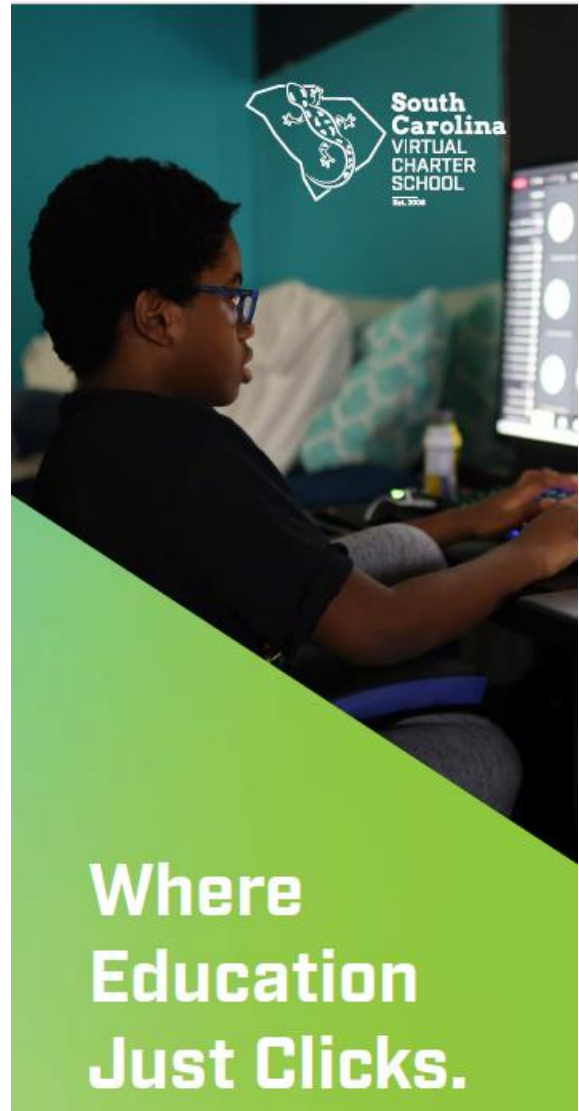




2023–2024 STUDENT HANDBOOK



Your child deserves a quality dependable public education. South Carolina Virtual Charter School provides live online instruction in a structured environment that empowers students to learn from anywhere giving you confidence in your child's safety and future.

South Carolina Virtual Charter School provides this handbook so that students and their parents/guardians can become familiar with our school's rules and regulations.

It contains a brief overview of some board policies rules/regulations. It is not legally binding and is not intended to replace the actual policies and procedures established by the Board of Trustees. Nothing in this handbook, or any South Carolina Virtual Charter School policy manual, constitutes or creates an expressed or implied contract.

SCVCS may amend, modify, or discontinue at any time the policies, rules and regulations referred to in this handbook.

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BOARD OF TRUSTEES

The South Carolina Virtual Charter School Board of Trustees meets on the third Tuesday of each month at 5:00 p.m. via teleconference. Interested participants may join by Zoom or dialing in. The Zoom link and phone number will be posted on the Board Agenda, which will be posted to our website prior to each meeting.



Courtney Suber
Chair



Dianne Oliver
Vice Chair



Til Morisey
Treasurer

Courtney Suber, Chair
Term expires: 9/30/24

Dianne Oliver, Vice-Chair
Term expires: 9/30/24

Til Morisey, Treasurer
Term expires: 9/30/24



Jacqueline Kennedy



Janet Thompson



Susan Gaston

Jacqueline Kennedy
Term expires: 9/30/24

Janet Thompson
Term expires: 9/30/24

Susan Gaston
Term expires: 9/30/24



Vickie Wiseman

Vickie Wiseman
Term expires: 9/30/24

SCVCS INFORMATION

MISSION

The mission of SCVCS is to improve student educational achievement through the provision of an individualized, rigorous, standards-based virtual education to students in the State of South Carolina.

VISION

SCVCS, a highly effective public virtual charter school, utilizes a research-based, world-class curriculum to provide an individualized, rigorous, standards-based virtual education to students in the State of South Carolina.

NONDISCRIMINATION STATEMENT

The Charter Institute at Erskine and South Carolina Virtual Charter School do not discriminate on the basis of race, color, national or ethnic origin, sex, gender identity or expression, disability, genetic information, age, marital status, religion, or immigrant status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Questions pertaining to Section 504 and Title IX or the school's non-discrimination policies may be directed to Dr. Cherry Daniel, SCVCS Head of School, 2023 Platt Springs Road, West Columbia, SC 29169, (803) 253-6222.



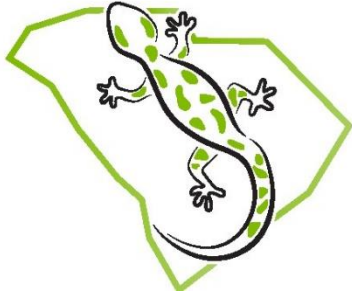
SCVCS Main Office
2023 Platt Springs Road
West Columbia, SC 29169
Phone: 803.253.6222
Fax: 803.253.6279
Toll Free: 877.253.6279
Website: www.scvcs.org



SCVCS INDEMNIFICATION PROVISION

SCVCS assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. SCVCS assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. SCVCS also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of SCVCS, its affiliates, or its employees.

Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as outlined in this handbook. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.



South Carolina

VIRTUAL CHARTER SCHOOL

Est. 2008

Welcome & Introduction

Dear Parents:

Welcome to the South Carolina Virtual Charter School (SCVCS). SCVCS is a public, open-enrollment charter school, chartered by the Charter Institute at Erskine. Our school blends innovative new instructional technology with a traditional curriculum for students across South Carolina. There are many benefits to our unique learning model, including a rigorous and comprehensive curriculum with rich, engaging content, the support of South Carolina certified teachers using South Carolina academic standards on the student's grade level that adapts to your child's unique needs. This challenging and interactive curriculum was developed by renowned learning experts, teachers, and instructional designers and is aligned with the South Carolina Academic Standards.

The Parent-Student Handbook is a comprehensive guide to SCVCS policies and procedures. Please read it carefully and refer to it throughout the school year as needed. As a charter school, SCVCS is subject to S.C. Code Ann. § 59-40-10 et seq. (2006), amended from time to time (the "Charter Schools Act"), the rules and regulations of the South Carolina State Board of Education.

Our dedicated staff looks forward to working with your family during the upcoming school year. Please feel free to contact the SCVCS office any time you have questions or concerns.

Yours in Education,

Dr. Cherry Daniel
Head of School
cdaniel@scvcs.org

Anita Latham
Deputy Head of School
alatham@scvcs.org

Cissy Floyd
Instructional Coach K-8
cfloyd@scvcs.org

Marcie Enlow
Instructional Coach 9-12
menlow@scvcs.org

Anita Maness
Elementary School Principal (K-2)
amaness@scvcs.org

Stephanie Koontz
Elementary School Principal (3-5)
skoontz@scvcs.org

Michelle Patterson
Middle School Principal / Director Curriculum & Instruction
mpatterson@scvcs.org

Dr. Hunter Jolley
High School Principal / Director of Secondary Education
hjolley@scvcs.org

ADMISSION & ENTRANCE REQUIREMENTS

Students participating in the SCVCS program must be South Carolina residents. State law requires a child to be five years of age on or before September 1st to start Kindergarten.

Required Documents for Enrollment

- Online Enrollment Application
- Birth Certificate
- Proof of Residence (e.g., current utility bill, lease, etc. showing physical address)
- Immunizations (contact SC Dept. of Health regarding waiver information)
- Current report card from prior school (excluding K for first semester enrollment) indicating student withdrew from previous school in good standing
- Current transcript for middle/high school students showing Carnegie units earned
- Attendance Report and Discipline Report
- Home School Affiliation Letter (if applicable)
- Individual Education Plan (IEP) – if existing, must be submitted to SCVCS office within 10 business days
- 504 Plan – if existing, must be submitted to SCVCS office within 10 business days

Guidelines for Enrollment

The following guidelines are designed to reduce the number of transfers out of the virtual schools and to increase the successes of virtual students. These public charter schools are **schools of choice**, but they are not capable of being the alternative solution for all students. Virtual schools are proving to be a much needed parental choice program in the public school arena.

1. **Deadline to apply for K-8 grades is August 15, 2023. Deadline to apply for grades 9-12 is August 8, 2023.** Enrollment in all grades will reopen November 1, 2023, for 2nd semester and closes January 3, 2024.
2. All students will be required to attend an orientation session along with the Learning Coach. The orientation outlines academic expectations, the delivery of curriculum to the students, the requirement for students to participate in state testing, and the attendance policy of the school, which will reflect the state attendance law.

3. **Parents/students who enroll in SCVCS must sign a parent/student contract during enrollment application agreeing to follow all rules and regulations of the school.**

4. Students beyond the kindergarten level who are not currently enrolled in a school or homeschool association will not be accepted. **Students should remain enrolled in their current school until they are approved for admission to SCVCS.**

5. Once the student is enrolled with SCVCS, the student should no longer attend any other school. Dual enrollment will lead to automatic withdrawal from SCVCS.

Re-enrollment Policy for Withdrawn Students

Students withdrawn from SCVCS may request to be re-enrolled through the appropriate SCVCS administrator, provided that space is available, and the student complied with all school policies and procedures. Should the student re-enroll, the parent must work with his/her teacher and administration to create an attendance plan where applicable.

Teachers will monitor the student's attendance plan and provide updates to the academic administrator. Non-compliance with the attendance plan may result in withdrawal. SCVCS is under no obligation to re-enroll a student who has previously been withdrawn.

Should SCVCS desire to withdraw a student from the school due to non-attendance or any other severe violation of the school's rules and regulations, the student's parent/legal guardian will be given written notification of the school's intent to remove the student.

Once school has officially convened for the school year, students enrolled in a virtual public charter school may be ineligible to transfer to another virtual charter school.

Student Academic Probation

Families who enroll their children in SCVCS must agree to comply with SCVCS policies in order to experience success in the South Carolina Virtual Charter School.

The vast majority of families who enroll in public charter schools consistently and conscientiously comply with these expectations. However, as the school year progresses, some families may demonstrate the inability or unwillingness to fulfill one

or more of the school's requirements. In these cases, Academic Probation will be initiated so SCVCS has a mechanism by which the responsible learning coach can be officially notified of behaviors that compromise the student's successful school experience. If, after being placed on academic probation, no improvement is noted then the withdrawal process may be initiated.

Denial of Enrollment

SCVCS may deny enrollment and attendance to any student who has been expelled from another public school district (LEA) within the state of South Carolina or any other state. A student must be in good standing with his/her previous school in order to be considered for enrollment with SCVCS.

Placement of Non-Accredited Private School and Home School Secondary Students

When enrolling students from private schools that are not accredited by the Southern Association of Colleges and Schools (SACS) or home schools not affiliated with Option 2 or Option 3 S.C. 59-65-40, school administrators will adhere to the following guidelines:

- Students should provide all course documentation and test scores from the private school or home-school and comparison with similar courses offered in the District's school(s). If a preponderance of the documentation reflects similarities with courses offered in district schools (title, course description, syllabi, assignments, assessments, etc.), the principal may award probationary credit for the course(s). The student will be tentatively assigned to the next level class for a probationary period. During this probationary period, the student will have to meet any requirements (subject standards, satisfactory completion of designated assignments, etc.) determined by the principal or his/her designee before a decision is made granting class placement and/or Carnegie credit.
- Clear and definitive attendance records must be examined to ensure Defined Minimum Program Requirements are met. Home-school or private school students must have attended a minimum of 84 days per semester.
- Mid-semester or mid-year enrollment by students from private school or home-school requires that their course work align with current available courses at the public school in order to receive Carnegie unit credit.

Educational records should include, but not be limited to: (a) a plan book, diary, or other record indicating which subjects are taught, as well as activities and projects in which the student and the parent-teacher engage; (b) a portfolio of samples of the student's academic work in each subject; (c) a semiannual progress report including attendance records and individualized documentation of the student's academic progress in each of the subject areas in which Carnegie unit credit is requested.

- The student is assigned a class rank and given grades for the credited courses and a grade point average based on testing and review of student's home-school work. Students **will not** receive honors or advanced placement weighting regarding the calculation of grade point averages or class rank.
- All course and testing requirements for graduation must be completed, such as physical education, computer literacy, and health.
- For elective credit, course syllabi from the private school or home-school should be compared with like courses offered by the district to determine if credit is awarded.
- Science courses with required labs may not be credited to the student unless there is substantial documentation of the same lab work done in the private school or home-school.
- For homeschooling credit to be converted to high school credit for graduation all provisions of the alternative homeschooling requirements (Section 59-65-47) must be met. Only those students who have fulfilled all requirements to receive a state high school diploma, a South Carolina high school certificate of attendance or a special education certificate will be allowed to participate in the commencement exercises.
- The decision to issue credit for homeschooling work will be the responsibility of the school principal. His/her determination will be final.

ATTENDANCE

Student Attendance and Instructional Time

Compulsory Attendance

South Carolina law requires every child between the ages of 5 and 17 to regularly attend:

- a public or private school or
- kindergarten or
- be approved by their school district or the South Carolina Independent Schools Association for home instruction

A parent/legal guardian whose child or ward is not 6 years old on or before September 1st of the school year may waive kindergarten attendance for his/her child. There are several, limited exceptions to this compulsory attendance requirement. For exceptions, see S.C. Code Ann. §59-65-30.

Once the student is enrolled with SCVCS, the student should no longer attend any other school. Dual enrollment will lead to automatic withdrawal from SCVCS.

Parents/legal guardians are primarily responsible for ensuring that their children attend school regularly. The law provides statutory penalties for parent(s)/legal guardian(s) who neglect this responsibility.

Public charter schools in South Carolina are **required** to have at least one hundred eighty (180) days of school each school year. S.C. Regs. 43-601(II)(D)(5). In addition, public charter schools are required to provide six hours of instruction per day, grades K-12. S.C. Regs. 43-234(VI)(C)(1). Students must average a minimum of thirty (30) hours per week of attendance. SCVCS teachers, school counselors, advisors and administration will monitor student attendance and progress, which will be a determining factor in student advancement to the next curricular level and continued enrollment in SCVCS. Attendance will be taken beginning the first day of school.

Two types of absences exist in South Carolina public schools: lawful and unlawful. (S.C. Regs. 43-274(I)). In SCVCS, an absence is counted for any school day during the week that a student does not log an average of six (6) hours of attendance per school day. Attendance will be recorded per subject (i.e., live class sessions in real time and recorded class sessions). In addition, each day that the student fails to login using **Schoology** will be recorded as an absence. Absences must be documented for lawful (i.e., excused) absences based on parent-provided written documentation (doctor note; parent note, etc.).

Lawful and Unlawful Absences

Lawful absences include but are not limited to absences due to:

- a student's own illness and whose attendance in school would endanger his or her health or the health of others (3 or more consecutive days require a doctor's note) and must be submitted within 10 days upon returning to school
- an illness or death in the student's immediate family (parent, grandparent, or sibling)
- a recognized religious holiday of the student's faith (please provide 2 weeks advance notification)
- activities that are approved in advance by the principal

Unlawful absences include but are not limited to absences of a student:

- without the knowledge of his or her parent(s)/guardian(s)
- without acceptable cause with the knowledge of his or her parent(s)/guardian(s).

Suspension does not constitute an unlawful absence for truancy purposes.

If day(s) are being used as vacation day(s), learning coaches must notify the teacher (in grades K-5) or the advisor/school counselor (for students in grades 6-12), in writing two weeks in advance and, if approved, will then be given allotted time to make up the missed days and work before an absence is given. If learning coaches know ahead of time that days will be taken, it is advantageous to have the student work ahead to get the assignments and hours completed. Missed days that are not approved in advance will be counted as absences. Please notify the appropriate staff member as listed above in writing via Email. **Students not in attendance for ten consecutive days, without the learning coach (LC) contacting the appropriate staff member, will be automatically withdrawn.**

State attendance statutes and regulations require SCVCS to keep an accurate record of daily attendance and progress for all enrolled students. A SCVCS student will be considered non-attending if he/she accumulates ten consecutive school days of unlawful absences. On the eleventh consecutive school day of unlawful absences, the student will be withdrawn from SCVCS for non-attendance and his/her home district will be notified.

