(viii)Mathematics problem-solving; AND

(b) The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the areas identified above, when the South Carolina Public Charter School District uses an evaluation process to determine the child's response to scientific, research-based intervention; OR

(c) The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, exhibit a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined to be relevant to the identification of a specific learning disability, using appropriate assessments.

(2) USE OF AN EVALUATION PROCESS BASED ON THE CHILD'S RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION FOR LD DETERMINATION

If the South Carolina Public Charter School District uses an evaluation process based on the child's response to scientific, research-based intervention to determine whether a child has a learning disability, the South Carolina Public Charter School District ensures that this process:

(a) Begins when the South Carolina Public Charter School District has gathered and analyzed sufficient data from scientifically-based instruction and targeted, intensive individualized interventions that provide evidence that the child's needs are unlikely to be met without certain specialized instruction, in addition to the regular classroom instruction;

(b) Employs interventions that are scientifically-based and provided at appropriate levels of intensity, frequency, duration and integrity, relative to the child's identified needs;

(c) Is based on results of scientifically-based, technically adequate assessment procedures that assess an ongoing progress while the child is receiving scientifically-based instruction and the results of these procedures have been reported to the child's parents; and

(d) Includes an analysis of data to determine whether a discrepancy is present between the child's actual and expected performance, in both the child's rate of progress in developing skills, and in the child's level of performance on measures assessing one or more of the academic areas listed above.

The South Carolina Public Charter School District will not use this process to delay unnecessarily a child's referral for a comprehensive evaluation to determine eligibility for special education services.

(3) ADDITIONAL REQUIREMENTS FOR LD DETERMINATION

The South Carolina Public Charter School District ensures that the following additional requirements are satisfied when determining if a child has a learning disability:

The group that determines that a child suspected of having a learning disability is a child with a disability includes the child's parents and a group of qualified professionals consisting of, but not limited to:

(a) In the case of a school-age child, the child's regular teacher (or if the child does not have a regular teacher, the South Carolina Public Charter School District includes a regular classroom teacher qualified to teach a child of the child's age);

(b) In the case of children less than school-age, an individual qualified by the South Carolina Department of Education to teach a child of the child's age; and

At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist or remedial reading teacher.

Observation Requirements

The South Carolina Public Charter School District ensures that the child is observed in the child's learning environment (which could include the home setting for children enrolled in a virtual school), to document the child's academic performance and behavior in the areas of difficulty. The group of qualified professionals identified by the South Carolina Public Charter School District conducts the observation by:

(a) Using information from an observation of the child's performance conducted during routine classroom instruction, including monitoring of the child's performance during instruction, that was done before the child was referred for an evaluation; or

(b) Having at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parent consent has been obtained.

In the case of a child of less than school-age or a child who is out of school, the South Carolina Public Charter School District ensures that a group member observes the child in an environment appropriate for a child of that age.

In order to ensure that underachievement in a child suspected of having a learning disability is not due to lack of appropriate instruction in reading or math, the South Carolina Public Charter School District considers:

(a) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate instruction in regular education settings delivered by qualified personnel; and

(b) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents.

Obtaining Parental Consent to Evaluate

The South Carolina Public Charter School District promptly requests parental consent to evaluate a child to determine if the child needs special education and related services:

(a) If prior to the referral, the child does not make adequate progress after an appropriate period of time when provided with appropriate instruction. To make this determination, the South Carolina Public Charter School District considers:

(i) Data demonstrating that prior to, or as part of, the referral process, the child received appropriate scientifically-based instruction in regular education settings delivered by qualified personnel; and

(ii) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the child's progress during instruction, the results of which were provided to the child's parents; and

(b) Whenever a child is referred for an evaluation.

Consideration of Exclusionary Factors

When determining that a child has a learning disability, the South Carolina Public Charter School District ensures that the findings from the evaluation process are not primarily the result of:
(a) A visual, hearing, or motor disability;
(b) Intellectual Disability;
(c) Emotional disturbance;
(d) Cultural factors;
(e) Environmental or economic disadvantage; or
(f) Limited English Proficiency (LEP).
If the South Carolina Public Charter School District determines that one of these factors is the primary reason for the child's suspected disability, the South Carolina Public Charter School District does not identify the child as having a learning disability.

E. Transfers During an Evaluation

If a child moves into the South Carolina Public Charter School District during the middle of an evaluation, the South Carolina Public Charter School District will coordinate with the child's previous district to ensure prompt completion of the full evaluation. The 60-day timeline for completion of the evaluation may be extended if the parent and South Carolina Public Charter

School District agree to a specific time extension as the South Carolina Public Charter School District makes sufficient progress to ensure a prompt completion of the evaluation.

VI. Individualized Education Programs (IEPs)

The South Carolina Public Charter School District ensures that an IEP is developed and implemented for each child with a disability, ages 3 through 21, inclusive, who requires special education and related services and who attends one of the schools that is currently chartered with the South Carolina Public Charter School District. For all children with disabilities who attend one of the schools who have chartered with the South Carolina Public Charter School District, the South Carolina Public Charter School District is responsible for ensuring that the requirements of South Carolina Board of Education Regulation 43-243 are met.

Students aged 21 on September 1st of the school year will be allowed to enroll and will have services provided until the end of the school year.

The meeting to develop an IEP is conducted within 30 calendar days of a decision that a child needs special education and related services.

The IEP is implemented as soon as possible following its development.

The South Carolina Public Charter School District ensures that the parents receive a copy of the child's IEP at no cost to the parents.

