

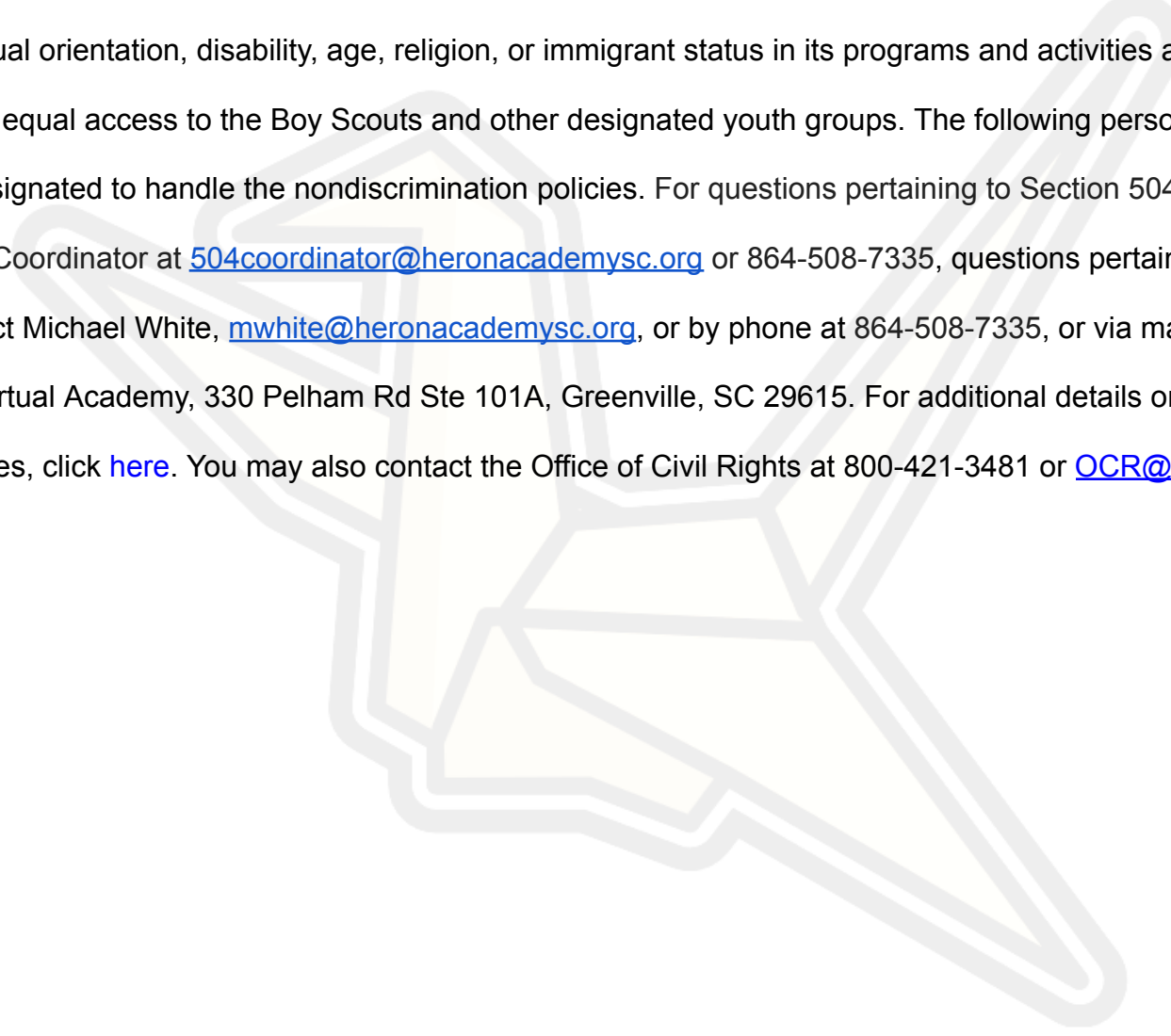


# **PARENT AND STUDENT HANDBOOK 23-24**

330 Pelham Road, Suite 101-A,  
Greenville, SC 29615  
Phone: 864-508-7335  
Fax: 864-558-0535

*This handbook sets forth general guidance for parents and students enrolled in the Heron Virtual Academy of South Carolina (HVA). HVA is a public charter school and is subject to the rules and regulations of South Carolina public schools. The charter school guidelines for HVA are available online at <https://erskinecharters.org/>. A copy of this handbook will be posted on the school website at [www.heronacademy.org](http://www.heronacademy.org). Handbook items may be amended as necessary throughout the school year.*

Heron Virtual Academy of South Carolina does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability, age, religion, or immigrant status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle the nondiscrimination policies. For questions pertaining to Section 504 contact our 504 Coordinator at [504coordinator@heronacademysc.org](mailto:504coordinator@heronacademysc.org) or 864-508-7335, questions pertaining to Title IX contact Michael White, [mwhite@heronacademysc.org](mailto:mwhite@heronacademysc.org), or by phone at 864-508-7335, or via mail at Heron Virtual Academy, 330 Pelham Rd Ste 101A, Greenville, SC 29615. For additional details on Title IX grievances, click [here](#). You may also contact the Office of Civil Rights at 800-421-3481 or [OCR@ed.gov](mailto:OCR@ed.gov).



**Welcome to Heron Virtual Academy of South Carolina (HVASC)**, the first statewide virtual school program focused SPECIFICALLY on helping students that have had challenges reaching academic success in the past. We encourage students to grow and learn by exploring their personal interests and providing them with a personalized pathway towards graduation.

***Every student... Every Class... Every day...*** That was my focus when we opened Cyber Academy of South Carolina 10 years ago, and that is my focus for Heron Virtual Academy (HVA). The individual student is the most important person in any school—traditional, charter, virtual, or private. At HVA, we will focus on the individual needs, desires, and interests of our students and families, and we will do everything we can to help our students reach their academic goals, regardless of past circumstances.