Truancy

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

- **Truant:** a child (6 to 17 years old), who has accumulated three consecutive unlawful absences or a total of five unlawful absences.
- **Habitual Truant:** a child (12 to 17 years old), who fails to comply with the intervention plan developed by the school, child, and parent(s)/legal guardian(s) and has accumulated two or more additional unlawful absences. The written intervention plan and documentation of non-compliance must be attached to the truancy petition asking for court intervention.
- **Chronic Truant:** a child (12 to 17 years old), who has been through the school intervention process, has reached the level of habitual truant and has been referred to family court and placed under an order to attend school, and continues to accumulate unlawful absences. A chronic truant may be referred to the Family Court for contempt of court (violation of a previous court order) if referrals and community alternatives fail to remedy the attendance issue. All intervention plans in existence for the child and parent(s)/guardian(s) must accompany the Contempt of Court petition along with a written recommendation from the child's school as what action the court should take.

Truancy Intervention

State attendance regulations require school personnel to conduct a Student Attendance Intervention Conference for every student who accumulates 3 consecutive unexcused absences or a total of 5 unexcused absences. At the conference, the parent or guardian and school personnel will address ways to correct and/or improve the issues.

- a) School personnel will communicate any attendance problems or concerns to parents/guardians in a timely manner. When a student accumulates three (3) unlawful absences, the school notifies the parent or guardian in writing.
- b) After three (3) consecutive or a total of five (5) unlawful absences, SCVCS will contact the parent(s)/guardian(s) via telephone, e-mail or mail to schedule a meeting with the parent(s)/guardian(s) and student to address the student's absences and develop an Attendance Intervention Plan (see sample plan in Appendix A). If no reply SCVCS will send a letter via postal mail.
- c) After five (5) consecutive days of unlawful absences or 7 unlawful absences:

- a) SCVCS will contact the parent(s)/guardian(s) via telephone, e-mail or mail to schedule a meeting to revise the Attendance Intervention Plan.
 - b) If the parent cannot be reached or no plan has been developed, SCVCS will send a certified letter to schedule a meeting to address the student's absences and develop an Attendance Intervention Plan.
- d) After ten (10) consecutive days of unlawful absences:
 - a) SCVCS will drop the student from their active enrollment as of the 11th day.
 - b) SCVCS will notify the student's district/school of residence of withdrawal/truancy from SCVCS and ask for an official request for transfer of records.
 - c) The student's school of residence will make a referral for truancy to the Family Court office in the child's county of residence.

IF A STUDENT IS CONSISTENTLY NOT MEETING REQUIRED WEEKLY ATTENDANCE HOURS AND PROGRESS

, then the student is truant. The official reporting of daily attendance and live class sessions participation (live and recorded) will be submitted by SCVCS teachers. A student is also truant if the student does not work for ten consecutive days. The student may be withdrawn if the learning coach fails to contact the teacher prior to the ten days. Once withdrawn from SCVCS, the district in which the student resides will be notified.

Voluntary Withdrawal

Occasionally, a parent and student may determine that SCVCS is not the better alternative for the education of the student. This decision should be discussed with the student's school counselor/advisor/teacher. If the decision is made that the student should withdraw, please complete the withdrawal form provided in Appendix B. The completed withdrawal form should be returned to the student's school counselor/advisor/teacher or the SCVCS Registrar. Please be sure to provide the name of the new school on the withdrawal form.

Suspensions

The Head of School/Deputy Head of School or Elementary/Middle/High School Principal may temporarily suspend any pupil for disciplinary reasons or for conduct that is disruptive to the instructional effectiveness of the school.

- The Head of School/Deputy Head of School or Principals may temporarily suspend a student for up to five (5) school days.

- The Head of School/Deputy Head of School may extend this suspension for an additional ten (10) school days.
- Any student who has been suspended may appeal to the high school administrator for readmission.

Conduct Resulting in Suspension or Expulsion

Violations which may lead to suspension or expulsion are listed below. This list is not all encompassing but is illustrative of the types of activity which could lead to a suspension.

- Disregard or disrespect for the instructions of teachers or administrators.
- Disruption and/or interference with the normal and orderly conduct of school and school-sponsored activities.
- Use of profanity, vulgar language, or obscene materials.
- Engaging in insults, verbal abuses such as name calling, ethnic or racial slurs or using derogatory statements to other students, school personnel or other individuals.
- Bullying behavior that is intended to harass, intimidate, ridicule, humiliate or instill fear in another individual.
- Weapons are not allowed on school property or at school sponsored events.
- Threats against students, adults, or school staff will not be tolerated.
- The use of tobacco, controlled substances, or alcohol on school property or at a school sponsored event is prohibited.
- Habitual truancy
- The Safe School Act 2004 requires principals to report to the police crimes committed by students on school campuses or while under school supervision.

Procedure for Suspension or Expulsion

1. Student/Parental Notification:
 - a. By Telephone or E-mail: Each grade level Principal shall make a good faith effort to notify the parent by telephone or E-mail of the student's misconduct and the proposed disciplinary action.
 - b. By Written Notice: Regardless of whether there has been communication with the student's parent by telephone, the Principal shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent describing the disciplinary action imposed and the reason for the action taken.
2. Initial Conference: An initial conference (in person or by tele- conference) shall be conducted by the Principal.
 - a. Charges and Evidence: The Head of

School/Deputy Head of School shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to imposing disciplinary action.

- b. Parental Assistance: The Head of School/Deputy Head of School shall make a good faith effort to employ parental assistance or other alternative measures prior to suspension. The Head of School/Deputy Head of School may suspend the student immediately. The Head of School/Deputy Head of School will take into consideration the seriousness of the breach of conduct; whether the conduct is disruptive enough to require immediate suspension and/or if an emergency situation exists.
3. Appeal or Challenge: The student and or parent(s)/guardian(s) may request a formal hearing before the board if they are still unsatisfied with the decision of the Head of School/Deputy Head of School or designee. This formal hearing will follow the same pattern as those required for expulsions. This hearing should take place within thirty (30) days unless the student and/or parent(s)/guardian(s) request more time.

Expulsions and Withdrawal

The SCVCS administration may withdraw or expel a student:

- who is habitually truant. Any student who is suspended on more than one occasion in a six (6) month period for inadequate attendance, whose "attendance" at school violates the attendance regulations of the school, or whose attendance is of a sporadic and inadequate nature without justification or extraordinary circumstances may be determined by the administration to be an habitual truant and may be withdrawn after notice.
- who is incorrigible.
- who is in violation of the Code of Student Conduct, or any conduct which in the judgment of the board is considered to be continuously disruptive of school discipline, or of the instructional effectiveness of the school.
- whose presence in a public school is detrimental to the health and safety of other pupils.
- who has been expelled from another school district in this state or any other state.

SCHOOL PROPERTY

Books and Curricular Supplies

SCVCS provides online materials, online books and other online curricular supplies. In addition, grade level specific novels will be mailed to K-8 students. Learning Coaches are responsible for securing items from the grade level school supply list.

Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use but any distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using SCVCS computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

Objectionable Materials Policy

If a parent finds certain lessons, books or materials to be objectionable, he or she should contact his/her SCVCS teacher. The teacher will work with the parent to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met.

Computer Equipment/Internet Usage

All SCVCS students and parents/legal guardians are required to abide by the computer equipment/internet usage policy. You are required to sign and return the parent/student contract (Appendix C) acknowledging that you have read and understand the computer equipment/internet usage policy.

SCVCS will be using products compatible with Chromebooks* this year, which means our requirements are easy. Students can use just about any Windows platform that is on the market this year. Parents should focus on getting the best computer they feel comfortable with regarding price and service, and not focus too much on the specs.

**Note: certain high school computer courses are not compatible with Chromebooks, please ask your counselor when scheduling courses.*

Digital Resource Accessibility for Students and Families with Disabilities: SCVCS works to ensure that anyone, regardless of disability or assistive technology, can access and utilize the school's digital resources by ensuring and regularly checking that they conform to WCAG 2.1 guidelines.

If you have any problems accessing class assignments, tests, or educational materials, please contact your assigning teacher. If the teacher is unable to assist the student/parent, the teacher will notify the Coordinator of Special Services or the 504 Coordinator at the school, who in turn, will work with the Director of Technology to identify the digital barrier and seek alternatives.

Terms for School Issued Computer Equipment

School issued computer equipment must be used for SCVCS related matters only. Internet access, E-mail, and all information and software contained on SCVCS computer equipment are the property of SCVCS and can be viewed and checked at any time by SCVCS. The following is prohibited:

- Any use that violates federal, state, or local law or regulation.
- Knowingly or recklessly interfering with the normal operation of computers, peripherals, or networks.
- The use of SCVCS Internet-related systems to access, transmit, store, display, or request inappropriate materials.
- Accessing or creating written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, age, religion, national origin, sex or disability.
- Downloading, transmitting, or posting material that is intended for personal gain or profit.
- The use of SCVCS instructional computing resources to sell or purchase any illegal items or substances.
- Uploading or posting any software on SCVCS instructional computing resources that are not specifically required and approved for course assignments.
- Posting any MP3 files, compressed video, or other non-instructional files to any SCVCS server.
- Illegally posting, distributing, uploading or downloading copyrighted work (whether music, video, words, images, drawings, pictures, software or otherwise), or providing any information to circumvent copyright protection devices or software
- Any use that is reasonably deemed to adversely affect SCVCS.
- Failure to return SCVCS property may jeopardize future access to services.

Monitoring

SCVCS reserves the right to review any material transmitted using SCVCS instructional computing resources or posted to an SCVCS instructional computing resource to determine the appropriateness

of such material. SCVCS may review this material at any time, with or without notice. E-mail transmitted via SCVCS instructional computing resources is not private and may be monitored.

Computer Distribution

Families may be eligible to receive a loaner computer device. A computer request form must be submitted by the parent/legal guardian. A limited number of devices are available each year and are distributed on a first come, first served basis. If approved for a loaner device, a \$25 processing fee per computer is due prior to shipment. Deadline to submit a computer request is August 25, 2023. (Appendix D) Multiple devices may be provided to qualifying families, based on the number of students enrolled.

Internet Service Provider (ISP) Distribution

The South Carolina Department of Education (SCDE) receives data for students whose families are identified for the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Medicaid, Foster, Migrant and Homeless/Runaway and populates that student level

data in PowerSchool as a “pupil in poverty” (PIP). Students with a PIP indicator may qualify for an Internet service provider (ISP) stipend at the end of the year. There is no action required by the student or the school to make the determinations.

At the completion of the school year, SCVCS households with at least one student who completed the school year with a PIP indicator as identified by the SCDE are eligible for the stipend of \$10 for each month enrolled, provided the student is enrolled by February 1, up to a maximum stipend of \$100 per household, per address, regardless of the number of qualifying students at that address. Checks are mailed at the end of June each year, so it is important to keep your address updated with SCVCS. **ISP stipend checks may not be provided to families who fail to comply with the attendance, progress, and teacher communication policies.**

SCVCS is unable to add, change or delete the PIP indicator. Eligibility is determined at the state level, not at the school or district.

PROGRAM BASICS AT A GLANCE

1. SCVCS is a South Carolina Public School where courses are completed from our students' homes. Our students are **not** home-school students.
2. Schoology is the platform where the courses are located and where parents and students can also locate due dates, read class announcements, find live class session links, and check grades.
3. Parents are responsible for creating an account for the PowerSchool Parent Portal and must access this portal to check grades, complete forms, and re-register students for the upcoming year.
4. Parents are responsible for checking school e-mail and Pulse messages regularly.
5. SCVCS course work is approved by the South Carolina State Department of Education and authorized by the Charter Institute at Erskine. Credits will transfer to other public schools.
6. SCVCS graduates receive a South Carolina High School Diploma and are encouraged to participate in SCVCS graduation ceremonies.
7. Our program offers a full range of courses and electives, including Advanced Placement (AP) classes and dual credit courses that students can take at SCVCS to earn both high school and college credit.
8. Students should work at least one hour per day, per course (five days a week) for traditional courses and 2 hours per day, per course (five days a week) for blocked courses. The minimum amount of time spent daily is six hours, however many successful students work 8+ hours each day on their schoolwork.
9. Students in grades K-5 should work at least six (6) hours per day.
10. Most of the time spent in middle and high school is online, so students need to be able to work at the computer for long, uninterrupted periods of time each day. Constant, reliable internet access is a necessity. Students should have a back-up plan in case of internet outage. **Internet and computer outages are not excused absences.**
11. Subject material is delivered in various formats such as online courses, online textbooks, or printable materials.
12. South Carolina Certified, highly qualified subject-specific teachers lead each class.
13. Students must follow deadlines established by their teachers in each course. Students have daily assignments in each class that are either computer scored or teacher scored. If a student misses a deadline, late penalties are imposed.
14. Each teacher follows SCVCS policies.
15. Teachers hold office/tutoring hours and live class sessions.
16. Students are expected to attend and participate in daily live class sessions. **Attendance will be monitored daily.** If students fail to attend live class sessions, they forfeit any opportunity to obtain in-class incentives.
17. Parents are encouraged to contact teachers and counselors (E-mail, phone call, Pulse message, or request a face-to-face Zoom meeting). Staff will reply to messages within 24-48 hours.
18. All grades are final.
19. High school and middle school classes are time-bound by semester. When the semester ends, courses are closed out and students will no longer have access.
20. If a student desires information on graduating early he/she should contact their student's school counselor/advisor.
21. Missing live class sessions may result in notification from the teacher or student's school counselor/advisor.
22. SCVCS will track student time spent online. Attendance discrepancies will be addressed and may result in referrals for truancy or withdrawal from SCVCS.
23. Students must attend all mandated state and school testing. Non-attendance results in non-compliance and student will be withdrawn from SCVCS.
24. Vacations: We highly discourage families to take vacations during the school year when students will miss school. Families are required to consult the school calendar and travel during scheduled breaks. (SCVCS Spring Break is a set week). If a student falls behind, it is very difficult to catch up! Any changes in breaks should be requested two weeks in advance. All requests should be forwarded to the student's school counselor/advisor for administrative approval.
25. A middle school student may begin taking high school classes while still in middle school with school counselor/principal permission. These students can only begin high school courses at the beginning of the school year.

TYPICAL DAY AT SCHOOL

A typical school day with online learning is a very busy one and you should prepare to spend several hours per day on the computer, depending on your grade level. First, begin each day by checking e-mail for important messages from teachers, counselors, and advisors. Check Schoology for your daily live class schedule and plan to attend each live class, being prepared to take notes, ask questions, and participate. Locate the assignments that are due for that day and complete them. Contact your teacher and attend help sessions should you need assistance. As the day continues, you should check e-mail frequently and stay focused on completing your schoolwork. The following list provides helpful hints on how to be successful with online learning.