The parents may receive a copy of the IEP either at the conclusion of the IEP meeting or within 7 calendar days of the date of the IEP meeting. The PWN must be provided to parents prior to initiating the changes agreed upon by the IEP team.

Describe the school's procedures of providing the parents a copy of the signed IEP and PWN after an IEP meeting:

The virtual school follows a structured and secure process to ensure that parents/guardians receive timely access to the signed IEP and Prior Written Notice (PWN) following any IEP meeting, in alignment with IDEA requirements.

1. Signature Collection
During the virtual IEP meeting, the school facilitates the collection of parent/guardian signatures using:
Electronic signature tools embedded in the meeting platform, or
Live acknowledgment during the meeting with documentation in the IEP notes
All required participants also sign the IEP electronically during or immediately following the meeting.
An email is sent through Docusign to collect signatures when the meeting platform signature permissions are not working.

2. Document Access via Parent Portal
Once the IEP is finalized and signed, it is uploaded to the secure Parent Portal (e.g., EdPlan or other student information system), allowing families to access a copy at any time.
Parents are notified via EdPlan notification that the document is available in the portal.
A direct copy is also provided with the signed IEP and PWN. These documents are:
Sent via email with password protection.
The student's date of birth is used as the password to ensure secure access.
The parent is informed of the password format in advance.

3. Documentation of Delivery
The Special Programs Team sends emails through the school email system and can save the message as a note to confirm delivery of documents.

A. Members of the IEP Team

The IEP team includes:
(1) The child's parents;
(2) Not less than one general education teacher of the child, if the child is, or may be, participating in the general education environment. This
must be a teacher who is or may be working with the child to ensure
success in the general curriculum and implement portions of the IEP;
(3) Not less than one special education teacher of the child or, where appropriate, not less than one special education provider of the child;
(4) A representative of the school district (LEA Representative) who:

(a) Is qualified to provide or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

(b)Knows the general education curriculum; and

(c) Knows about the availability of resources of the school district. (5) Someone who can interpret the instructional implications of the evaluation results, who may be one of the team noted previously; (6) At the discretion of the parents or the school district, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and (7) The child, whenever appropriate. The child must be invited if a purpose of the meeting is the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals, which begin at age 13.

In addition to the District Superintendent or his designee and the school principal, the following school staff are authorized to serve as the LEA at the school:
Jackie Reed, Special Programs Academic Administrator
Ginger Williamson, Special Programs Coordinator
Catherine Stack, Special Programs Lead Teacher
Brad Scott, K-8 Academic Administrator
Kanesha Morman, K-8 Assistant Academic Administrator
Katie Gomersall, High School Academic Administrator
Makaylah Petro, Elementary School Special Programs Department Chair
Jacklyn Youra, Middle School Special Programs Department Chair
Lauren Alfman, High School Special Programs Department Chair

The South Carolina Public Charter School District provides the possibility that certain IEP team members might be excused from attending either a part or an entire IEP meeting. Allowing IEP team members to be excused from IEP meetings is intended to provide additional flexibility to parents in scheduling IEP team meetings and to avoid delays in holding meetings when a team member cannot attend due to a scheduling conflict. This provision applies specifically to the following IEP members:

(1) The child's regular education teacher, if the child is or may be participating in the regular education environment;

(2) The child's special education teacher, where appropriate, the child's special education provider;

(3) The representative of the LEA who is qualified to provide or supervise the provision of specially-designed instruction and an individual who can interpret the instructional implications of the evaluation results.

The requirements to excuse a member of the team depend upon whether or not the member's area of expertise will be discussed at the meeting. The requirements in one situation call for an "agreement" between parents and the South Carolina Public Charter School District; in the other situation, parental "consent" is required. An agreement is not the same as consent, but instead refers to an understanding between the parent and the South Carolina Public Charter School District. "Consent" refers to informed written consent which is defined in 34 C.F.R. § 300.9. This level of consent is not required for "agreement." Agreement is less formal and does not trigger the South Carolina Public Charter School District's procedural safeguard and the other requirements that must be met when requesting informed parental consent.

Excusal with Agreement

When a member of the IEP team's area of expertise is not being modified or discussed, the member may be excused from attending the meeting, in whole or in part, under two conditions: the parents and LEA Representative agree that the member's attendance is not necessary and the parents' and school's LEA Representative agreement is in writing. This written agreement must be sent as an attachment with the notice for the meeting and signed prior to the meeting.

If a member is excused by written agreement and it becomes evident during the IEP meeting that the absence of the excused member inhibits the development of the IEP, the team could reconvene after the needed information is obtained either by having the member attend or having the member submit the information in writing as long as the IEP is developed in a timely manner.

Excusal with Consent

When a member of the IEP team's area of expertise is being modified or discussed, the member may be excused from attending the meeting, in whole or in part, under two conditions: the parents and LEA Representative consent to excuse the member and the member submits in writing to the parent and team input into the development of the IEP before the meeting. The South Carolina Public Charter School District does not specify how far in advance of the meeting

a parent must be notified of the school's request to excuse a member, but the LEA Representative should provide the parents with as much notice as possible and have the agreement consent signed at a reasonable time period prior to the meeting after the team has received/reviewed the written input. (34 C.F.R. § 300.321(e)).

Neither the South Carolina Public Charter School District nor the state specifies a timeframe (other than prior to the meeting) or the form or content of the written input. To specify either of these (timeframe or form/content) would effectively counter the intent of providing additional flexibility to parents in scheduling IEP meetings. Best practice would call for the meeting notice and attachments with the consent and written input from the excused team member to be sent at least 5 days in advance of the meeting.

B. Parental Participation

The South Carolina Public Charter School District takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP team meeting or are afforded the opportunity to participate, including:

(1) Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually-agreed upon time and place.

Describe the school's procedures for notifying the parents/adult student of an upcoming IEP meeting to ensure an opportunity to participate:
Carolus Online Academy is committed to ensuring that parents/guardians and adult students are provided with timely notice of IEP meetings and are given a meaningful opportunity to participate in the decision-making process, as required by IDEA.

1. Meeting Invitation and Notice
Parents/guardians or adult students are notified of an upcoming IEP meeting via email, which includes:
The Meeting Notice/Invitation indicating the proposed date, time, method (e.g., virtual conference), and purpose of the meeting
A copy of the Procedural Safeguards Notice
Contact information for the case manager or Special Programs Team in case rescheduling or

support is needed

2. Follow-Up Phone Call
Within a few days of sending the email, school staff conduct a follow-up phone call to:
Confirm receipt of the meeting invitation
Answer any questions about the meeting purpose or participants
Offer to reschedule if the proposed time does not work for the family

3. Documentation of Efforts
All communication attempts, including emails and phone calls, are documented in the school's IEP system (EdPlan).
If a parent does not respond, staff make multiple documented attempts (at least two) through different communication methods to secure participation before proceeding with the meeting.

4. Flexible Scheduling and Support
The virtual school offers flexible scheduling options (e.g., early morning, late afternoon, or lunch-hour meetings) to accommodate family needs.
Interpretation services or assistive technology are provided as needed to ensure accessibility and full participation.

A Notice to a Parent Regarding an IEP meeting:

(1) Indicates the purpose, date, time and location of the meeting and which titles or position of individuals will be in attendance;

(2) Informs the parents of their right to invite to the IEP meeting individuals whom the parents believe to have knowledge or special expertise about their child; and
(3) Informs the parents that if their child has previously served in Part C they may request that the local Part C coordinator or other representative be invited to participate in the initial IEP meeting to ensure a smooth transition of services.

Beginning no later than the first IEP to be in effect when the child turns 13, the Notice also:

(1) Indicates that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child;
(2) Indicates that the school district will invite the child; and
(3) Identifies any other agency that will be invited to send a representative, if the parents consent.

The South Carolina Public Charter School District conducts IEP team meetings without a parent in attendance only if it cannot convince parents that they should attend. Before an IEP team meeting is held without a parent, the South Carolina Public Charter School District makes at least two contact attempts using two different methods to contact a parent to arrange a mutually agreed on time and place, and records its attempts to do so.

C. Contents of an IEP

In developing each child's IEP, the IEP team considers:

(1) The strengths of the child;
(2) The concerns of the parents for enhancing the education of their child;
(3) The results of the initial or most recent evaluation of the child;
(4) The results of the child's performance on any state or district-wide assessment programs, as appropriate; and
(5) The academic, developmental and functional needs of the child. Further, the IEP team considers the following special factors:

(1) In the case of a child whose behavior impedes the child's learning or that of others, the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

(2) In the case of a child with LEP, the language needs of the child as those needs relate to the child's IEP;

(3) In the case of a child who is blind or visually impaired, the instruction of that child in accordance with the South Carolina Board of Education Regulations;

(4) The communication needs of the child, including those of a child who is deaf or hard of hearing; and

(5) Whether the child needs assistive technology devices and services.

(1) CONTENTS OF EVERY IEP

The South Carolina Public Charter School District's IEPs are written, and are developed, reviewed and revised in IEP meetings. The South Carolina Public Charter School District's IEPs include all of the following:

(a) A statement that discusses the child's future and documents planning information;
(b) A statement of the child's present levels of academic and functional performance, including:

(1)How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or

(2)For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(c) A statement of measurable annual goals, including academic and functional goals, and in the case of a child who is assessed using alternate assessments, the annual goals need to include benchmarks or short-term objectives designed to:

(1)Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and

(2)Meet each of the child's other educational needs that result from the child's disability;

(d) A description of:

(1)How the child's progress toward meeting the annual goals described in the IEP will be measured; and

(2)When periodic reports on the progress the child is making toward meeting the annual goals will be provided;

(e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

(1)To advance appropriately toward attaining the annual goals;

(2)To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and

(3)To be educated and participate with other children with disabilities and nondisabled children, as appropriate.

(f) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in activities;

(g) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments consistent with Section 612(a)(16) of the IDEA;

(h) If the IEP team determines that the child must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:

(1)The child cannot participate in the regular assessment; and

(2)The particular alternate assessment selected is appropriate for the child; and

(i) The projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, location and duration of those services and modifications.

(2) TRANSITION SERVICES

The South Carolina Public Charter School District's IEPs address transition services as follows:
(a) For children age 13 or over (or younger, if determined appropriate by the IEP team), the IEP includes:

(1)Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and
(2)The transition services (including courses of study) needed to assist the child in reaching those goals.

(3) TRANSFER OF RIGHTS AT AGE OF MAJORITY

Beginning not later than one year before the child reaches 18 years of age, the IEP includes a statement that the child has been informed of the child's rights under Part B of the IDEA that will transfer to the child on reaching the age of majority.

(4) NON ACADEMIC SERVICES, PHYSICAL EDUCATION, AND EXTENDED SCHOOL YEAR

If appropriate, the IEP includes the services to be provided in each of these areas.

D. Progress Reports

The South Carolina Public Charter School District will report to the parents the child's progress towards each annual goal at a frequency defined by the IEP, but in no case less than every nine weeks. The reporting may be carried out in writing or through a meeting with the parents (including documentation of information shared at the meeting).