Ten Tips to Success with Online Learning

1. **Set up an Effective Learning Environment** - Establish a quiet and organized place to do your schoolwork, free from distractions and equipped with good lighting and a comfortable chair. Textbooks, pencils, paper, etc. should be easily accessible in your work area.
2. **Get and Stay Organized** - Prepare a desk calendar to highlight dates for major tests, live class sessions, projects, and other important dates. In addition, list teachers' office hours for reference when help is needed.
3. **Ask for Help** - Online learning requires a high level of effort, commitment, and discipline. You have a built-in support system that includes your parents, teachers, advisor, and your school counselor. Depending on the question you may have, contact the appropriate person as soon as possible. Students should take advantage of teachers' help sessions for assistance in a particular class and attend any review sessions that may be offered.
4. **Manage Your Time** – Prepare to spend at least one hour for each class you are enrolled in. If you are taking block courses, you should be spending at least two hours per course. Check each course for important daily and weekly announcements to identify what assignments are due and when.
5. **Use Smart Study Skills** - Take notes or use student guides while you are working through lessons—it's a great way to help commit the material to memory. Complete the entire assignment and get all questions answered before taking the quiz or test.
6. **Take a Break!** If you find that you are not being productive, it's probably time for a short break. Get up and stretch. Read a book for 15 minutes. Go outside for a jog. Whatever it is, give yourself permission to take a short break then come back fresh and ready to work.
7. **Have a Plan B** – More than likely, you will experience technical difficulties at some point. Losing your internet connection or getting a computer virus can be very frustrating. Prepare for contingencies now—ask friends or relatives if you can use their computer in case of an emergency, find a library with computers, or if you have access to a laptop, find a bookstore or coffee shop in your area that has internet access. **Remember, loss of internet services is not an excused absence.**
8. **Attend and Participate in Online Live Class Sessions** - It is mandatory to attend and participate in live class sessions regularly. The sessions provide an opportunity to ask questions and go over lessons or concepts that you might be struggling with. Be prepared with paper, pencil, etc., to take notes. Since attendance is taken, it is necessary to attend daily.
9. **Connect with Other Students** - There are plenty of ways for you to connect with your local and school community. Join a club and/or attend field trips and social/academic outings or get involved with a local youth organization.
10. **Work in Every Course Every School Day** - Strive to complete all work on the days that your teacher has assigned. With online learning, it's difficult to catch up if you fall behind—and that can lead to failing a course. It is very important to work at least five days a week in every course. If you know you will be out a day, you should ask your teacher if you may work on the assignment early. If you are absent, you may make up the work over the weekend without penalty. However, these situations should not be a regular occurrence.

Live Class Sessions

Students will be able to access a teacher's live class session from their Schoology page. Students are responsible for following proper internet etiquette and the SCVCS on-line rules and code of conduct.

- Students must login to live class sessions through Schoology.
- A webcam and microphone/headset are required.
- Attempting to log in as someone other than yourself is an act of fraud and disciplinary action will be taken.
- Students will use the microphone/headset and classroom tools in an appropriate manner -- i.e., taking turns and only using the live class sessions tools for class-related and requested activities.
- If profanity or any other inappropriate behavior is observed in live class sessions the student will be removed from the session and counted absent. The teacher will contact the parent, and SCVCS administration will take disciplinary action.

*Please note that SCVCS has the capability of identifying the computer from which misbehavior has occurred.

Network Etiquette

As an SCVCS student, learning coach, or parent, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other's privacy. Don't broadcast online discussions, and never reveal other student's email address or phone number.

Online Rules and Code of Conduct

The following Rules and Code of Conduct have been created to provide a safe and enjoyable learning environment for students, learning coaches, and parents.

- Follow all of the Network Etiquette rules
- Follow Computer Equipment/ Internet Usage Rules
- Practice Academic Integrity
- Do not publicly post your personal contact information (address and phone number) or anyone else's during a live class session
- Do not publicly post any messages that were sent to you privately
- Use only your own username and password, and **do not share these with anyone**
- Do not impersonate another person
- Do not post material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content. This also includes the profile picture that is selected by the student/parent for the Schoology system.
- Do not promote the use, possession, manufacture, or distribution of tobacco, drugs or alcohol
- Threats against students, adults, or school staff will not be tolerated.
- Solicitation of any kind is prohibited.
- SCVCS does not allow nor encourage students to setup outside chat rooms, discussion boards, or other means of non-monitored communication among students. Students who participate in these chat rooms are doing so at their own risk. Parents should monitor their students' activity in these programs. SCVCS Administration is not able to monitor these types of student to student interactions.

FAILURE TO COMPLY WITH THESE STANDARDS MAY RESULT IN TEMPORARY OR PERMANENT REMOVAL OF USER ACCESS. Following state and federal laws, the administration reserves the right to discipline a student through a behavior plan, suspension, and/or expulsion and to report illegal activities to appropriate law enforcement.

Frequently Asked Questions

Answers to common questions are provided in Appendix E.

Technical Support Troubleshooting

This guide provides information on troubleshooting typical problems and information on who to contact for various issues you may encounter. (Appendix F)

Why SCVCS is the Best Choice

- SCVCS is the top performing virtual school in South Carolina.
- SCVCS is nationally accredited by Cognia, considered a gold standard of academic excellence, which is committed to and is successful in providing quality instruction, enhancing student achievement, recognizing student achievement and encouraging professional growth.
- SCVCS is one of two virtual schools in SC granted NCAA status, whereby high school student athletes' coursework is accepted by higher education institutions allowing student eligibility to participate in college sports.
- Through the SCVCS e-Collegiate Academy, high school students are provided an opportunity to earn college credits that may lead to completing an Associate Degree.
- SCVCS 2022 seniors were offered \$5.6 million in scholarship dollars.
- The number of SCVCS graduating seniors was 370*
(*Summer school graduates (21) are included in this count.)
- SCVCS students may attain membership in national academic organizations such as National Honor Society (middle and high), MU Alpha Theta Mathematics Honor Society, Sociedad Honoraria Hispanica, Health Occupations Students of America (HOSA), and Tri M Music Honor Society. Others offered: Culinary Arts, Book Club, Writers Round Table. High School students are recognized in a monthly newsletter. Club meetings, field trips, general announcements and more are published in the SCVCS high school blog.
- SCVCS offers summer school for students in grades seven through twelve for credit recovery and/or earning new credits.
- SCVCS high school students are provided the opportunity to complete their high school diploma requirements in January, June, and July.
- SCVCS teachers are fully South Carolina certified. Seventeen teachers are nationally board certified with 83% holding a master's degree. 2022SY
- Online classes are offered daily in real time; however, classes are recorded for students to use as a study aid or review and for absent students.



www.scvcs.org

<https://www.facebook.com/scvcsschool>

<http://instagram.com/scvirtualcharterschool>

INSTRUCTIONAL SERVICES

Academic Integrity

South Carolina Virtual Charter School seeks to establish and maintain academic integrity. SCVCS has identified the following as unacceptable practices, including, but not limited to:

1. Cheating

- Copying another student's work
- Allowing your own work to be copied
- Using unauthorized aids (book, Internet, tutor, parent, calculator) on an assignment, essay, quiz, or test
- Having someone else complete an assignment, essay, quiz, or test for you and submitting it as your own
- Rescheduling a test on a false excuse
- Falsely reporting completion of reading assignments
- Submitting the same work for more than one course or assignment without prior written approval from the instructor(s)

2. Plagiarizing

- Presenting the words or ideas of another person as your own including inadequate documentation of sources (electronic, Internet, or print)
- Excessive dependence on the language of sources even when documented
- Relying on similar order of sentences while altering a few words or word order
- Turning in someone else's work as your own
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

3. Fabricating Data

- Falsifying or manipulating data to achieve desired result
- Reporting results for experiments not done
- Falsifying citations in research reports
- Destroying, tampering, or altering another student's work to impede academic progress

4. Violating Copyright Laws

- Using copyrighted material without appropriate citation
- Copying software or media files (such as music, movies, etc.) without permission

5. Abusing Live Class Sessions Code of Conduct

- Logging in for another student who is not present
- Leaving a live class session without logging off

All students who violate the principles of academic integrity will be reported to the appropriate administrative

authorities. Upon the first violation, students will receive a 0 on the assignment. Violations also may lead to further disciplinary action.

Courses Taken in Middle School for High School Credit

Carnegie units of credit may be transferred from middle school to high school to be included on the high school transcript.

School Counselors and Advisors

School counselors and advisors will assist students in becoming acclimated to the online school environment from the very beginning at orientation sessions. Once course selections are made, the advisor/school counselor will monitor progress and attendance, making any necessary adjustments along the way. Your advisor/school counselor is available by phone or email for individual questions or concerns.

K-5 School Counseling/Guidance Department

The SCVCS elementary school program has two certified school counselors to provide students with the knowledge of personal, academic, and career development to promote social-emotional health, academic success, and to assist with acquiring and using life skills. Services offered are delivered through character development programs, monthly grade level guidance lessons, and individual and small group counseling.

Staff Directory

Please see visit our website(www.scvcs.org) for a list of administrators, teachers, advisors, school counselors, and office staff.

Literacy Assessment Portfolio – Grades K-5

SCVCS will develop and implement a Literacy Assessment Portfolio (LAP) for all SCVCS K-5 students. The Literacy Assessment Portfolio will be developed by the SCVCS teacher and the parent, along with input from the student, and will include a written report detailing supplemental or remedial instruction, or both, in the necessary academic areas. This plan could include working on test-taking strategies, participating in live class sessions test preparation sessions, or using websites, reading logs, and journal writing. Failure to implement LAP progress may result in retention at grade level. Students earning below standard on SCPASS/SCREADY, or scoring in the at-risk level, or any other standardized assessments, are required to participate in additional teacher-led live class sessions in the subjects that apply.

Individual Graduation Plan (IGP) – Grades 8-12

All grade 8-12 students in South Carolina public schools are required to complete an IGP (Individual Graduation Plan) conference. The purpose of the IGP conference is to make sure that students are taking the required courses to progress toward high school graduation, post-secondary school and career goals. This is part of the EEDA law in South Carolina. Parents/guardians and students are required to attend the meeting.

Your school counselor will work with you to create an Individualized Graduation Plan, explore career options, and assist in making post-graduation educational plans. Your school counselor is available by phone or e-mail for personal questions or concerns. These conferences will take place starting in late September and will continue throughout the year.

Report Cards

In grades 3-12, students will be issued a report card at the conclusion of each nine weeks. Grades K-2 report cards are standards based.

SCVCS uses the South Carolina mandated Uniform Grading Scale effective for all students on report cards:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

How do I Find My Grades?

The quickest way to see how you are doing is by looking at your grades in your course gradebook online. Grades are determined by a number of factors, including computer-scored online assessments, teacher-scored assessments, and discussion boards. Online multiple-choice tests and quizzes are computer graded and automatically entered into your gradebook. Written assignments like short-answers on tests, papers, and reports are teacher-scored and will be graded within 4 school days of the assignment submission. Participation in threaded discussions and timely submission of your work also have an effect on your grade.

Originality Checker (Grades 6-12)

SCVCS uses an originality checker to detect plagiarism and prevent students from copy and paste procedures. Once students submit an assignment requiring written responses, the document is automatically checked for originality. Students should be aware of the school plagiarism policy and strive only for originality.

Respondus Lockdown Browser (Grades 6-12)

To help ensure academic integrity, SCVCS has instituted Respondus Lockdown Browser, which locks the browser from going to other webpages during an exam.

- Assessments are displayed full-screen and cannot be minimized
- Assessments cannot be exited until submitted by users for grading
- Task switching or access to other applications is prevented
- Printing functions are disabled
- Print Screen and capturing functions are disabled
- Copying and pasting anything to and from an assessment is prohibited
- Right-click menu options are disabled
- Browser menu and toolbar options are disabled
- Function keys are disabled
- Source code for the HTML page cannot be viewed
- Screen capture, messaging, screen-sharing, virtual machine, and network monitoring applications are blocked from running

Respondus Lockdown Browser also prohibits students from unauthorized access and sharing of information on their computer when reviewing the results of their exam in the Gradebook. You also will need Respondus Lockdown Browser to access the exam when reviewing your results in the gradebook.

Late Work Policy

SCVCS wants all of our students to be successful. It is very important that our students follow the course pacing provided by their teachers.

- **Due date:** Assignments are due on the day listed on the course assignment sheet found on the course homepage, usually in the Class News area of the course or provided by your teacher (K-5 Weekly Calendar).
- **Grace period:** Students have until Sunday at midnight to complete an assignment for full credit, however, students should strive to complete all assignments on the actual due date. The grace period should only be used to make up work missed due to instances such as a doctor's appointments, auditions, or sporting competitions. A zero will be entered as placeholder for assignments not completed by the Sunday deadline. This zero will be replaced once the assignment is completed. Students with extended time accommodations will not have a zero entered until after the extended time period concludes.
- **Late penalty:** If you do not make up the work by Sunday at midnight, you will have until the following Sunday to make up the work for 80% credit. Work not completed by the second Sunday will not be accepted and will remain a zero in the gradebook.

Summer School

Grades 6-8: SCVCS offers summer school in ELA and math for students in grades 6-8 for promotion to the next grade. To be eligible for summer school, students can only fail one academic subject during the regular school year. If it is reading or math, summer school is required for promotion consideration. Students failing both reading and math are not eligible for summer school and will not be eligible for promotion.

Grades 9-12: SCVCS offers a high school summer academic program to our presently enrolled students in grades 9 -12. Summer courses may include English I-IV, Algebra I-II, Geometry, Probability & Statistics, Developmental/Continuing Algebra, US History, Econ & Gov, and various electives approved by the SC Department of Education and taught by fully certified/highly qualified South Carolina teachers; therefore, credits earned are transferrable. Courses are available for initial credit (first attempt or re-take) and credit recovery (previously taken the course and scored a minimum of 51%).

Summer school programs are self-supporting initiatives which require a non-refundable course fee. There is a one course limit (ELA or Math) in middle school and two credit limit in high school. All fees must be paid prior to the first day of class. All summer school courses taken at other institutions must receive SCVCS approval prior to completing the course.

Academic Assistance (Grades K-8)

Students earning below standard on state standardized testing or scoring in the at-risk level on required school assessments, or any other standardized assessments, are **required** to participate in additional teacher-led live class sessions in the subjects that apply. Classes will be available in their daily schedule.

Related Arts/Supplemental Activities (Grades K-8)

Physical Education

Students are required to participate in Physical Education while enrolled in SCVCS. Examples might include soccer practice, dance lessons, or a family bike ride (all count for student attendance).

Related Arts/Supplemental Activity/Program	Grade Level
Physical Education	K-8
Art	K-8
Spanish	K-5
STAR/Freckle/Lalilo	K-8
Progress Learning	3-8
Study Island	3-8
Career Exploration (18 weeks)	6-8

Exploratory Offerings – Grades 6-8

PE/Health 6, 7, 8 – Students will perform 90 minutes of physical activity each week as well as learn health topics such as nutrition, physical fitness, first aid, and more. This course is required for all students. There is no live class session for this course.

Career Exploration 6, 7, 8 – Students will explore careers and the world of work. Each grade experiences a different curriculum. This course is required for all students.

Beginning & Intermediate Spanish These courses are designed to expose students to Spanish. Students will earn a grade for this course but will not earn high school credit. Students must have taken Beginning Spanish at SCVCS in the previous school year to be eligible for Intermediate Spanish. There is no live class session for this course.

Art 1 and Art 2- This course will allow students to learn about the history of art, explore famous artists, and complete artwork projects. These projects will use common items that most students will have at home. Students must have taken Art 1 at SCVCS in the previous school year to be eligible for Art 2. There is no live class session for this course.

Fundamentals of Computing (7th or 8th Grade only) - This course meets the High School graduation requirement for Computer Science. It will earn students 1 high school credit. As with all high school classes, the pace will be faster and the content more challenging. It is recommended that students have taken some sort of computing class prior to this course, but that is not required. Students will learn how to write code for programming and for web design. This course will have a live class session twice per week. There are two semester courses (Fundamentals 1 and Fundamentals 2) that will each earn ½ credit. The course will last the full year. Students will be required to create an account at CodeHS (Free).

Keyboarding and Google Basics (All Grades) - This course will provide students with two helpful technology tools - the ability to type and the ability to use Google's Productivity Tools. Students will participate in weekly typing lessons to help build their skill, speed, and accuracy. Students also will learn how to use Google Drive, Docs, Sheets, Calendar, Maps, and more. There will be a live class that meets twice per week.

Computer Science Discoveries – This course will introduce students to key concepts in computer science and programming. Using block programming, students will create their own computer games, animations, and videos.

Student Assessments

SCVCS students are **required to participate** in the following tests and programs. **Failure to do so may result in courses being locked and/or withdrawal from SCVCS.** SCVCS may be required to participate in any field test as required by SC Department of Education.