E. Review and Amendment of an IEP

The South Carolina Public Charter School District ensures that the IEP team:

(1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and

(2) Revises the IEP, as appropriate, to address:

(a)Any lack of expected progress toward the annual goals and in the general education curriculum;
(b)The results of any reevaluation;
(c) Information about the child provided to, or by, the parents as part of an evaluation or reevaluation;
(d)The child's anticipated needs; or
(e)Other matters; and

(3) Reconvenes if an agency, other than the school district, fails to provide the transition services described in the IEP.

Changes to the IEP may be made either at an IEP team meeting, or after the annual review, by a written document amending or modifying the IEP, if the parent of the child and the LEA Representative agree not to convene an IEP team meeting for the purposes of making those changes. If the IEP is amended by written document, without a meeting of the IEP team, the LEA Representative ensures that the IEP team is informed of the changes made. When an IEP is amended, the LEA Representative sends a copy of the amended IEP to the parent within five days of the date the IEP was amended. An IEP may not be amended without a meeting in lieu of an annual review.

F. Transfers Within the State and From Out-of-State

When a student moves into the South Carolina Public Charter School District, the individual school must take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous district in which the child was enrolled. Regardless of how the parent completes the enrollment information regarding previous special education services, it is the responsibility of the new school to verify whether or not the student received special education and related services in the previous district. Since this is a transfer of educational records from the child's previous district to the South Carolina Public Charter School District, no consent for release of documents is required.
If the parent indicates the student received special education services in the previous district, but does not want services to be continued in the new school, school personnel must explain to

the parent that he/she has the option of revoking consent for special education services; otherwise the school is required to provide a FAPE as described in the following sections.

(1) TRANSFERS WITHIN THE STATE

Within five school days of enrollment for a child with a disability who transfers to the South Carolina Public Charter School District with an IEP (current or expired but within the triennial reevaluation period) from the previous district in South Carolina, the South Carolina Public Charter School District will provide a FAPE to the child, including services comparable to those described in the child's IEP from the previous district.

If the IEP indicates the triennial reevaluation is past due, the South Carolina Public Charter School District, in consultation with the parents, will provide a FAPE to the child, including services comparable to those described in the child's IEP from the previous district and will at the same time conduct a reevaluation to determine continued eligibility, need for special education services, and educational needs.

If the in-state transfer student cannot provide a copy of his/her expired IEP, but the parent describes the services the student was receiving, the South Carolina Public Charter School District must take reasonable steps to obtain the student's records from the previous LEA. If the South Carolina Public Charter School District is unable to obtain the IEP from the previous LEA or from the parent, the South Carolina Public Charter School District is not required to provide special education and related services to the child.
The South Carolina Public Charter School District will not delay the provision of the comparable services. Comparable services have the meaning of "similar" or "equivalent" to the services that were described in the child's IEP from the previous district.

For students with current reevaluations, within thirty calendar days from the date of enrollment the South Carolina Public Charter School District will:
(a) adopt the child's IEP from the previous district,
(b) amend the child's IEP from the previous district, or
(c) develop and implement a new IEP.

For students with expired reevaluations, the South Carolina Public Charter School District will complete the reevaluation within a reasonable time and will:
(a) adopt the child's IEP from the previous district,
(b) amend the child's IEP from the previous district, or
(c) develop and implement a new IEP.

When a student moves within the state, eligibility has already been established and a reevaluation is not required (unless the child's triennial reevaluation is due or past due). The IEP team must determine what information, in addition to the current IEP, is needed from the previous district.

(2) TRANSFERS FROM OUT-OF-STATE

Within five school days of enrollment for a child with a disability who transfers to the South Carolina Public Charter School District with an IEP (current or expired but within the triennial reevaluation period) from out of state, the South Carolina Public Charter School District will provide a FAPE to the child, including services comparable to those described in the child's IEP from the previous district.

If the IEP indicates the triennial reevaluation is past due, the South Carolina Public Charter School District, in consultation with the parents, will provide a FAPE to the child, including services comparable to those described in the child's IEP from the previous district and will at the same time conduct a reevaluation to determine continued eligibility, need for special education services, and educational needs.

For students with current reevaluations, within thirty calendar days from the date of enrollment the South Carolina Public Charter School District will:
(a) adopt the child's IEP from the previous district,
(b) amend the child's IEP from the previous district, or
(c) develop and implement a new IEP.
For students with expired reevaluations, the South Carolina Public Charter School District will complete the reevaluation within a reasonable time and will: (a) adopt the child's IEP from the previous district,
(b) amend the child's IEP from the previous district, or
(c) develop and implement a new IEP.

If, after reviewing appropriate information, including the transfer IEP, the IEP team has reason to suspect the child is not eligible under South Carolina eligibility criteria, the team would need to conduct an evaluation to determine eligibility. The evaluation conducted by the South Carolina Public Charter School District would be to determine if the child is a child with a disability under South Carolina's eligibility criteria and to determine the educational needs of the child. Therefore, the evaluation would be an initial evaluation, which would require parental consent. If, however, the IEP team does not question the child's eligibility under South

Carolina's criteria, the team would adopt the IEP from the previous state or develop and implement a new IEP.
If the out-of-state transfer student cannot provide a copy of his/her IEP, but the parent describes the services the student was receiving, the South Carolina Public Charter School District must take reasonable steps to obtain the student's records from the out-of-state LEA. If the South Carolina Public Charter School District is unable to obtain the IEP from the previous LEA or from the parent, the South Carolina Public Charter School District is not required to provide special education and related services to the child.

The South Carolina Public Charter School District ensures that, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled. Placement of students with disabilities in special classes or other removal from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, modifications and/or accommodations cannot be achieved satisfactorily.

(3) TRANSFERS WITH AN INDIVIDUAL SERVICES PLAN

IDEA requires that LEAs must develop and implement an Individual Services Plan (ISP) for each parentally-placed private school child with a disability who has been designated by the LEA in which the private school is located to receive special education and related services. (34 CFR § 300.132) The services plan must describe the specific special education and related services that the LEA will provide to the child in light of the services that the LEA has determined through the consultation process described below that it will make available to its population of parentally-placed private school children with disabilities. The services plan must, to the extent appropriate, meet the requirements for IEPs and be developed, reviewed, and revised consistent with the same process for IEPs. The following applies to a child with a disability who transfers to the South Carolina Public

Charter School District with an ISP:
Within five school days of enrollment for a child with a disability who transfers to the South Carolina Public Charter School District with an ISP from another district in South Carolina, the South Carolina Public Charter School District will provide a FAPE to the child, including services comparable to those described in the child's ISP from the previous district. Because the previous LEA is responsible for providing equitable services and not a FAPE, the child's newly designated IEP team in the South Carolina Public Charter School District would conduct a reevaluation planning meeting within 5 days of enrollment to review existing information, including but not limited to, the most recent evaluation/reevaluation from the previous district,

any draft IEP developed by the previous district, and the ISP, to determine what additional information, if any, was needed in order to develop and implement a new IEP. The team would obtain parent consent to gather any additional information determined to be needed.
Within thirty calendar days from the date of enrollment the South Carolina Public Charter School District will complete the reevaluation process and develop and implement a new IEP.
When a child transfers with an ISP, eligibility has already been established in the previous district.

Describe the school's transfer procedures. Transfer procedures are to include: Description of the school's process for determining whether the student has an IEP:

Carolus Online Academy follows a consistent process to determine if an incoming or currently enrolled student has an active Individualized Education Program (IEP).

The process includes the following steps:

Initial Enrollment Review
During registration, families are asked to indicate whether their student has ever received special education services or had an IEP in a previous school.
Enrollment staff collect any documentation provided by the parent/guardian (e.g., a copy of the most recent IEP, evaluation reports, eligibility determinations).
Reports are pulled from the Stride Powerschool to determine any students with the 'pending special education' flag. This alerts the special programs team that additional records need to be collected or reviewed.

Records Request
With parent/guardian consent, the school requests official student records from the prior school, including special education files, to confirm the presence and status of an IEP.
Records are reviewed to determine eligibility, current goals, and required services.

Internal Review and Verification
The Special Education team reviews all received records to verify if the student has a current, active IEP.
If a student has an active IEP then they are placed with a case manager.
If a student was found not eligible or the previous school shares that there were no services, then the student's account in Stride Powerschool will note the findings and noted that the student 'cleared child find'.

Description of the school's process for requesting special education records:

When a new student enrolls or when updated special education records are needed, the school follows a clear and consistent process to ensure timely receipt and documentation of all records:

1. **Initiate Records Request:**
   Special Education registrar completes the official Records Request Form, identifying all needed special education documents (e.g., IEP, evaluations, eligibility reports).
2. **Submit to District:**
   The completed request is sent to the student's previous district or school within one business day of enrollment or determination of need.
3. **Document Request:**
   The date of the initial request and all follow-up actions are logged on the school's Special Programs spreadsheet to ensure tracking and accountability.
4. **Follow-Up Communication:**
   Special Programs registrar will reach out to the sending district or school every two (2) business days to check on the status of the request until all required records are received.
5. **Upload and Share:**
   Once records are received, they are uploaded into the student's digital file in the school's secure system and made available to relevant team members.

Description of how the school's special education coordinator is notified when students with IEPs enroll:

When a parent or guardian indicates that their child has an Individualized Education Program (IEP) or receives special education services during the enrollment process, the enrollment system automatically applies a **"Pending"** tag to the student's profile. This tag triggers an internal notification to the school's Special Education Coordinator, ensuring they are promptly aware of any incoming students who may require special education services.

The Special Education Coordinator then reviews the student's information, initiates the records request process, and coordinates with staff to ensure appropriate placement and services.

VII. Least Restrictive Environment (LRE)

The South Carolina Public Charter School District, to the maximum extent appropriate, ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services in the least restrictive environment (LRE). Least restrictive environment:

(a) Is based on meaningful evaluation data,
(b) Considers appropriate placement options,
(c) Is determined at least annually,
(d) Is determined by the child's IEP team (the group of persons including the parents and other person's knowledge about the child), and (e) Considers any potential harmful effect on the child or on the quality of services that he or she needs, including the medium through which the instruction is delivered.

A child with a disability is not removed from instruction in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

MEDICAL HOMEBOUND

Under S.C. Code Ann. Regs. 43-241, students who cannot attend public school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound or hospitalized instruction. A physician must certify the student is unable to attend school but may profit from instruction given in the home or hospital. Should an approved student not be provided the medical homebound instruction that he or she is entitled to receive, the student is eligible to have the medical homebound instruction made up by the district. This make up may occur during the student's remaining eligibility for medical homebound instruction or may occur after the student returns to school provided the make-up periods are not during the regular school day.

Under S.C. Code Ann. § 59-40-50(B)(1), a charter school must adhere to the same health, safety, civil rights, and disability rights requirements as are applied to public schools operating in the same school district or, in the case of the South Carolina Public Charter School District or a public or independent institution of higher learning sponsor, the local school district in which the charter school is located.