- **KRA (K-5):** Kindergarten students will be administered the Kindergarten Readiness Assessment (KRA) within the first 45 days of enrollment. This assessment will be administered in a face-to-face setting. Testing sites/dates/times will be announced.
- **DRA (K-3):** All students in grades K-3 will be administered the Developmental Reading Assessment (DRA) three times a year.
- **Study Island (3-8):** Course work in Study Island is required for all 3-8 students, and the topics assigned by teachers are factored into student grades. Please refer to the “Grade Calculations” section of the handbook to see how this factors into student grades.
- **STAR (K-8):** All students in grades K-8 will be administered the STAR online assessment to blend and integrate learning programs in ELA and Math. Students will be monitored on camera during testing.
- **SC Palmetto Assessment of State Standards (SCPASS) (4 & 6):** Students in grades 4 and 6 are required to take standardized tests in the core course of Science every spring. SCVCS will administer the tests in face-to-face settings in convenient locations in South Carolina. **Failure to participate in SCPASS testing will result in withdrawal from SCVCS.**
- **SC READY (3-8):** Students in grades 3-8 are required to take standardized tests in the core courses of math and English/Language Arts (ELA) every spring. SCVCS will administer these tests in face-to-face settings in convenient locations in South Carolina. **Failure to participate in SC READY testing will result in withdrawal from SCVCS.**
- **CoGat/Iowa (Grade 2):** Students in the 2nd grade take the gifted and talented identifying examinations sometime in late October or early November. This assessment will be administered in a face-to-face setting.
- **End-of-Course Examination Program (EOCEP):** Students in grades 8-12 who are enrolled in high school courses are required to take End-of-Course examinations (Algebra 1/Intermediate Algebra, English II, US History and Constitution, and Biology 1). These tests count 20% of the final grade for the course and are administered in face-to-face settings around the state following completion of the course.

- **Career Readiness:** Students in their third year of high school, regardless of grade classification, will take Career Readiness assessment. Students in their fourth year of high school who have not previously taken or met career readiness requirements also will be required to test.

Live Class Session Attendance and Custom Assessments (Grades K-5)

Live classes are provided in each of the core subjects four days per week and students are required to attend and participate. Live class session attendance will be documented. All classes will be recorded in the event there is a schedule conflict, doctor’s appointment, or just for review as needed.

In addition to live class sessions, students will be required to complete an assessment or assignment through Schoology. All assignments will be based on the content covered during the live sessions. If students fail to attend live class sessions, they forfeit any opportunity to obtain in-class incentives. **Attendance in the live classes or recorded lessons will enable students to achieve success on the assignments.**

Failure to consistently complete calendar assignments will result in student being classified as noncompliant and could result in withdrawal from SCVCS.

Parent-Teacher Communication

SCVCS teachers are responsible for monitoring and validating student attendance, curricular progress and educational growth. **The teacher is the FIRST POINT of contact for all issues regarding course content. The advisor/school counselor is the first point of contact for non-classroom concerns.**

Email via an SCVCS Gmail account or Pulse messaging are the primary methods of communication between the SCVCS teachers, guardians, and students. It is essential that Learning Coaches check their e-mail and Pulse messages at least twice a day. It should be checked each morning and before logging off for the day by both the learning coach and student. When communicating through email, Learning Coaches should communicate with SCVCS staff using the school issued email account and not a personal email account. Please include the student’s name and grade level in all email communications. Parents should promptly (within 24 hours) reply to e-mails or voicemails received from SCVCS.

Students and learning coaches have **separate** logins and passwords. Students should not have access to the LC log-in and are required to use their own log-in and password. **Students who do not log into Schoology with their student account daily will be marked as absent.**

All communications between SCVCS administration, SCVCS teachers, the parents/learning coach, students, and other parties directly related to SCVCS must be conducted with appropriate professionalism. Demeaning or profane language, derogatory remarks/innuendos are not acceptable (including posts on social media). Teachers are required to respond to parent or student's emails or phone messages within **24-48 business hours**. By the same respect, SCVCS asks that parents and students respond to teacher Emails or phone messages within **24-48 hours**. (Ex: If you call or email on Tuesday, it will be answered by Thursday.)

Parent/teacher and student/teacher relationships are professional in manner. Teachers should be addressed as Mr./Mrs./Miss/Dr. by both the parent and the student. Teachers will address parents as Mr./Mrs./Miss/Dr.

Parent-Teacher Conferences

Parents of students in grades K-12 are **required** to participate in any scheduled conferences. Conferences may be held on the phone, online using webcams, or face-to-face. The conference will be held at a mutually agreeable time. SCVCS teachers will conference with the parents and students. Parents are asked to keep all scheduled conferences or provide a 24 hour notice if a cancellation is necessary and reschedule a new appointment (at the time of cancellation). Note that teachers are available between the hours of 8 a.m. – 4 p.m. Monday through Friday. Any conference scheduled outside of this time is at the discretion of the teacher.

Elementary School Academic Information (K-5)

Elementary School Daily Schedule Monday - Thursday	
Hours	Class/Program
8:00-8:30	Grade Specific Guidance/Small Group Academic Guidance/ Individual Guidance Sessions (Students will be assigned as needed)
8:30-8:50	Homeroom—Morning Meeting
8:50-9:20	English Language Arts (ELA) Class 1 (All Students)
9:20-9:30	Class Change/Break
9:30-10:00	ELA Group 2A* (*students will be assigned a group to attend)
10:05-10:35	ELA Group 2B*
10:35-10:45	Class Change/Break
10:45-11:15	Science/Social Studies Class
11:15-11:45	Lunch
11:45-12:15	Math Class 1 (All Students)
12:15-12:25	Class Change/Break
12:25-12:55	Math Group 2A* (students will be assigned a group to attend)
1:00-1:30	Math Group 2B
1:30-2:00	Extra Small Group (Students will be assigned as needed)

Pacing - Weekly Calendars (K-5)

The teacher and learning coach must work together to determine the appropriate pace for the student. In K-5,

students are required to follow the weekly calendar. Calendars are sent by the teacher via email and posted on the teacher's website and provides students with the exact lessons that should be completed each school day. This helps to ensure that material is presented in a manner that provides for long-term retention and long-term mastery of the standards. In grades 3-5, all assignments are subject to grades. **Advanced progress will NOT be accepted without prior written (in email or IEP, when appropriate) consent from the teacher.**

No more than two lessons per course should be completed daily. Work completed outside of the school calendar (i.e. – vacation), unmonitored by certified SCVCS staff, and without the approval of the administration, will not be counted. Any special requests must be made through the teacher and approved by the administration.

Unmastered Lessons: Remediation

In the event a student fails a lesson or unit assessment, the student may be required to attend tutoring or additional focus group class sessions to receive remediation and additional help before retaking the assessment. These sessions are vital to the student's growth, and attendance is expected.

Grade Calculations

Grades K-2: All graded assignments will be weighted equally. This includes lesson and unit assessments, Study Island, teacher assessments in conferences, custom assessments, and any other assignments from supplemental programs on the weekly calendar. Social Studies and Science lessons are assigned twice a week. If a Social Studies or Science assignment is not completed during a given week, the overall grade will be significantly impacted.

While students in grades K-2 will not be given numeric grades on their report cards, data and grades collected from assignments will be used to help determine student mastery.

Grades 3-5:

All graded assignments will be weighted equally. This includes lesson and unit assessments, Study Island, teacher assessments in conferences, custom assessments, and any other assignments from supplemental programs on the weekly calendar.

Promotion and Retention

South Carolina Virtual Charter School creates instructional experiences designed to provide maximum opportunity for students as they progress through each grade.

At the end of each school year, a student is promoted to the next grade if that student's educational growth is satisfactory for his/ her level of ability. The primary considerations for promotion/ retention are the student's

mastery of state and district academic standards; academic aptitude; physical, social and emotional development; and SC READY, SCPASS and/or norm-referenced test results.

If a student fails to make adequate progress, the student may benefit from staying in the same grade level for another year. When dealing with promotion or retention, the school adheres to the S.C. Accountability Act of 1998.

K-2 Promotion & Retention Policy

Students who do not meet grade level expectations in **Math and ELA** will not be recommended for promotion.

3-5 Promotion & Retention Policy

Students must pass **three of the four** core courses (**Math, English Language Arts/Literature, Science or Social Studies**) to be promoted to the next grade level.

Third Grade Retention

Act 284 (Read to Succeed) requires that, beginning with the 2017-2018 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment that equates to Not Met I on the SC READY assessment.

Middle School Academic Information (6-8)

Middle School Daily Schedule Monday - Thursday	
Hours	Class/Program
8:00 – 8:30	Independent Learning Time/Resource/Electives
8:35 – 9:25	Core Class 1
9:30 – 10:00	Independent Learning Time/Resource/Electives
10:05 – 10:55	Core Class 2
11:00 – 11:30	Independent Learning Time/Resource/Electives
11:35 – 12:25	Core Class 3
12:30 – 1:00	Lunch
1:05 – 1:55	Core Class 4
2:00 – 2:30	Independent Learning Time/Resource/Electives
FRIDAY 8:30-2:30	Class assignment work time as needed (through midnight Sunday), Meetings, Social Outings, Club Meetings, Offline Activities, Help Sessions

6-8 Promotion & Retention Policy

Students must pass three of the four core courses (Math, English Language Arts/Literature, Science & Social Studies) to be promoted to the next grade level. Students who have not successfully completed **Math and ELA** will not be recommended for grade promotion

and will repeat their grade level the next fall.

Grade Calculations

All assignments (classwork, lesson assessments, teacher created assessments) are weighted based on point values as shown in the grade book. Unit assessments, ELA compositions, and other projects will hold higher point values.

Quiz Retake Policy

Middle school students will be provided the opportunity to retake daily class quizzes up to three times in order to improve the grade. However, in order for a second or third attempt to be granted, a student must participate in a mandatory re-teaching/help session provided by the classroom teacher. The student must attend the session and complete the attempt within the period of time that the assignment is open, before it has closed for submissions.

For 8th Grade Students Enrolled in High School Courses

- To be eligible to enroll in a high school course (English I Honors, Algebra I Honors, or Physical Science Honors), students must meet the following criteria: (a) score “Exceeds” on state assessment, and (b) and have teacher recommendation.
- Eighth graders enrolled in high school courses who are not meeting 55% mastery at the conclusion of the first quarter will automatically be withdrawn from the high school course and placed in the 8th grade level course.

High School Academic Information

High School Daily Schedule Monday - Thursday	
Hours	Class/Program
8:30-10:00	1st Block
10:00-11:30	2nd Block
11:30-1:00	3rd Block
1:00-2:30	4th Block
3:30-5:00	Art
FRIDAY 8:30-2:30	Class assignment work time as needed (through midnight Sunday), Team Meetings, Credit Recovery Classes, Academic Enrichment, Offline Activities, Town Hall Meetings, Help Sessions

How Do High School Credits Work?

- Students earn credit in a class if they pass the semester with 60% or higher.
- If a student does not pass a required course, he/she will have to repeat the course (or credit recovery if eligible).
- Freshmen must earn at least four credits (including one math and one English) in order to be promoted

to sophomore status.

Dual Credit

Dual Credit is an opportunity offered by SCVCS to give high school students (juniors and seniors) the opportunity to take college-level courses at their local technical college or four-year college. Please contact your school counselor/advisor for more information.

e-Collegiate Academy

Through the SCVCS e-Collegiate Academy, high school students are provided an opportunity to earn college credits that may lead to completing an Associate Degree.

Advanced Placement Courses

SCVCS offers several Advanced Placement (AP) courses through VirtualSC. These courses have the potential for college-level credit depending upon successful completion of the course and a minimum score on the AP exam. Colleges determine whether the student receives credit for the AP course. AP exams are typically given in May and must be taken in a monitored face-to-face environment. All AP testing is done at our office in West Columbia and will follow the College Board's schedule for AP exams. The school counselor/advisor will work with the student on placement in AP courses.

SC Graduation Requirements

To be eligible to receive a South Carolina High School Diploma, students must earn twenty-four Carnegie units and demonstrate computer literacy. Based on South Carolina Code of Regulations, 43-234(l) (A), requirements to receive a SC high School diploma for students in grades 9-12 are as follows:

Required Courses for High School Diploma

English	4 units
Mathematics	4 units
Science	3 units
US History	1 unit
Economics	½ unit
U.S. Government	½ unit
Other Social Studies	1 unit
Physical Education or JROTC	1 unit
Computer Science (computer literacy)	1 unit
World Language OR Vocational elective	1 unit
Additional Electives	7 units
Total	24 credits

South Carolina Graduation Requirements	
Beginning with the entering freshman class of 2023–24:	
Courses	Units Required
English	4
Mathematics	4
Science	3
U.S. History and Constitution	1
American Government	0.5
Economics and Personal Finance	0.5
Social Studies Elective	1
Physical Education OR JROTC OR Marching Band with PE	1
Computer Science	1
World Language OR Career and Technical Education	1
Personal Finance	0.5
Electives	6.5
Total	24

Required Courses for Considered Admission to 4-year Public Colleges/Universities

Be sure to explore the admission requirements of institutions that you may consider attending, as some college & university requirements vary.

English	4 units
Mathematics (Algebra 1 and 2, Geometry, Pre-calculus, Advanced math/Calculus)	4 units
Science (LAB)	3 units
US History	1 unit
Economics	½ unit
U.S. Government	½ unit
Other Social Studies	1 unit
Physical Education or JROTC	1 unit
Computer Science (computer literacy)	1 unit
World Language (minimum of 2 in the same field)	2 units
Fine Arts (history, participation, or appreciation)	1 unit
Additional Electives	5 units
Total	24 credits

Note: Beginning with incoming freshmen 2023-2024, students must earn .5 unit of credit for personal finance to meet graduation requirements.

Diploma Pathways

Optional "Seals of Distinction" are available for students to earn to support the Profile of the SC Graduate with the state high school diploma: Honors Seal, College Seal, Career Seal, and a Specialization Seal (STEM, the Arts, Military, and World Languages) (Appendix G). In addition, a state recognized Credential certificate is available.

Career and Technology Majors

SCVCS offers career and technology pathways for preparing students to be college and career ready with majors in Business Information Management, Culinary Arts Management, Health Science, Law Enforcement Services, Marketing Communications, Programming and Software Development, and Web & Digital Communications. (See Appendix H) for more information.

Grade Classification

SCVCS high school students are classified based on the number of credits they have earned, not their age. Therefore, it is possible for a student to have the same classification for consecutive years.

Grade Classification Criteria

Grade	Units Required
Sophomore (10 th Grade)	6 units earned (1 math unit, 1 English unit, 4 additional units)
Junior (11 th Grade)	12 units earned (2 math units, 2 English units, 1 science unit, 1 social studies unit, and 6 additional units)
Senior (12 th Grade)	18 units earned (3 math units, 3 English units, 2 science units, 1 social studies unit, and 9 additional units)

Course requirements for S.C. public colleges and universities

English — 4 units

At least two units must have strong grammar and composition components, at least one must be in English literature and at least one must be in American literature. Students can meet this criterion by successfully completing College Preparatory English 1, 2, 3 and 4.

Mathematics — 4 units

These include Algebra I (for which Foundations in Algebra and Intermediate Algebra may count together as a substitute for Algebra I), Algebra II and Geometry.

A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, precalculus, calculus, statistics, discrete mathematics or a capstone mathematics course, and should be taken during the senior year.

NOTE: For high school students graduating in 2019 or beyond (high school freshmen entering in fall 2015 or later), four units of mathematics must include Algebra I, Algebra II and Geometry. A fourth higher-level mathematics unit should be taken before or during the senior year.

Laboratory science — 3 units

Two units must be taken in two different fields of the physical or life sciences, selected from among biology, chemistry or physics.

The third unit may be from the same field as one of the first two units (biology, chemistry or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite.

Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement.

It is also strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.

World language — 2 units

Two years of the same world language

**Two units of world language are now required for students planning to attend a four-year college or university. Most four-year institutions, however, require three years of the same language as part of their entrance requirements.*

Social sciences — 3 units

One unit of U.S. History, one-half unit of economics, one-half unit of government and one unit of a social studies elective.

Fine arts — 1 unit

One unit in appreciation, history or performance in one of the fine arts.

Physical Education/Health — 1 unit

Physical education/Health or JROTC

Elective — 1 unit

A college preparatory course in computer science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective.

Other acceptable electives include college preparatory courses in English, fine arts, world language, social sciences, humanities, laboratory science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite) or mathematics above the level of Algebra II.