Medical Homebound School Contact: Jackie Reed at Jreed@carolusonlineacademy.org

Date Medical Homebound Contact Posted on Website: Click here to enter text. Date of Documented Training: Back to school PD - July 28th

Appeal Process:
If a request for Medical Homebound services is denied, modified, or terminated, the parent/guardian has the right to appeal the decision. The appeal process is as follows:
Written Request for Appeal
The parent/guardian must submit a written appeal within 10 school days of receiving notice of the decision.
The appeal should include any additional medical documentation or supporting information.
Administrative Review
The appeal will be reviewed by the school's Medical Homebound Review Committee (which may include an administrator, special education coordinator if applicable, and/or other relevant staff).
The committee will consider all documentation, including the physician's statement, school records, and parent/guardian input.
Decision Notification

A written response to the appeal will be provided to the parent/guardian within 10 school days of the review.

The decision will either uphold, modify, or overturn the original determination.

Inclement Weather – Virtual Instruction

The school calendar and daily schedules will meet or exceed all South Carolina requirements for the minimum number of instructional days and amount of instructional time. Accommodations will be made for students who do not have access to the Internet on an as-needed basis, as well as for widespread power outages, including, but not limited to, physical makeup days and/or afterschool opportunities. For students with disabilities, meetings will be held to ensure a free and appropriate public education is provided on inclement weather days when virtual instruction occurs. Students will have five (5) school days after school reconvenes to submit makeup work for inclement weather day(s). If work is not turned in, student(s) will be marked absent for the inclement weather day(s) and receive no further consequences.

If your school will participate in a virtual inclement weather schedule, describe the procedure for ensuring students with disabilities continue to receive FAPE.

As a full-time virtual school, inclement weather does not interrupt instruction or the delivery of services to students, including students with disabilities. Because students and staff access learning remotely, the school does not follow a traditional “inclement weather schedule.”

To ensure students with disabilities continue to receive a Free Appropriate Public Education (FAPE):

Uninterrupted Access to Instruction

Classes, assignments, and supports remain accessible through the school’s virtual learning platforms regardless of local weather conditions.

Special Education and Related Services

- Special education teachers and service providers (e.g., speech, OT, counseling) continue to provide services virtually as scheduled.
- If an individual student is unable to attend due to weather-related issues (e.g., power outage, internet loss), the IEP team works with the family to reschedule or provide compensatory services as appropriate.

Communication with Families

- Families are encouraged to notify the school immediately if inclement weather causes a loss of internet or device access.
- The school will coordinate with the family to ensure continued access to instruction and services.

VIII. Parentally Placed Nonpublic School Children

The South Carolina Public Charter School District is a district of choice and is not a district of residence for any child, therefore the South Carolina Public Charter School District is not required to locate, identify, or evaluate children who are placed by a parent in a private school or home schooled. If the parents of a child who is home schooled or placed in a private school has questions about special education, the parents will need to contact their district of residence.

IX. Discontinuing Special Education Services/High School Credential

There are times when a child's eligibility for special education and related services ends or when the parent or student chooses to end the provision of special education services. This chapter discusses several instances in which students currently receiving special education services "discontinue" or exit from their special education program.

A. No Longer Eligible for Services

When a parent or school personnel suspects that a child is no longer eligible for special education services and related services, a reevaluation must be conducted prior to the child's dismissal from the program to determine if the child is no longer a child with a disability. As part of the reevaluation, the IEP team will review existing data and determine whether they need to conduct any additional assessments.

The team may determine that the child continues to have a disability, but no longer needs specialized instruction (special education) in order to appropriately access and progress in the general curriculum. If it is determined by the IEP team through a reevaluation that the child is no longer a child with a disability, the South Carolina Public Charter School District will provide the parents with PWN of this decision.

B. Graduation

All students receiving special education services will receive a regular high school diploma at the completion of their secondary program if they meet graduation requirements of the State of South Carolina.

Some students may require services through age 21 to meet IEP goals. The South Carolina Public Charter School District's obligation to provide special education services ends:
(1) when the student meets graduation requirements and receives a regular high school diploma,
(2) at the end of the school year in which the child reaches age 21 (unless the individual school has a policy that allows for the student to continue
until the day the student turns 22 years old), or
(3) when a reevaluation shows that the child is no longer eligible for special education services.

Students with disabilities will be afforded the same opportunity to participate in graduation ceremonies as students without disabilities even if the IEP team determines that services will continue after the student has met all of the required credits (but an official diploma has not been awarded). A student may require services through age 21 to meet IEP goals or because he or she has not obtained all of the required credits for graduation. In either case, the student will be allowed to participate in graduation ceremonies with his or her classmates. Individual schools may have a specific policy regarding participation in graduation ceremonies; however, it must apply equally to all students in the school and not just to students with disabilities.

Before the student completes the last semester of high school in which she/he is expected to graduate, the South Carolina Public Charter School District must provide the student (if over the age of 18) and the parents with PWN of the discontinuation of services at the end of the school year. The PWN will clearly state that the student will no longer be entitled to receive special education services from the South Carolina Public Charter School District after graduation.

In addition to the PWN, each student will be provided a summary of performance (see Section D below) and progress on the IEP's annual goals.

C. Services to Age 21

The South Carolina Public Charter School District and its schools must make a FAPE available to any student who has not graduated with a regular high school diploma until the end of the school year in which the student turns 21. If the individual school has a policy that allows students to be served through age 21, the student may continue receiving services The IEP team may determine that the student needs extended school year services.