NOTE: For high school students graduating in 2019 or beyond (high school freshmen entering in fall 2015 or later), a college preparatory course in computer science (i.e., one involving significant programming content, not simply keyboarding or using applications) is strongly recommended for this elective. School counselors can advise students regarding their selection of computer science courses.

Valedictorian and Salutatorian

Valedictorian (first in the class) and Salutatorian (second in the class) are determined annually by GPA and class rank at the end of the Fall semester. A student must have been enrolled in SCVCS for a minimum of two semesters prior to the end of the Fall semester to qualify.

Scholarships and Grants

The South Carolina General Assembly provides several opportunities for students to receive scholarships. SCVCS students are eligible for scholarships including but not limited to Palmetto Fellows, Life Scholarship, Hope Scholarship, SC Need-based Grant, and Lottery Tuition Assistance. These requirements are subject to change by the state legislature. For more detailed information, refer to the Commission on Higher Education's website at www.che.sc.gov and/or speak with your school counselor/advisor.

Credit Recovery

Students earning a grade of 51–59 in a course for high school credit may be eligible for credit recovery. All credit recovery courses must be approved prior to enrollment by the school counselor.

If a student successfully completes a credit recovery course the original failing grade will remain on the transcript. The new credit recovery course will be marked "CR" at the end of the course title in the student's record. The CR grade of "P" (Pass) or "F" (Fail) will appear on the transcript. A student wishing to modify his or her GPA should repeat the full course for credit and not seek a credit recovery solution.

This option is available for many courses required for graduation. Additionally, courses are available for credit recovery through VirtualSC.

Content Recovery

Content recovery is teacher driven and allows eligible students to recover portions of a course that were unsuccessfully completed prior to receiving a final grade. Students will discuss this option with their teacher.

Dual Enrollment / Dual Credit

Dual credit courses, whether they are taken at the school where the student is enrolled or at a postsecondary institution, are those courses for which the student has been granted permission by his/ her home school to earn both Carnegie units and college credit.

College courses identified by the articulation agreement on dual enrollment from the South Carolina Department of Education will be considered dual credit and transfer to the high school with dual credit weighting.

Students may wish to enroll in other college courses through concurrent enrollment. Concurrent coursework does not transfer back to the high school transcript.

Dual enrollment offers eligible high school students the opportunity to enroll in college courses to earn both high school and college credit. It allows eligible high school students the opportunity to earn both high school credit toward graduation and academic course credit toward either an associate or baccalaureate degree. Students typically take two college level courses per semester. These courses may be taken at the college campus or online depending on the college or university. When the student successfully completes the course, the college posts the earned credits to the college transcript and the high school posts the earned credit to the student's high school transcript. Students need to be made aware that they are establishing a permanent college transcript, so success is very important. Please contact your school counselor for more information.

Retaking a Course

Any student may retake a course at the same level of difficulty if the student has earned a D, P, NP, WP, FA, WF, or an F in that course. If the same level course is not accessible, the course may be retaken at a different level of rigor. Districts may extend the policy to allow students making any grade to retake any course per local board decision. A student who has taken a course for a unit of high school credit prior to the ninth grade year may retake the course at the same difficulty level regardless of the grade he or she has earned. Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken. All course attempts from middle and high school will show on the transcript. Only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school or before the next sequential course (whichever comes first). A student in grades nine through twelve must retake a course by the end of the next school year or before the next sequential course (whichever comes first).

For all grade levels, all courses will remain on the transcript. However, only the highest grade will be used in figuring the student's GPA.

Commencement

Only those students who pass the required units for a South Carolina High School Diploma may participate in commencement exercises held at the end of the school year. Special education students who meet all the requirements of their Individual Education Plan but have not met the requirement for the South Carolina High School Diploma are allowed to participate in the

commencement exercises. Cords and Stoles not issued by SCVCS are not allowed to be worn during the commencement exercises.

Grade Point Ratio/Class Rankings

The South Carolina Uniform Grading Scale assigns grade points for each numeric grade and is used to calculate grade point ratio and class rank. (Appendix I)

By state mandate, all courses carry the same grade points with the exception of Honors, Advanced Placement, International Baccalaureate and dual credit courses.

Honors courses receive an additional 0.5 weighting and AP/IB/ dual credit courses receive an additional 1.0 weighting. Appendix I provides a grade point conversion table.

Honor Graduates

To be recognized as an honor graduate, seniors must earn a final GPA of 4.0 or higher on the South Carolina Uniform Grading Scale.

South Carolina High School Credential

Any student with a disability who is not pursuing a traditional state high school diploma may pursue the state-recognized South Carolina High School Credential (SCHSC). To earn the SCHSC, students must complete the required course work and work experience.

South Carolina Virtual Charter School Attendance Certificate

If a student with a disability is not pursuing a traditional high school diploma or the South Carolina High School Credential, the student will be awarded a SC Virtual Charter School Attendance Certificate. The student is required to meet his/her IEP goals and the school attendance requirements.

Honor Societies

Sixth grade focuses on establishing eligibility status for participation. Students in grade 6 who obtain an end-of-year grade of 89 in each of the core subject areas (language arts, mathematics, science and social studies) will be eligible for participation the following year.

Students in the seventh grade who obtain an end-of-year grade of 89 in each of the core subject areas (language arts, mathematics, science and social studies) will be eligible for participation in the eighth grade.

SCVCS high school sponsors a chapter of the Beta Club and/or National Honor Society. The first year of high school focuses on establishing eligibility status for participation. Students in the ninth grade who obtain an end-of-year GPA of 3.0 will be eligible for participation in Beta Club the following year. Ninth graders who obtain an end-of-year GPA of 3.95 will be eligible for participation in National Honor Society the following

year.

Students in grades 10–11 will be required to obtain a cumulative end-of-year GPA of 3.0 for Beta Club and a cumulative end-of-year GPA of 3.95 for National Honor Society.

Prepare for a Career Before Graduation

South Carolina Virtual Charter School is a Cognia accredited school that provides a competitive, individualized education experience. SCVCS also is an NCAA approved virtual school. If your child plays a sport they can be NCAA eligible when he/she graduates. The school offers a wide variety of courses, including world languages, honors, and AP®. A dual credit program enables qualified high school students to earn college credits on select courses. The school offers career technical education courses for high school students who wish to get a head start on preparing for a career or college. Students may also participate in social outings, field trips, and extracurricular clubs. The career options below will be discussed in your Individual Graduation Plan (IGP).

Destination: Four-year College

Students who plan to enter a four-year college after graduation should follow the four-year college preparatory program.

These students should take the SAT and/or the ACT college entrance tests more than once during their high school career. They should begin taking the SAT and/or ACT during their junior year.

All high school guidance offices have registration bulletins for both tests. Students also may choose to register for the SAT and/ or ACT online. About six weeks before the testing date, students must register directly with and pay the registration fee directly to the testing company. ACT/SAT is administered by the state to all South Carolina students during their junior year. No fee or extra registration is required for the state administration of the test for students enrolled in public high schools.

The Commission on Higher Education establishes the minimum course requirements for students who plan to attend a public college in South Carolina. Some colleges require courses in addition to those listed in this section (see college catalogues for admission requirements). For more information, please visit the CHE website at www.che.sc.gov.

Destination: Two-Year Technical College (Associate Degree)

Students planning on attending a two-year college will need to take a placement test called the Accuplacer. Ways to exempt this placement test is if the student

made a qualifying score on the SAT or ACT or high school GPA (recent high school graduates) or qualifying previous college credit.

Destination: Two Year Technical College (Certificate Programs)

The idea behind the certificate programs is to get you career-ready in less time, and many of them can be completed in less than a year. Please check your local technical college for their certificate programs.

Destination: Military

Students who plan to join the military must take the Armed Services Vocational Aptitude Battery (ASVAB) test. This test is offered at no cost and can be taken at a military recruiting office. Please check your email on when it will be offered at SCVCS. 10th – 12th graders are eligible to take the ASVAB.

Each branch has their own qualifications. Here is a link with more information: <https://www.usa.gov/join-military>

Destination: Workforce

Students who plan to enter the workforce after high school are encouraged to pursue a two-year college preparatory program of study, and to take advantage of occupational programs.

Promotion and Retention

South Carolina Virtual Charter School creates instructional experiences designed to provide maximum opportunity for students as they progress through each grade.

At the end of each school year, a student is promoted to the next grade if that student's educational growth is satisfactory for his/ her level of ability.

The primary considerations for promotion/retention are the student's mastery of state and district academic standards; academic aptitude; physical, social and emotional development; and SC READY, SCPASS and/or norm-referenced test results.

If a student fails to make adequate progress, the student may benefit from staying in the same grade level for another year. When dealing with promotion or retention, the school adheres to the S.C. Accountability Act of 1998.

6-8 Promotion & Retention Policy

Students must pass three of the four core courses (Math, English Language Arts/Literature, Science & Social Studies) to be promoted to the next grade level. Students who have not successfully completed **Math**

and ELA will not be recommended for grade promotion and will repeat their grade level the next fall.

9–12 Promotion & Retention Policy

Students in grades 9–12 must earn a minimum number of units in order to be promoted to the next grade.

For promotion from grade 9 to grade 10, students entering their second year must have earned a minimum of four units — at least one unit in language arts and one unit in mathematics. They also must be enrolled in courses leading to an additional unit of credit in both language arts and mathematics.

For promotion from grade 10 to grade 11, students entering their third year must have earned a minimum of 12 units. The student must have earned at least two units in language arts and two units in mathematics.

For promotion from grade 11 to grade 12, students entering their fourth year must have earned a minimum of 18 units. The student must have earned at least three units in language arts and three units in mathematics. They must also be enrolled in courses leading to additional units, allowing them to complete the 24 units needed for the state high school diploma.

Appeals of Retention Decisions

After meeting with the principal, parents/guardians may appeal retention decisions to the Head of School/Deputy Head of School.

Parents/guardians must make a written appeal to the Head of School/Deputy Head of School within two weeks of being notified that their student is being retained.

The letter must state the specific reason(s) why the parent/ guardian disagrees with the decision.

The Head of School/Deputy Head of School will make a decision within five working days after receiving the written appeal and will send written copies of the decision to the parent/guardian and to the principal.

Special Education

South Carolina Virtual Charter School is responsible for providing free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA) for all students with disabilities, ages 5-21, who maintain legal residence in South Carolina enrolled with SCVCS. SCVCS is committed to providing an appropriate education for all students, regardless of disability. In addition to the assigned curriculum, attendance in live special education class sessions is required. Also, as determined by the Individualized Education Program (IEP) or evaluation planning team, attendance at related services sessions and face-to-face meetings are required.

South Carolina Virtual Charter School provides a continuum of services to meet the needs of our students. To the greatest extent possible, we provide these services in the least restrictive environment.

Related services help students with disabilities access the general curriculum. These services include physical therapy, occupational therapy, speech therapy, and/or vision/hearing services.

Parents or other knowledgeable persons are able to make a referral of a student for special education services by contacting their SCVCS teacher. Each year the school seeks to identify all students with disabilities in need of special education services and related services.

After identifying a student with a disability, a team of appropriate staff members and the parents/guardians of the student determine eligibility and the need for services. They then develop an Individual Education Plan to determine placement.

Child Find Query

SCVCS has the responsibility to identify children who have special needs by making parents aware of how to make a referral if they suspect their child has a disability. Parents should call the SCVCS school office at **803-253-6222** for more information or assistance. Parents completed the Child Find Query form online as part of the enrollment process.

Destruction of Special Education Records

Special education records for each child with a disability are maintained by South Carolina Virtual Charter School until no longer needed to provide educational services to the child.

This notice advises that the special education records for the student will be destroyed after five (5) years following program completion or graduation from high school or exit from the district unless the student (or the student's parent/guardian) has taken possession of the records prior to that time.

Systematic Interventions

SCVCS uses a multi-step process that provides research-based interventions (academic and behavioral) for students who struggle with learning. Based upon both formal and informal assessments, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions concerning interventions are made by the school Multi-Tiered Support System (MTSS) team, which consists of various school professionals.

Once the team decides that a student is in need of an intervention, parents are notified, and a written plan outlines a specific timeline for implementing the

appropriate agreed-upon intervention. Progress is closely monitored to assess both the learning rate and level of performance of individual students to help determine the effectiveness of the intervention. Using the decision-making rubric, the MTSS team makes a decision to continue, end or modify the amount of time the intervention is delivered as well as its frequency.

Multi-Tiered Support System (MTSS) for Grades K-12

To better accommodate the learning needs of all students, SCVCS has adopted a school-wide approach called MTSS. MTSS is a flexible problem-solving model in which schools provide timely assistance to students that is matched to the level of need. MTSS is an efficient way to deliver educational assistance to at-risk learners to close the performance gaps with peers. It allows students access to more intensive and individualized support and in some cases provides evidence that there may be a significant learning challenge.

Title I Programming

SCVCS is currently designated as a Title I school for the 2023-2024 school year. Title I is a federal assistance program that provides additional funding to districts and schools serving high percentages of students from low-income families. These funds must be used to augment academic programming for all students by providing supplemental instructional assistance and opportunities that include but are not limited to increased staffing, intervention programming, technology access and supports, training and development, as well as ensuring access to and involvement in the academic programming by the families of students served.

Parent Involvement Policy and Parent Compact

The Parent Involvement Policy is required through Title I and outlines the opportunities for parents and guardians to be directly involved in program development through Title I funding. These opportunities span surveying, planning and annual meetings, committee work for interested volunteers, as well as an overview of non-Title I involvement options such as Town Halls, newsletters, blogs, parent resources and the parent portal, and extracurricular and social outings.

The Parent Compact, also required of Title I schools, outlines the distinct responsibilities of the school, parents, and students through Title I programming. This spans school responsibilities such as providing high-quality curriculum and involvement opportunities; parent responsibilities in monitoring attendance and school communications; and student responsibilities to attend virtual class sessions and complete coursework.

A copy of both policies for the 2023-2024 school year, as well as other Title I program plans and documents

updated throughout the year, can be found on the website using the following link: [SCVCS Title I Resources](#).

In addition to access and review, SCVCS welcomes your ongoing feedback to our Title I policies, procedures, and plans. To share ideas or join our Title I committee work as a parent representative, please use the following link: [Title I Parent Feedback](#).

Request Teacher Qualifications

In accordance with federal guidelines, you have the right to request information regarding the professional qualifications of your child's teacher. Specifically, you may request the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. ***SCVCS teachers have met all requirements.**
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived. ***Does not apply to any SCVCS teachers.**

- The college major(s) of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher and/or paraprofessional qualifications, some of this information is accessible through the South Carolina Department of Education (SCDE) Public Educator Lookup: <https://ed.sc.gov/educators/public-lookup/>.

You may search for this information by entering the teacher's name directly or by accessing a listing of all teachers by district or school name. Only teachers currently employed in South Carolina's school districts are included in this listing. Information obtained through the SCDE Public Educator Lookup is intended for informational use only and is not an official record.

If you would like to receive this information, please complete the top portion of the form provided in Appendix J and return the form to our Federal Programs Coordinator at the school address.

GENERAL INFORMATION

Addressing Parents' Concerns

At times a parent/guardian may have concerns about his/her child's performance or about a discipline issue. Here are the steps to follow to address your concerns.

Step One: The parent/guardian should first discuss the issue with the specific teacher by telephone, email, or in person after making an appointment.

Step Two: If this telephone conversation or meeting does not resolve the parent/guardian's concerns, then the parent/guardian should go to the appropriate administrator and discuss the issue by telephone, email, or in person after making an appointment.

Step Three: If, after speaking with the administrator, the parent/guardian still cannot resolve the problem or concern, the parent/guardian should go to the Head of School/Deputy Head of School and discuss the issue by telephone, email, or in person after making an appointment.

Step Four: If the issue remains unresolved, the parent/guardian may contact the Charter Institute at Erskine and speak with the director or coordinator who works with the area concerned.

Step Five: If, after speaking with the director or coordinator, the complaint remains unresolved, the parent/guardian should submit their issue in writing within 10 days to the SCVCS Board of Trustees.

Student Rights and Responsibilities

Students have certain civil rights guaranteed by state and federal law. Among them are:

- the right to attend free public schools without regard to race, color or national origin;
- the right to due process with respect to suspension, expulsion, unreasonable searches and seizures, or administrative decisions which the student believes injure his/her rights;
- the right to free inquiry and expression; and
- the right to privacy.

With those rights come responsibilities. Student responsibilities include:

- the responsibility to attend school as required by law;
- the responsibility not to harm or discriminate against others; and
- the responsibility to observe reasonable rules established by teachers and school administrators.

Dress Code

South Carolina Virtual Charter School is concerned with health, safety, and well being of students and the avoidance of distractions to learning. For these reasons, students are expected to dress appropriately for virtual class sessions/meetings, face to face testing, field trips, and other outings that are held throughout the school year.

- No clothing that may be used as a weapon. Examples: sharp object jewelry, dog collars with spikes, any other spiked clothing, and wallet chains more than 10" in length.
- Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs
- No clothing, apparel, or jewelry that degrades, or intimidates another because of race, sex, religious persuasions, national origin, disability
- No Headbands, bandanas, or other accessories that could be representative of a gang
- No spaghetti straps, tube tops, plunging necklines, see-through apparel, or other revealing clothing.
- No apparel that reveals midriff
- No tight clothing
- No exposed undergarments including boxers, thongs, undergarment straps, etc.
- Skirts/Shorts need to be at least as long as the tip of the student's fingers when hands rest at their sides
- Pants for both boys and girls must be worn at hip level or higher.
- No apparel with guns, tobacco, alcohol, offensive language, or comments that could be interpreted in an offensive or derogatory way.
- During state testing, hats and smart watches may not be worn.

Consequences: Students will be asked to change or be removed from class, testing or school related outings.

Code of Conduct

As an SCVCS student/parent/learning coach, you are subject to the following rules and restrictions. The following are behaviors punishable by suspension or expulsion:

- Disregard or disrespect for the instructions of teachers or administrators.
- Disruption and/or interference with the normal and orderly conduct of school and school-sponsored activities.
- Use of profanity, vulgar language, or obscene materials.
- Engaging in insults, verbal abuses such as name calling, ethnic or racial slurs or using derogatory statements to other students, school personnel or other individuals.
- Bullying behavior that is intended to harass, intimidate, ridicule, humiliate or instill fear in another individual.
- Weapons are not allowed on school property or at school sponsored events.
- Threats against students, adults, or school staff will not be tolerated.
- The use of tobacco, controlled substances, or alcohol on school property or at a school sponsored event is prohibited.
- The Safe School Act 2004 requires principals to report to the police crimes committed by students on school campuses or while under school supervision.

Extracurricular Activities

Clubs: SCVCS encourages students to join at least one of the clubs operating at the school. These clubs provide you an opportunity to meet your classmates, interact with many teachers, and be active and involved on a school level. Participating in SCVCS clubs is invaluable as it affords you the opportunity for leadership, guidance, fellowship, and community within your own school.

Not only does SCVCS offer club opportunities, but we sponsor honor societies for which you are selected according to your GPA and inducted at a live, prestigious Induction Ceremony. While these honor societies involve dues, attendance, and community service, they are nationally-sanctioned honor societies which are recognized by colleges nationwide. SCVCS received its charters for each honor society through a rigorous application process.

There are additional benefits to induction into SCVCS honor societies including:

- Honor Cords and/or Stoles to be worn during graduation in recognition of achievement within that honor society
- SCVCS Chapter distinction designation on your college application

Please see Appendix K for a listing of honor societies and requirements.

Field studies: School clubs, organizations or subject classes (such as history or science) may take field studies approved by the administration.

Each student who goes on a field study must have written permission from a parent/guardian.

Students are expected to pay all entrance fees, food, lodging or other costs, unless the school has made other arrangements.

Field Trips/Optional Outings School Policy:

SCVCS teachers sponsor optional outings for students and families on a regular basis that enhance the curriculum, South Carolina State Curriculum Standards, and College/Career Readiness Standards. While attendance is not mandatory, it is an opportunity to meet other students and their learning coaches, have conversations, and share practices that work. **All participants must adhere to the following:**

- Parents/Guardians are responsible for transportation and any entrance fees or meals associated with optional outings unless explicitly stated in the field trip description.
- To attend a field trip that requires a fee, advanced payment may be required using an online system. You will be provided with instructions on how to make your online payment by the field trip sponsor, if necessary.
- Parents/Guardians will be required to accompany each student who attends and remain with the student for the duration of the activity. Siblings may or may not be allowed to attend based on the venue and availability of open slots.
- Medications for students must be provided by and administered by the parent/guardian.
- Parents/Guardians/Students may not be under the influence or possession of drugs/alcohol/tobacco/weapons (including e-cigarettes and vapes). If found to be under the influence or in possession of any of the aforementioned items, SCVCS will alert local authorities immediately and the student will be subject to having his/her enrollment at SCVCS terminated immediately.
- Students and adults participating in these activities are to adhere to the dress code for any Face-to-Face meetings. Clothing that markets offensive statements, drug/alcohol paraphernalia, clothing that is too revealing will not be permitted. Certain attire may be required for some events and information will be shared with parents/guardians/students in advance.

- Students are to conduct themselves properly. Behavior standards will be the same for field trips as they are during class times. Failure to follow this policy will result in the removal of the student from the activity and forfeiture of future event opportunities at SCVCS.
- SCVCS is in no way responsible for loss or theft of items while on field trips. Please be certain to maintain your belongings in a safe and effective manner throughout the trip.

Student Clubs and Organizations

The South Carolina Virtual Charter School will provide student participation opportunities that are designed to meet the students' academic, recreational, and social interests. Activities may include, but will not be limited to, virtual clubs, service projects, and scholastic activities such as spelling bees or science fairs. An adult sponsor, approved by the Academic Administrator, will supervise each school-related club/organization.

Students are encouraged to participate in organizations endorsed by the school, which are formed to share common interests or are an integral part of the educational program of the South Carolina Virtual Charter School. All student organizations will operate according to approved guidelines and procedures and will not discriminate based on race, sex, religion, disability or national origin.

Students will be contacted via email with information regarding club/organization participation. A monthly calendar will be sent through email that lists all student activities for the month. Some events require students to pre-register. Please read the calendar for details on how to sign up.

Extracurricular and Athletics in the Student's

Attendance Zone: A charter school student is eligible to compete for, and if selected, participate in any extracurricular activities not offered by the student's charter school which are offered at their zoned attendance area, the public school he/she would otherwise attend. A charter school student is eligible to compete for, and if selected, participate in an activity governed by the South Carolina High School League offered at their zoned attendance public school he/she would otherwise attend if the league governed activity is not offered at the student's charter school.

A charter school student is eligible for extracurricular activities at the student's resident public school consistent with eligibility standards as applied to full-time students of the resident public school.

A school district or resident public school may not impose additional requirements on a charter school student to participate in extracurricular activities that are not imposed on full-time students of the resident public school.

Charter school students shall pay the same fees as

other students to participate in extracurricular activities.

Charter school students shall be eligible for the same fee waivers for which other students are eligible.

Extracurricular activities are defined as activities offered outside the school day to any student who resides in the school's attendance area or "resident school". Examples would be after-school clubs, choral groups, etc.

Athletic activities also are viewed as those physical activities outside the regular school day; b-teams, extramural sports, junior varsity and/or varsity teams.

If you have questions pertaining to your son or daughter, our SCVCS staff has been directed to have you contact your local public school as the rules and regulations vary from school district to school district and in some cases from school to school. We do not want to disseminate erroneous information, so we urge you to directly make contact to your zoned attendance area.

Student Records

Student records are maintained by the SCVCS registrar's office. All transcript requests must be made in writing to the SCVCS Registrar. If your student is currently enrolled and you would like to receive an unofficial (personal) copy of their high school transcript, email the Registrar requesting an unofficial transcript and include the student's full name, date of birth, and confirm your mailing address. If your student has been withdrawn please contact the registrar's office for a student records request form.

If you are transferring to another school or adult education center, please have the new school send an official record request to SCVCS. After receiving an official record request from the new school, the registrar's office will forward a copy of the student's cumulative file. Official transcripts are sent directly from institution to institution and are not provided to parents or students. Please allow two weeks' notice for all transcript requests.

Proof of Enrollment

If you need a Proof of Enrollment letter for your student, please email your student's Advisor/School Counselor. In your request, please include your student's full name, date of birth, and confirm your mailing address.

Change of Contact Information

Parents are required to notify their student's teacher or advisor **immediately** of any change in name, mailing and/or shipping address, e-mail, phone number, emergency contact, responsible adult, or court order designating a change in guardianship. Change of address requires a current proof of

residency (driver's license, utility bill, etc.). This information is part of your child's educational record and must be kept current. Failure to notify your student's advisor is considered non-compliance.

Media Consent and Release

Throughout the school year, South Carolina Virtual Charter School may highlight students in its efforts to promote activities and achievements. For example, students may be featured in materials to train teachers and/or increase public awareness of our schools through newspapers, radio, television, the internet, DVDs, displays, brochures, Facebook, Twitter, YouTube and other types of media.

During enrollment, the student's parent or legal guardian is asked to give permission to print, photograph and record a child for use in audio, video, film or any other electronic, digital or printed media.

The form also informs parents that their child's photo, video and/or work will be identified by first name only when it appears on the school's website. Parents will be asked to give permission on a case-by-case basis if their child is to be identified by more than just first name on any website including social media.

The parent also is asked to give permission for his/her son/daughter to be photographed or videotaped by representatives of the media and for the photos and/or videotapes to be used on local television broadcasts or in area newspapers.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age ("eligible students") certain rights regarding the student's education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. To request an inspection and review, the parent or eligible student should submit a written request to the program director that identifies the record(s) they wish to inspect. The program director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School administration, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by

the parent or eligible student, the School will notify the parent or eligible student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

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

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

FERPA requires that the School, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education

records. However, the School may disclose “directory information” without written consent, unless the parent or eligible student has advised the School in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

- Shipment of computer and school materials to and from the student’s home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- School yearbook

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

The School has designated the following information as directory information:

- name
- address
- telephone number
- e-mail address
- photo
- honor roll status
- grade level activities and
- club awards

If there are certain items the School has chosen to designate as directory information that you do not want disclosed from your child’s education records without your prior written consent, please send an E-mail identifying the information you do not want disclosed, your student’s name, and any edits to your student’s advisor.

Protection of Pupil Rights Amendment (PPRA) Notification of Rights

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

- *Consent* before students are required to submit to a

survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

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

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

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

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

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

SCVCS has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. SCVCS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. SCVCS also will directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. SCVCS will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

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

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

Multilingual Learner Program

As part of Title III of Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), South Carolina Virtual Charter School provides a multilingual learner program that ensures equal educational opportunities to students who have a primary or home language other than English, and who are identified through a screening process, as a multilingual learner. In order to identify supports for students, a Home Language Survey is collected for each enrollee (either from a student's previous school or administered by SCVCS). The results of this survey help identify students eligible for a full screening to pinpoint additional supports our school can provide, as well as inform the work we do in translating core documents and communications to promote equitable engagement with all of our families.

We provide a language-rich environment with specialized staffing to support identified students in becoming English proficient as soon as possible by using research-based strategies and curricula. A variety of instructional models are implemented based on individual student needs; these best practices and possible accommodations are developed in collaboration with our families and are incorporated into each student's Individualized Language Acquisition Plan. The program embraces the diversity of culture of multilingual learners of which all students, teachers, and community benefit.

Education of Homeless Children and Youth

The federal McKinney-Vento Act protects the rights of children and youths in homeless situations to attend and succeed in school, including preschool. The McKinney-Vento Act applies to all children and youths who do not have a fixed, regular, and adequate residence, including those who are staying with friends or relatives because they have lost their housing; are awaiting foster care placement; or are living in emergency or transitional shelters, motels, domestic violence shelters, campgrounds, inadequate trailer parks, cars, public spaces, abandoned buildings, or bus and train stations.

The Rights of Homeless Parents and Their Children

- Your child has the right to go to school, no matter where you live or how long you have lived there.
- Your child has the right to stay in the school that he or she was attending before becoming homeless, if it is feasible.
- Your child has the right to be enrolled in school immediately, even if you do not have all of the paperwork. The Liaison will assist you with getting the needed documents.
- Your child has the right to be provided with transportation to and from school.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law protecting the rights of individuals with disabilities. Section 504 provides that "no otherwise qualified individual with a disability in the United States... shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

In order to fulfill its obligation under Section 504, South Carolina Virtual Charter School recognizes a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against any person with a disability will

knowingly be permitted in any of the programs and practices.

The school has specific responsibilities under the Act, which include the responsibility to identify, evaluate and, if the child is determined to be eligible under Section 504, afford access to appropriate and comparable educational services.

Under Section 504, a disability is defined as: 1) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; 2) a record of such impairment; or 3) being regarded as having such an impairment. The definition under 504 is broader than that contemplated under IDEA.

If the parent/guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

FERPA also specifies rights related to educational records.

If you have questions about Section 504, please contact the appropriate grade-level 504 coordinator.

Assault Against School Personnel (S.C. Codes 16-3-612, 16-3-1040 and 59-63-370)

A student, learning coach, or parent who commits an assault and battery, other than one that is aggravated, on school grounds or at a school-sponsored event against any person affiliated with the school in an official capacity including, but not limited to, administrators, teachers, faculty, substitute teachers, teachers' assistants, student teachers, custodial staff, food service staff, volunteers, law enforcement officers, school bus drivers, school crossing guards, or other regularly assigned school-contracted persons is guilty of assault and battery against school personnel which is a misdemeanor and, upon conviction, must be fined not more than one thousand dollars, or imprisoned not more than one year, or both.

(A) It is unlawful for a person knowingly and willfully to deliver or convey to a public official or to a teacher or principal of an elementary or secondary school any letter or paper, writing, print, missive, document, or electronic communication or verbal or electronic communication which contains a threat to take the life of or to inflict bodily harm upon the public official, teacher, or principal, or members of his immediate family if the threat is directly related to the public official's, teacher's, or principal's professional responsibilities. (B) It is unlawful for a person knowingly and willfully to deliver or convey to a public employee a letter or paper, writing, print,

missive, document, or electronic communication or verbal or electronic communication which contains a threat to take the life of or to inflict bodily harm upon the public employee or members of his immediate family if the threat is directly related to the public employee's official responsibilities. (C) A person who violates the provisions of subsection (A), upon conviction, must be fined not more than five thousand dollars or imprisoned not more than five years, or both. (D) A person who violates the provisions of subsection (B), upon conviction, must be fined not more than five hundred dollars or imprisoned not more than thirty days, or both.

Every year the school must notify each of that student's teachers of his/her conviction.

In addition, the conviction or adjudication and sentence is filed in the student's permanent record. The school must forward it with the student's school records when the student transfers to another school or school district.

Bullying

South Carolina Virtual Charter School prohibits acts of harassment, intimidation or bullying of a student by students/third parties that interfere with or disrupt a student's ability to learn and the school's responsibility to educate students in a safe and orderly environment. This is true whether that harassment, intimidation or bullying takes place on school grounds, on a school bus or other school-related vehicle, at an official school bus stop, at a school-related activity on or off school property, or at a function where the school is responsible for the student.

Harassment is unwanted acts of aggression toward others. Under federal civil rights laws, harassment is unwelcome conduct demonstrated to others that is based on race, national origin, color, sex, disability or religion; that is severe, pervasive or persistent; and that creates a hostile environment or an unsafe environment.

Intimidation is to create fear of harm in individuals for themselves, others or their personal properties.

Bullying is unwanted, mean behavior among school-aged children that involves a real or perceived power imbalance. Bullying has four critical elements: 1) the behavior must be repetitive; 2) it must be intended to harm; 3) there must be a difference of power (physical, social or otherwise) between the bully and victim; and 4) the bully gains control over the victim. In order to prove bullying, three of the four must be present.

The school defines harassment, intimidation or bullying as a gesture, electronic communication or a written, verbal, physical or sexual act reasonably perceived to have the effect of either of the

following:

- harming a student physically or emotionally, or damaging a student's property, or placing a student in reasonable fear of personal harm or property damage; or
- insulting or demeaning a student or group of students, causing substantial disruption in or substantial interference with the orderly operation of the school.