Even when the student or parent states that he or she does not intend to return to school for the next school year, the IEP team must provide the student with notice that he or she is eligible to continue receiving services through age 21 and develop an IEP for the student.

D. Summary of Performance

A summary of performance (SOP) is required for a student whose eligibility for special education services terminates due to graduation with a regular diploma or due to exceeding the age of eligibility. The South Carolina Public Charter School District will provide the student with a summary of the student's academic achievement and functional performance which must include recommendations on how to assist the student in meeting the student's postsecondary goals.

The SOP will address the following:

(1) Academic achievement: information on reading, math, and language grade levels, standardized scores, or strengths.
(2) Functional performance: Information on learning styles, social skills, independent living skills, self-determination, and career/vocational skills. (3) Recommendations: Team suggestions for accommodations, assistive services, compensatory strategies for postsecondary education, employment, independent living, and community participation.

E. Student Drops Out of School

Under South Carolina Regulation S.C. Code Ann. § 59-65-30 (2004), students are allowed to drop out of school at age 17. If a student with a disability drops out of school, documentation to that effect must be placed in the student's confidential file. The South Carolina Public Charter School District will inform the parents that special education services continue to be available to the student through age 21.

If a student younger than 17 drops out of school, the South Carolina Public Charter School District will report the student's truancy to the proper authorities, which include the SC Department of Juvenile Justice, the SC Department of Social Services, and the child's district of residence.

South Carolina High School Credential
(only applies to schools with grades 9-12)

F. FAPE and IEP requirements

The decision to accept the South Carolina High School Credential does not relieve the LEA or SOP from providing a free appropriate public education (FAPE) to the student until age 21 as defined in Reg. 43-243(III)(B) or until the student receives a regular high school diploma as defined in 34 C.F.R 300.102(a)(3)(iv).

The LEA or SOP must explain and provide annual written notice to the parent, guardian, or adult student that the South Carolina High School Credential is not a state high school diploma. This must be signed by the parent/guardian/adult student annually. For the purposes of this part, an adult student is defined as a student who has reached the age of majority as outlined in Reg. 43-242(III)(F)(1).

An IEP team's decision to identify the South Carolina High School Credential as the student's expected high school outcome must be based on data to include, but not be limited to, longitudinal information of student grades, standardized achievement assessments, informal and formal transition assessments, adaptive behavior assessments, and work readiness assessments. The decision must be made only after the IEP team considers a continuum of program options that may allow the student to pursue a diploma.

G. Course Requirements

Minimal Course Requirements: The South Carolina High School Credential is designed for students with disabilities for whom the IEP team determined mastery of a career-based educational program that includes academics, independent work experience, daily living skills, and self-determination skill competencies is the most appropriate way to demonstrate his or her skills and provide a FAPE. To attain the South Carolina High School Credential, the student must meet the graduation requirements of one unit of physical education/health (or equivalent) and one unit of technology course; a student must adhere to the local attendance policy; and a student must complete a total of 24 earned units that include the following:

(a) Course work aligned with the South Carolina College and Career-Ready Standards for English Language Arts (four units), Mathematics (four units), Science (two units), and Social Studies (two units);

(b) Four units of Employability Education; and

(c) Six electives.

H. Minimal Required Components

In addition to completing coursework outlined in Section A, to receive a South Carolina High School Credential, a student must:

(a) Complete a career portfolio that includes a multimedia presentation project*;
(b) Obtain work readiness assessment results that demonstrate the student is ready for competitive employment;
(c) Meet the requirement of the Work Readiness Assessment by

1. Receive an achievement level of 3 or higher on state career ready assessment (South Carolina Career Ready Test) OR

2. State approved Certification or Industry Credential in the student's field of study
OR
3. Criterion-referenced assessment (rubric) designed to measure student employability skills (South Carolina Work-Based Learning training Agreement/Evaluation Plan).

The district has approved the following means of completing the minimal required components as part of the South Carolina High School Credential:
The South Carolina Public Charter School District requires the following components for the South Carolina High School Credential:

Course	Required Units
English	4 (Carnegie Unit or Credential Unit)
Math	4 (Carnegie Unit or Credential Unit)
Social Studies	2 (Carnegie Unit or Credential Unit)
Science	2 (Carnegie or Credential Unit)
Employability Education Units	4
Electives	6
Physical Education/Health Unit	1
Technology Unit	1
360 hours of work experience (paid/unpaid)	

The South Carolina Public Charter School District will utilize the state required codes for core classes.

SCHSC Ninth Grade Course Name	SCHSC Ninth Grade Course Code

Essentials of English I	390000CW
Essentials of Math I	390100CW
Essentials of Science I	390200CW
Essentials of Social Studies I	390300CW
Employability Education I	390800CW

9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Essentials of English I	Essentials of English II	Essentials of English III	Essentials of English IV
Essentials of Math I Unit of SS or Sci	Essentials of Math II Unit of SS or Sci	Essentials of Math III Unit of SS or Sci	Essentials of Math IV Unit of SS or Sci
Employability Education I	Employability Education II	Employability Education III	Employability Education IV
Elective (1)	Elective (>1)	Elective (>1)	Elective (>1)
Technology Unit (1)	Health/PE		

Students earning the Employability Credential will work on parts of their Portfolio annual beginning in 9th grade within the content of the Employability Education class he/she is taking that year. By graduation, the student's portfolio should contain a minimum of these essential items:

Introduction Letter from student with summary of 11th grade accomplishments
Updated Personal Information Sheet
Updated Individualized Education Program (IEP)
Updated Individualized Graduation Plan (IGP)