South Carolina Virtual Charter School encourages all employees, parents, students and community members to help the school prevent bullying.

All school employees must report alleged violations of this policy to the principal.

Students who feel they have been subjected to harassment, intimidation or bullying are encouraged to file a complaint with their teacher/advisor/school counselor.

Other members of the school community (students, parents/ guardians, volunteers, visitors, etc.) are encouraged to report any act that may be a violation of this policy.

The school will investigate complaints promptly and thoroughly, while protecting the identity of the victim or reporter of bullying or harassment to the extent allowed by law. The school prohibits retaliation or reprisal in any form against any student or employee who files a complaint/report of harassment, intimidation or bullying.

The school will not allow anyone to make a false accusation against another person as a means of harassment, intimidation or bullying.

A student who commits one or more acts of harassment, intimidation or bullying may receive consequences/ appropriate remedial actions that range from positive behavioral interventions up to and including expulsion and/or referral to law enforcement.

Administrators determine the consequences according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance.

Remedial measures will be designed to correct the problem behavior, prevent another occurrence of the problem and protect the victim of the act.

The school may take disciplinary action if the problem behavior is initiated through use of electronic methods, the internet or web-based resources.

Sexual Harassment

The school takes sexual harassment of students seriously and prohibits such conduct by employees, students or third parties associated with the school.

Students can report inappropriate behavior of a

sexual nature without fear of adverse consequences. Any student who feels he/she has been subjected to sexual harassment or any parent/ guardian of a student who feels his/her child has been subjected to sexual harassment is encouraged to file a complaint with the school's principal or designated school contact person. All employees, students and third parties associated with schools must avoid any action or conduct which could be viewed as sexual harassment. Any employee or student who is found to have engaged in sexual harassment or inappropriate conduct of a sexual nature will be subject to disciplinary action (up to termination in the case of an employee or up to expulsion in the case of a student). Other appropriate steps will also be taken to correct/rectify the situation.

Reporting Child Abuse/Neglect

In accordance with S.C. Code 63-7-310, Reporting Child Abuse and Neglect, all school employees who have reason to believe that a child under the age of 18 has been or may be abused or neglected as defined by law will report or cause a report to be made. These individuals will make the report to a law enforcement agency in the county where the child resides, the county Department of Social Services where the child resides or the county DSS that has custody over the child.

The employee making the report will tell the principal of the school and the school counselor of any oral or written report submitted in a case of suspected child abuse or neglect.

School personnel who reasonably suspect child abuse or neglect will make a report in good faith. A "reason to believe" is sufficient in order to make a good faith report. State law provides both civil and criminal immunity to those reporting suspected child abuse or neglect in good faith. It is not the responsibility of school personnel to prove that the child has been abused or neglected, or to make a determination of whether the child is in need of protection. Any involvement of school personnel in investigation or treatment should be in conjunction with the local child protection unit of DSS.

Upon proper identification by investigative personnel of DSS or the appropriate law enforcement agency, the principal will, upon request, arrange for the investigators to talk with the child in a private office or conference room. The investigation will take place without parental notification or permission.

Should the investigating agency find it necessary to remove the child from the school, the investigator will attempt to notify the parent/guardian and assume responsibility for the child's well-being and safe return home.

Student Concerns, Complaints, and Grievances

The grievance procedure is a method for the resolution of any grievances concerning the treatment of students by school personnel. These grievances may arise from allegations of violations of student legal rights or board policy.

The school will resolve student complaints and grievances through orderly processes and at the lowest possible level.

- A teacher will provide any student or his/her parent/ guardian the opportunity to discuss a decision or situation that the student considers unjust or unfair.
- If the incident remains unresolved, the student, his/her parent/guardian or the teacher may bring the matter to the principal's attention for consideration and action.
- If the matter is still unresolved, the complaining party may bring it in writing to the Board of Trustees for review.

Title IX Complaints

Students who believe that they have been discriminated against on the basis of their sex have the right to appeal to their principal.

If the student is not satisfied with the decision of the principal, he/she may appeal to the district Title IX coordinator / superintendent and then to the Board of Trustees. The superintendent will schedule appeals to the board.

Technology Resources

Due to the integration of technology in the educational process and the curriculum of the school, student use of technology is not optional.

The school's goal is to promote educational excellence by facilitating resource sharing, innovation, communication and learning through access to resources unavailable through traditional means.

Access to technology is a privilege, not a right. With this privilege also comes a responsibility to use this access solely for educational purposes and not for inappropriate purposes.

Access to computer systems and networks owned/operated by the school imposes certain responsibilities and obligations on users, and is subject to school policies and local, state and federal laws. Transmission of any material in violation of any federal or state laws or regulations is prohibited.

South Carolina Virtual Charter School requires all its users to report technology-related issues or problems immediately to the appropriate vendor.

Acceptable use is always ethical, reflects honesty and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of information, system security mechanisms, and the individual's rights to privacy and freedom from intimidation, harassment, and unwarranted annoyance.



<https://www.scdiscus.org/>

Discus is available free of charge for SC students. Your teacher will provide username/password as needed.

APPENDICES

APPENDIX A



South Carolina
VIRTUAL CHARTER SCHOOL
Est. 2008

Student Attendance Intervention Plan

Student:	Date:
Date of Birth:	Grade: Age:
Street Address:	Educational Status:
City: State: SC Zip:	
Parent/Guardian(s):	Phone:

RECORD OF CONFERENCE

Date of Conference:	Total Absences:	Lawful Absences:	Unlawful Absences:
Individuals Present at Conference:			
Reasons given for Unlawful Absences:			
Actions to be Taken by Parent/Guardian to Resolve Causes of Unlawful Absences:			
Recommendations made by the School Intervention Team and/or other School Personnel:			
Other Comments / Notes:			

NOTICE OF COMPULSORY SCHOOL ATTENDANCE

The Code of Laws of South Carolina, Section 59-65-10 as amended reads: "All Parents or Guardians shall cause their children or wards who are in the age group of five to sixteen years, inclusive, to regularly attend a public or private school or kindergarten of this state."

In accordance with the above, I certify that regulations pertaining to the Compulsory School Attendance Laws of this state have been explained to me. I understand my responsibilities and will comply with the plan for improving my child's attendance as stated above.

SIGNATURES

Parent/Guardian

Student

School Official

Other (Title: _____)

APPENDIX B



South Carolina
VIRTUAL CHARTER SCHOOL
Est. 2008

2023 Platt Springs Road
West Columbia, SC 29169
Office: 803-253-6222
Fax: 803-253-6279

SCVCS Withdrawal Form

Student name: _____

Grade: _____ Student ID: _____ DOB: _____

Withdrawal date: _____

Name of new school: _____

Address of new school (if known): _____

Reason for withdrawal: _____

Parents – please return your signed form to registrar@scvcs.org

Parent signature: _____

SCVCS Administrator signature: _____

FOR OFFICE USE ONLY

attendance/10 consecutive unexcused days

parent contacted office

no show/never logged in

missed required testing

administrative/academic probation
withdrawal

The Charter Institute at Erskine and South Carolina Virtual Charter School do not discriminate on the basis of race, color, national or ethnic origin, sex, gender identity or expression, disability, genetic information, age, marital status, religion, or immigrant status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Questions pertaining to Section 504 and Title IX or the school's non-discrimination policies may be directed to Dr. Cherry Daniel, SCVCS Chief Executive Officer, 2023 Platt Springs Road, West Columbia, SC 29169, (803) 253-6222.

APPENDIX C

SCVCS PARENT/STUDENT CONTRACT

The assurances below must be checked (✓) individually and returned before the enrollment or re-registering process can proceed.

Please initial each statement

- _____ I understand that enrollment includes full participation in all mandated testing on the required dates and at the assigned in-person location.
- _____ I accept the responsibility to supervise my student(s) in using the SCVCS provided curriculum. I understand that I am expected to be knowledgeable about my student's activity and grades.
- _____ I understand my student must work an average of 6 hours per school day including live class sessions and independent student work.
- _____ I understand that my student must participate in regularly scheduled live class sessions at the scheduled time each day.
- _____ I understand I will have the guidance and support of a South Carolina certified teacher in implementing the curriculum with my student.
- _____ I understand that there are guidelines and policies regarding daily lessons and assignments. Work should be completed each school day.
- _____ I understand that I must read and respond to Emails and phone calls from the SCVCS teachers in a timely (24 hours) manner.
- _____ I understand that if my phone number, address, email address or emergency contacts change that I am required to inform the SCVCS counselor/advisor in a timely (24 hours) manner.
- _____ I understand that SCVCS students are required to have full time adult supervision and participation during instruction/learning in order to be enrolled in SCVCS.
- _____ I understand that SCVCS courses are on-line and I have a backup plan that will be implemented in case of internet or computer outage. Hot Spots are not reliable and their use is discouraged. Not having access to a computer or Internet do not excuse a student from attendance or schoolwork.
- _____ I understand that SCVCS has Zero tolerance for sexual harassment, drug use, and cyber-bullying.
- _____ I understand that all course work should be completed by the student and not by any other person.
- _____ I understand a microphone and webcam are required.
- _____ I understand a K-5 Literacy Assessment Plan (LAP) will be completed within the first 45 days of school.
- _____ I understand a 6-12 Individual Graduation Plan (IGP), will be completed by May 15 each year.
- _____ I understand my student will attend classes daily and follow the instructional schedule per their grade level schedules.
- _____ I understand that posting harassing or defamatory comments on social media (by student, parent, or LC) may result in legal action.
- _____ I understand inappropriate behavior during live class sessions may result in disciplinary action.
- _____ I understand that my middle/high school child will participate in all school-based transition curriculum activities (i.e., ABLE-SC, Voc. Rehab, Microburst, WIN, etc.).
- _____ I understand that if consistent with Family Educational Rights and Privacy Act (FERPA) requirements and relevant state law, my child's picture may be used for promotional marketing for SCVCS.

_____ I have read and accept the South Carolina Virtual Charter School Parent/Student Contract

This page must be signed and dated for each student enrolled in SCVCS and returned (submitted electronically at enrollment).

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

PRINT STUDENT NAME: _____ GRADE: _____

The signature page indicates that both students and parents have reviewed and agreed to the SCVCS Parent/Student Contract. The SCVCS school administration has attempted to convey all pertinent rules, regulations and procedures that are necessary to maintain compliance during the school year. In accordance with the South Carolina Standards for Accreditation all public schools are required to notify parents in writing of the school's policies and regulations. The South Carolina Virtual Charter School is required to provide documentation to the South Carolina Department of Education that this information has been received by each parent/student.

APPENDIX D



South Carolina VIRTUAL CHARTER SCHOOL

Est. 2008

Loaner Chromebook Computer Application

SCVCS provides loaner Chromebook computers to families based on need. Students are eligible for loaner computer consideration after the enrollment application has been processed and the student has been approved for enrollment. Loaner Chromebook computers are limited and available on a first-come, first-served basis and require a \$25 non-refundable administrative processing fee* for each loaner device. **Deadline to apply: August 25, 2023.**

Initial	Parent/Guardian Acknowledgements and Agreements
	Loaner Chromebook computer requires a non-refundable administrative \$25 processing fee* per computer (after student enrollment is approved and before computer is shipped) and must be returned immediately upon withdrawal from SCVCS.
	The student will be issued a loaner Chromebook computer by South Carolina Virtual Charter School for the Student's use for school attendance, participation in live class sessions, and assignment completion (pursuant to the signed Parent Student Contract).
	I am responsible for monitoring proper use and care of the computer.
	I am responsible for providing high speed Internet.
	I must have a backup plan for accessing the online school until the loaner computer arrives, and/or in case of computer issues or loss of Internet. Devices must have a working microphone and camera.
	I am responsible for how the loaner computer is used, and I agree to indemnify and hold harmless SCVCS (and its Board of Education, Board members, officers, employees, volunteers, and agents) against and from any claims, demands, costs and expenses, including reasonable attorney's fees, arising from or in connection with the student's use of the computer.
	The laptop computer is and remains the property of South Carolina Virtual Charter School and must be returned immediately following withdrawal from SCVCS.

I am the parent or legal guardian of the South Carolina Virtual Charter School student(s) identified below. I acknowledge and agree to pay a \$25 non-refundable administrative fee for each loaner device for which I am approved.

LIST SCVCS STUDENTS for whom you are requesting a loaner device:			
First and Last Name	Grade	First and Last Name	Grade

**The \$25 non-refundable administrative computer processing fee covers costs associated with internal processing of student computer request forms including but not limited to form verification, recipient communication, database management of device assignment, as well as monitoring of inventory, services provided, waitlists where applicable, and student enrollment status.*

By signing below, I certify that I have read and understand all portions of this document.

Print Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Please submit your application by email to docs@scvcs.org or by fax to (803)-726-0183.

The Charter Institute at Erskine and South Carolina Virtual Charter School do 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. Questions pertaining to Section 504 and Title IX may be directed to Dr. Cherry Daniel, SCVCS Chief Executive Officer, 2023 Platt Springs Road, West Columbia, SC 29169, (803) 253-6222.

APPENDIX E

FREQUENTLY ASKED QUESTIONS

What should the learning coach do if he/she does not know his/her username and/or password?

Please contact Technical Support 803-545-0608 Option 1.

How is my final grade determined?

Grades are determined by weighted average of the student's assignments. If the course requires an End of Course Exam, the End of Course test will constitute 20% of the final grade.

What if I need to withdraw from a course? SCVCS recognizes that some course withdrawals are unavoidable, but many are due to communication or technical issues. If you have questions or technical issues, please contact your school counselor/advisor immediately so that they can help resolve the issue(s) before course withdrawal is necessary. Unless there are extraordinary circumstances, a student can only withdraw within the **first ten days** of the course (for a full credit course) or **five days** (for a semester course) to have the class removed from the transcript. If a student withdraws after this date, the transcript will reflect an "F" (failure) grade and his/her grade point average will be adversely affected.

How can I get help with course content?

Contact your teacher for help.

How do I get assistance with ClassEDU issues?

Please contact ClassEDU Support 803-545-0608 Option 2

How can I get help with technical issues?

If the trouble seems to be technical, such as Schoology, PowerSchool, or school email, please contact Technical Support 803-545-0608 Option 1.

If the trouble seems to be issues such as software, technical, login, Respondus Lockdown Browser, Chromebook, or laptop issues, please call Cantey Help Desk at 803-545-0608 Option 3.

What kinds of grade reports will I get? Parents and students can check grades online any hour of any day through the course gradebooks and/or through PowerSchool. Unofficial transcripts for students enrolled in high school courses will be e-mailed to the legal guardian's email at the end of the school year.

How do I request a transcript? All transcript requests must be made in writing to the SCVCS Registrar. If your student is currently enrolled, email the Registrar (registrar@scvcs.org) requesting an unofficial transcript and include the student's full name, date of birth, and confirm your mailing address. If your student has been withdrawn please contact the registrar's office for a student records request form.

If you are transferring to another school or adult education center, please have the new school request an official transcript from SCVCS. Upon graduation, please contact the registrar's office for an official transcript request form to have your official transcript sent directly to a university or college. Official transcripts are sent directly from institution to institution and are not provided to parents or students. Please allow two weeks' notice for all transcript requests.

APPENDIX F

Technical Support Troubleshooting Guide

Having computer problems? Schoology not running smoothly? Here are some tips to try:

Clear Your Browser Cache

Google Chrome

1. At the top right, click More (three dots).
2. Click Settings. Scroll down to Privacy and Security.
3. Click the arrow next to Clear browsing data.
4. Place a check mark the Browsing History and Cached images and files boxes. If you also want to clear cookies, you will select the Cookies and other site data box.
5. Under Time Range, change it to All Time.
6. Click Clear Data.

Mozilla Firefox

1. At the top right, open the Application Menu (three lines).
2. Click Settings.
3. On the left, click Privacy and Security.
4. Scroll to find Cookies and Site Data.
5. Click Clear Data.
6. Choose whether you just wanted cached data or also cookies. Then click Clear.