12th Grade Transcripts
12th Grade Attendance Report
Employability Credential Course of Study Checklist
Updated Individualized Plan for Employment (IPE)
Evidence of a Student-Led IEP
Completion & Exit Notices, if applicable
Formal Transition Assessment (>1)
Informal Transition Assessment (>1)
Work Experience Log
Updated Agency Contact Logs
12th Grade Curriculum Work Samples
Updated Resume and Letters of Reference
Completed Job Application and Cover Letter (sample)
Updated Pocket Resume
3 Letters of Recommendation (updated, as needed)
Summary of Performance
Multimedia Presentation

I. Work-Based Training and Learning

In addition to completing coursework outlined in Section A and B, in order to receive a South Carolina High School Credential a student must complete work-based learning/training that totals at least 360 hours, in which:

(a) Work-based learning/training may be school-based, community-based, and/or paid or unpaid employment;
(b) Work-based learning/training must be aligned with the student's interests, preferences, and postsecondary goals and individual graduation plan; and
(c) Paid employment must be at a minimum wage or above and in compliance with the requirements of the Federal Fair Labor Standards Act;

It is recommended that the first two years of WBL focus on acquisition of skills.

Describe the schools plan for completion of the work-based training as part of the South Carolina High School Credential:
PCSD schools may choose to partner with BMW, Michelin, Volvo, Prisma Health, and Publix. PCSD schools may also choose to partner with Vocational Rehabilitation once students are age 16. Schools may use their Comprehensive Local Needs Assessment Data to align Work-Based

Learning experiences and students' postsecondary goals. Per The SC Employability Credential-Guide to Work Experiences, "The total number of supporting activity hours for Introductory Career Awareness Activities should not exceed 25% of the total hours (e.g., 90 hours of the 360 hours). Examples of introductory career awareness activities are transition assessments, individual career planning, career fairs, and classroom speakers.The second component for work experience guidelines is Career Exploration Activities. Career Exploration Activities are conducted through minimal work-based learning exposure opportunities (i.e., mentoring, structured field study, service learning, and job shadowing). No more than 25% (e.g., 90 hours of the 360 hours) of total work experience hours should be comprised of hours spent in career exploration activities. At least 50% of the total hours (e.g., 180 hours of the 360 hours) should be spent on Work-Based Learning Placement, the last criteria of the work-experience guidelines. These more meaningful Work-Based Learning Placements are defined as school-based enterprises, cooperative education, internships, and apprenticeships. All qualifying work experiences are defined in the South Carolina Department of Education Work-Based Learning Implementation Guidelines. Additionally, all work experiences should be aligned with federal regulations governing the labor of minors set forth by the Federal Fair Labor Standards Act.

All work-based learning experiences to include those successfully completed through Career Exploration Activities and Work-Based Learning Placement to meet career readiness should be reported in PowerSchool on the work-based learning page.

Career Awareness Activities should be reported to the school-level career specialists to ensure all are reported on the Career Specialist Accountability Report (CSAR) mandated by the EEDA Act of 2005.

All Work-Based Learning experiences and Introductory Career Awareness Activities and descriptions must be recorded in Enrich "Add Action" under Work-Based Learning/Training."

J. Monitoring Student Progress

Describe the schools plan for monitoring students' progress toward attainment of the South Carolina High School Credential.

At the minimum, schools will use the EPlan Checklist, report cards, progress reports, quarterly team data review meetings, work-based learning/training formative assessment and work experience logs to document student progress.

Oversight by the South Carolina Public Charter School District will occur through the District compliance review tool. Individual schools will be required to submit documentation to the LEA of student progress toward the attainment of the South Carolina High School Credential.

K. Entering the South Carolina High School Course of Study

The district uses the following procedures to enter a student into the South Carolina High School Course of Study.

Action	Position Responsible	Timeline
Collect Data	IEP case manager	Continuous
Convene an IEP meeting	IEP case manager	Prior to entering 9th grade
Review Present Levels	IEP case manager	At least annually, minimally quarterly
Determine Course of Study	SPED coordinator	Prior to entering 9th grade
Parental Acknowledgment	Parents/IEP Team	Parents must sign a Parent Acknowledgement Form annually.
Progress Monitor	IEP case manager	9th - 12th grade

L. Portfolio Transitions

The district uses the following procedures for transitioning portfolios throughout the years of the course of study:

Action	Position Responsible	Timeline
Electronically/ Physical Notebook	PS administrator & case manager	9th-12th grade

Ensure transfer with student records	PS administrator & case manager	upon transfer to another LEA

M. Completion of the South Carolina High School Credential

The district uses the following procedures to ensure a student's completion of the South Carolina High School Credential Course of Study:

Action	Position Responsible	Timeline
Completes SKEMA –SC rubric for final certification	Guidance counselor/SPED coordinator/PS admin.	Prior to 21st birthday
Completes Credential requirements	Student/case manager/parent	Prior to 21st birthday
Completion Notice	Guidance counselor	Prior to graduation and/or 21st birthday
Update Summary of Performance	SPED Case Manager	Prior to graduation
Submit appropriate data to district for reporting	SPED coordinator	Prior to graduation (within 30 days of graduation)

L. LEA Monitoring

SCPCSD Director of Special Education will continuously monitor the proportionate numbers for the Employability Credential to high school diplomas and dropout rates through monthly review of the number of students being represented in EDPlan as on the Employability Credential track as well as those on diploma track. In addition, Table 4 outcomes will be reviewed annually. It is expected that the number of students earning the Employability Credential annually will be 1% or less.

If disproportionality is discovered or claimed, the district will conduct file reviews and provide professional development to the affected schools and personnel.