Check your Internet Security Settings

Google Chrome

1. At the top right, click More (three dots).
2. Click Settings.
3. Scroll down to Privacy and Security.
4. Click the arrow next to Security.
5. Check to ensure you have the security settings that you prefer.

Mozilla Firefox

1. At the top right, open the Application Menu (three lines).
2. Click Settings.
3. On the left, click Privacy and Security.
4. Scroll down to Security.
5. Check to ensure that you have the security settings that you prefer.

Check your date and time settings

1. Right-click the clock and date on the lower right side of your computer screen.
2. Choose Adjust date/time.
3. Under Current Date and Time, make sure the correct date and time are shown.
4. Under Time Zone, ensure that Eastern Time (US & Canada) are selected).
5. Close the Date and Time settings box.

If you continue to have issues with Schoology or a school loaner computer, please contact Cantey at 843-278-0801.

Troubleshooting Matrix

Topic	Issue	Point of Contact	Expectation
Curriculum	Changing, Adding and Dropping Classes	E-mail – School Counselor	Teacher will discuss placement change with parent. If teacher recommends placement change, teacher discusses with school administration/counselor for approval.
	Curriculum comments, suggestions, or mistakes in the curriculum	E-mail – Teacher	For any comments or suggestions regarding the curriculum, please email the teacher for that course
	<ul style="list-style-type: none"> • Curriculum questions • Class Content Questions • Questions on Graded Work • Working Ahead • Catching Up • Live Class Sessions • How to Submit Assignments 	E-mail – Course Teacher	Teacher will respond within 24 hours (not including weekends and holidays)
Technology	Trouble accessing Schoology	Technical Support 803-545-0608 Option 1	Technical Support Staff will troubleshoot the issue
	Trouble accessing or using school Gmail accounts	Technical Support 803-545-0608 Option 1	School Support Staff will troubleshoot the issue
	Trouble accessing PowerSchool	Technical Support 803-545-0608 Option 1	School Support Staff will troubleshoot the issue
	Trouble accessing or using ClassEDU	ClassEDU Support 803-545-0608 Option 2	ClassEDU representative will troubleshoot the issue
	Hardware/Chromebook Support	Cantey School Support 803-545-0608 Option 3	Cantey Help Desk will troubleshoot the issue
School Records	Assign, change or delete Learning Coach	E-mail - School Counselor	School Counselor will follow local school process for updating Learning Coach information
	Family needs to withdraw	E-mail - School Counselor	School Counselor provides parent/Learning Coach with withdrawal documents. Parent/ Learning Coach submits completed withdrawal request to school counselor.
	Receiving school needs a copy of SCVCS records	Mail or fax- Receiving school submits transcript request form to the registrar by mail or fax 803-253-6279.	Receiving school records request to appropriate personnel
	School Attendance Verification Forms- Needed to obtain a driver's permit	E-mail- School Counselor	Completed SC DMV form must be submitted to School Counselor
	AP/Concurrent Credit Questions Sign up for ACT, SAT, PSAT, etc. Credits and Graduation Progress Scholarship Questions	E-mail- School Counselor	School Counselor will provide information on these topics

Exceptional Children/ Special Education	Accommodations Modifications Resource Schedule IEP Questions	E-mail- Special Education Teacher If you have not been assigned a Special Education Teacher, please E-mail the Special Education Coordinator, Stephanie Gentry, at sgentry@scvcs.org	Your Special Education Teacher will help to answer any questions regarding accommodations or modifications.
Title I	Input Information View a Copy	Contact Kristen Stolpa at kstolpa@scvcs.org	Provide a copy of the Title I Plan, answer questions regarding Title I, and receive input to the parenting policy/parent-student-teacher compact.
Attendance	Missing School Requesting Extended Absences Submitting Doctor's Notes	Elementary – Contact classroom teacher Middle School – Contact Mr. Rob Carter (rcarter@scvcs.org) High School – Contact School Counselor	Extended absences must be requested at least two weeks in advance. Doctor's notes must be submitted within 10 days of an absence in order to be excused.



DIPLOMA PATHWAYS SEALS OF DISTINCTION OVERVIEW

Students shall meet all requirements for earning a South Carolina high school diploma to be eligible to earn any Seal of Distinction.







One or more Seals may be earned, but are not required for graduation.



Consult District or School Curriculum Guides for more information regarding curriculum choices and requirements.

Honors Seal of Distinction	College Ready Seal of Distinction	Career Ready Seal of Distinction	Arts Specialization Seal of Distinction
UGP GPA 3.5 or higher	UGP GPA 3.0 or higher	UGP GPA 3.0 or higher	UGP GPA 3.0 or higher
<p>English - 4 credits 2 at honors or higher level</p> <p>Math - Algebra 1, Algebra 2, Geometry, and a 4th higher level math requiring Algebra 2 as a prerequisite</p> <p>3 at honors or higher level</p> <p>Lab Science - 3 credits 2 at honors or higher level</p> <p>Social Studies - 3 credits 2 at honors or higher level</p> <p>World Languages - 2 credits of the same language for students entering 9th grade in 2018–2019 3 credits of the same language for students entering 9th grade in 2019–2020 and beyond</p> <p>Advanced Coursework - 4 additional credits of honors or higher completed during the Junior/Senior years (the last 2 years prior to graduation)</p>	<p>UGP GPA 3.0 or higher</p> <p>ACT 20 or higher or SAT 1020 or higher</p> <p>Tests may be superscored</p> <p>English - 4 credits</p> <p>Math - Algebra 1 (or the equivalent of Algebra 1), Algebra 2, Geometry, and another higher level math</p> <p>Lab Science - 3 credits</p> <p>Social Studies - 3 credits</p> <p>World Language - 2 credits in the same language</p> <p>Fine Arts - 1 credit</p>	<p>UGP GPA 3.0 or higher</p> <p>Career and Technical Education (CTE) Completer with an industry recognized credential</p> <p>OR</p> <p>Silver or higher on Career Readiness Exam</p> <p>OR</p> <p>Completion of Career Ready Work-Based Learning (WBL) placement</p>	<p>UGP GPA 3.0 or higher</p> <p>4 credits in a single or multiple arts areas, 2 at the honors or higher level*</p> <p>AND</p> <p>Mastery on externally evaluated exam or performance task</p> <p>*If honors credit is not available for arts courses, student must complete four courses in a single art area</p>
	STEM Specialization Seal of Distinction	STEM Specialization Seal of Distinction	World Language Specialization Seal of Distinction
	UGP GPA 3.0 or higher	UGP GPA 3.0 or higher	UGP GPA 3.0 or higher
	<p>4 credits beyond required graduation courses in math, science, technology, and engineering; at least 2 at honors or higher level</p> <p>Courses may be in 1 area of STEM or across all 4 areas</p>	<p>4 credits beyond required graduation courses in math, science, technology, and engineering; at least 2 at honors or higher level</p> <p>Courses may be in 1 area of STEM or across all 4 areas</p>	<p>4 credits in the same language</p> <p>OR</p> <p>a nationally normed proficiency-based language assessment score of "Intermediate Low" OR</p> <p>AP exam score of 3 or higher OR</p> <p>IB exam score of 4 or higher OR</p> <p>Cambridge AICE Language exam score of E or better before the senior year</p>
	Military Specialization Seal of Distinction		
	UGP GPA 3.0 or higher		
	4 credits in JROTC and an ASVAB score of 31 or higher		

APPENDIX H

Career and Technology Majors Offered at SCVCS

Business Information Management	Culinary Arts Management
<p>Required Courses:</p> <ul style="list-style-type: none"> • 5176 Digital Publication Design • 5340 Image Editing <p>Plus, One of the following:</p> <ul style="list-style-type: none"> • 5023 Fundamentals of Computing • 5031 Fundamentals of Web Page Design & Development • 5007 Google Applications • 5020 Digital Workplace Applications (<i>formerly Integrated Business Apps</i>) (VSC) 	<p>Required Courses:</p> <ul style="list-style-type: none"> • 5720 Culinary Arts Management 1 • 5721 Culinary Arts Management 2 <p>Plus, One of the Following:</p> <ul style="list-style-type: none"> • 5478 Intro to Hospitality and Tourism Management • 5025 IT Fundamentals (VSC) 
Health Science	Law Enforcement Services
<p>Required Courses:</p> <ul style="list-style-type: none"> • 5550 Health Science 1 • 5551 Health Science 2 <p>Plus, One of the Following:</p> <ul style="list-style-type: none"> • 5540 Medical Terminology • 5613 Intro to Vet Science • 5552 Health Science 3 (VSC) 	<p>Required Courses:</p> <ul style="list-style-type: none"> • 6505 Introduction to Law, Public Safety, Corrections & Security • 6510 Law Enforcement Services 1 • 6511 Law Enforcement Services 2 
Marketing Communications	Programming & Software Development
<p>Required Courses:</p> <ul style="list-style-type: none"> • 5421 Marketing • 5470 Advertising  <p>Plus, One of the Following:</p> <ul style="list-style-type: none"> • 5007 Google Applications • 5031 Fundamentals of Web Page Design & Development • 5340 Image Editing 1 • 5020 Digital Workplace Applications (<i>formerly Integrated Business Applications 1</i>) (VSC) 	<p>Required Courses:</p> <ul style="list-style-type: none"> • 5052 Computer Programming 1 with Java • 5053 Computer Programming 2 with Java <p>Plus, One of the Following:</p> <ul style="list-style-type: none"> • 5023 Fundamentals of Computing • 5031 Fundamentals of Web Page Design & Development • 5025 IT Fundamentals (VSC) • 5064 Computer Programming 1 with Python • 5050 Introduction to Computer Programming 

Programming & Software Development	Web & Digital Communications
<p>Required Courses:</p> <ul style="list-style-type: none"> • 5064 Computer Programming 1 with Python • 5065 Computer Programming 2 with Python <p>Plus, One of the Following:</p> <ul style="list-style-type: none"> • 5052 Computer Programming 1 with Java • 5023 Fundamentals of Computing • 5031 Fundamentals of Web Page Design & Development • 5025 IT Fundamentals (VSC) • 5050 Introduction to Computer Programming 	<p>Required Courses:</p> <ul style="list-style-type: none"> • 5033 Advanced Web Page Design and Development • 5031 Fundamentals of Web Page Design and Development <p>Plus, One of the Following:</p> <ul style="list-style-type: none"> • 5023 Fundamentals of Computing • 5340 Image Editing • 5025 IT Fundamentals (VSC) 

Why take Career and Technical Education Courses:

- Prepares students to be college and career ready by providing core academic skills, employability skills, and technical, job-specific skills.
- Can connect you with real world experiences.
- Gives you the opportunity to experience a wide range of careers.
- May save you money when you go to college to experience them in high school first.
- Provides students with the knowledge and training necessary to succeed in future careers and to become lifelong learners.

APPENDIX I

GRADE POINT CONVERSION TABLE

Numerical Average	Letter Grade	College Prep	Honors	Dual Credit AP/IB
100	A	5.00	5.50	6.00
99	A	4.90	5.40	5.90
98	A	4.80	5.30	5.80
97	A	4.70	5.20	5.70
96	A	4.60	5.10	5.60
95	A	4.50	5.00	5.50
94	A	4.40	4.90	5.40
93	A	4.30	4.80	5.30
92	A	4.20	4.70	5.20
91	A	4.10	4.60	5.10
90	A	4.00	4.50	5.00
89	B	3.90	4.40	4.90
88	B	3.80	4.30	4.80
87	B	3.70	4.20	4.70
86	B	3.60	4.10	4.60
85	B	3.50	4.00	4.50
84	B	3.40	3.90	4.40
83	B	3.30	3.80	4.30
82	B	3.20	3.70	4.20
81	B	3.10	3.60	4.10
80	B	3.00	3.50	4.00
79	C	2.90	3.40	3.90
78	C	2.80	3.30	3.80
77	C	2.70	3.20	3.70
76	C	2.60	3.10	3.60

Numerical Average	Letter Grade	College Prep	Honors	Dual Credit AP/IB
75	C	2.50	3.00	3.50
74	C	2.40	2.90	3.40
73	C	2.30	2.80	3.30
72	C	2.20	2.70	3.20
71	C	2.10	2.60	3.10
70	C	2.00	2.50	3.00
69	D	1.90	2.40	2.90
68	D	1.80	2.30	2.80
67	D	1.70	2.20	2.70
66	D	1.60	2.10	2.60
65	D	1.50	2.00	2.50
64	D	1.40	1.90	2.40
63	D	1.30	1.80	2.30
62	D	1.20	1.70	2.20
61	D	1.10	1.60	2.10
60	D	1.00	1.50	2.00
59	F	0.90	1.40	1.90
58	F	0.80	1.30	1.80
57	F	0.70	1.20	1.70
56	F	0.60	1.10	1.60
55	F	0.50	1.00	1.50
54	F	0.40	0.90	1.40
53	F	0.30	0.80	1.30
52	F	0.20	0.70	1.20
51	F	0.10	0.60	1.10

APPENDIX J

TITLE I South Carolina Virtual Charter School Parents Right-To-Know • Request Teacher Qualifications

I am requesting the professional qualifications of _____
who teaches my child, _____ at SCVCS.
Child's Name (Please Print)

My mailing address is _____
Street (Please Print) City Zip

My telephone number is _____.(include area code)

My name is _____.(Please Print)

Signature Date

This Section to be Completed by School

Date Form Received: _____ Received by: _____

Teacher's Name: _____ Subject: _____

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches?
Yes _____ No _____

Is the teacher teaching under emergency or other provisional status?

Yes _____ No _____

Undergraduate Degree _____ (University/College)
Major Discipline _____

Graduate Degree _____ (University/College)
Major Discipline _____

Does a paraprofessional provide instructional services to the student?

Yes _____ No _____

If yes, what are the qualifications of the paraprofessional?

High School Graduate _____ (Year)

Undergraduate Degree _____(University/College)

Major/Discipline _____

College/University Credit _____(Hours)

Major/Discipline _____

Signature of Person Completing Form Date Returned to Parent

APPENDIX K

South Carolina Virtual Charter School Honor Societies

Organization	Contact	New Membership	GPA Minimum	Special Requirements
Beta Club	canderson@scvcs.org jgriffin@scvcs.org abyrd@scvcs.org	TBA - Check email and respond if interested. Note: Seniors will receive info in the Fall and 9 th -11 th graders will receive info in the Spring.	Overall 3.0 minimum	One hour community service project.
Junior Beta Club	jgregory@scvcs.org	Emails will be sent	80 average or above	7 th and 8 th grades only
Mu Alpha Theta (Math Honor Society)	jsherbert@scvcs.org	TBA--check email	B average in completed math courses	Associate Members: Must have completed at least one honors level math course with a B average or above. Full Members: Must have completed two or more honors level math courses with a B average or above.
National English Honor Society	hcapone@scvcs.org cwood@scvcs.org	TBA--check email	3.95 (89.5)	Must have completed two full semesters of English courses (sophomore); must have been with SCVCS one full semester.
National Honor Society	lknox@scvcs.org mdymond@scvcs.org cwilkes@scvcs.org	TBA--check email	3.95 or 89.5 overall	Seniors; Juniors who have been with SCVCS for 2 full high school semesters; sophomores who have been in the SCVCS high school for 3 full semesters.
National Science Honor Society	lhatcher@scvcs.org	TBA--check email	3.0 GPA science and overall (non-weighted)	Enrolled in 1 Honors level Science by Junior Year, 2nd by Senior Year (exceptional Sophomores considered).
National Technical Honor Society	phelzer@scvcs.org aconnell@scvcs.org	Check Email. Students are invited to join based on their grades in their CTE major courses	3.0 & Above in CTE courses – must have completed or completing at least 2 CTE courses in their CTE major	11 th & 12 th Graders. Must complete an onsite or virtual job shadowing.
Rho Kappa (Social Studies Honor Society)	TBD	TBA--check email	3.0 overall; minimum 3.0 GPA for completed social studies classes	Students must have been in attendance at the school for at least one semester; have completed two core social studies courses and be prepared to complete at least three courses; have an overall cumulative GPA of 3.00 or the numerical equivalent
Spanish Honor Society	tbetris@scvcs.org	TBA--check email	A average	A in 3 semesters of Spanish study