Once you begin at HVASC, you enroll in more than a school program. Walking through our virtual doors, you will immediately see a program devoted to each individual student and what they need to earn their high school diploma. Our virtual academy has designed educational supports that both enhance the learning experience and provide each student with strategies and techniques to help meet their unique needs.

At HVA, we believe in the possibilities, not the limitations. Every student can graduate and flourish when given the opportunity. We believe in thinking differently, inspiring students, and partnering with our community. We do this by lifting students to higher standards and providing tools for success.

We are honored to partner with your family in your child's education.

Best regards,

**David Crook ; Chief Executive Officer**

A handwritten signature in black ink that reads "David Crook". The signature is written in a cursive, flowing style.

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## SCHOOL ADMINISTRATIVE DIRECTORY

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K12 Virtual Schools LLC (Stride K12) Customer Support: 1-866-968-7512

- CUSTOMER CARE – Choose option #1 if you need assistance with: Materials, Navigation/Login, Usernames/passwords
- TECHNICAL SUPPORT – Choose option # 2 if you need assistance with: Hardware, Software, Learning Systems – OLS/LMS, NewRow

# SCHOOL CALENDAR

## Heron Virtual Academy SC

### 2023-2024

#### School Year Calendar



July 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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

September 23						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 23						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 23						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 23						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 24						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 24						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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

June 24						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 24						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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

- School Event
- Teacher workdays (student Holiday)  
Jul 31-Aug 4, Jan 3, May 22-24, 28-29
- First Day of School Aug 9
- Last Day of School May 21
- Report Cards Issued  
Q1- 10/18, Q2-1/10; Q3- 3/14, Q4- 5/28
- Holiday - No Classes
- Sep 4 Labor Day
- Oct 16-17 Fall Break
- Nov 22-24 Thanksgiving Break
- Dec 20-Jan 3 Winter Break
- Jan 15 MLK Day
- Feb 19 Presidents Day
- Mar 29-Apr 5 Spring Break
- May 27 Memorial Day
- End of quarter 10/10, 12/19, 3/7,
- Start of quarter 8/9, 10/11, 1/4, 3/8
- Teacher start/end date- 7/31, 5/29
- Oct 11 45th Day
- Jan 4 90th Day
- Mar 11 135 Day
- May 21 180 Day
- Apr 13 Prom
- May 22 Graduation

\* In the event of school closure, May 16th, March 29th, and May 22st may be used as makeup days



## ABOUT HVA

### OUR MISSION

The mission of HVA is to provide an innovative virtual education by pairing a comprehensive career readiness focus with social emotional learning support for all students, regardless of circumstance. We believe that the partnerships with parents, families, and the greater community contribute to student success as we prepare our students to enter directly into the workforce or continue with their postsecondary education.

### OUR VISION

HVA's vision for student learning is to provide access to a career-learning education that promotes student proficiency--as measured by End-of-Course examinations (EOCEP) as well as the WIN Career Readiness Assessment.

### OUR BELIEFS

- We believe in individualized learning through targeted customization.
- We believe in the democratization of mastery—it shouldn't be just for the best and brightest.
- We believe in giving parents meaningful ways to be involved in their children's education.
- We believe in being directly accountable and responsive to all of our customers.
- We believe in outstanding teacher engagement.
- We believe rich, engaging content helps students learn.
- We believe a mix of teaching tools makes learning come alive.
- We believe in using 21st-century tools to prepare 21st-century students.

### OUR VALUES

- Student Focus
- Integrity
- Perseverance
- Commitment

## AWARD-WINNING CURRICULUM

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

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

## HVA FACULTY

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

## HVA SCHOOL REQUIREMENTS AND PROCEDURES

### STATE AND SCHOOL TESTING REQUIREMENTS

As a public charter school in South Carolina, HVA is required to meet the requirements for mandatory state testing. HVA students are required to participate in all state-mandated academic assessments. Specific testing days will be shared as soon as available. The locations of tests will be announced closer to each scheduled testing period. Every effort will be made to ensure that families will not need to travel an unreasonable amount of time to testing locations, but all families should be prepared for the possibility of some travel to and from the testing location.

Mandatory state tests also provide useful information to parents and teachers on a child's academic progress.

**Failure to participate in these assessments may result in a student being administratively withdrawn from the HVA program. Failure to participate in these assessments may also negatively impact the future of HVA being available. South Carolina does not have any opt-out option for their mandated tests.**

### LEARNING COACH/STUDENT RESPONSIBILITIES

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

- I understand that enrollment includes full participation in all state-mandated testing on the required dates and at the assigned location. It is my responsibility to provide transportation for all required testing.
- I understand that I will have the direction and support of a South Carolina certified teacher in implementing the K12 Virtual Schools LLC (Stride K12) curriculum with my student.
- I accept the responsibility to supervise my student in using the K12 Virtual Schools LLC (Stride K12) curriculum. I understand that I am expected to become knowledgeable about the curriculum and the Online School.
- I accept the responsibility to actively participate in the planning, instruction, and assessment of my child using the K12 Virtual Schools LLC (Stride K12) curriculum and the Online School. I understand that I will schedule a minimum of six (6) hours per school day to accomplish this task.
- I understand that there are guidelines and policies regarding daily lesson completion and assignment submission and course level attendance.
- I understand that there are guidelines regarding recording of live-online sessions and that my student(s) are required to participate fully in virtual sessions, including the use of the microphone, camera, and other online tools, as requested.

- I understand that students are expected to complete work in the Online School each regular school day, according to the official school calendar, and that any deviation from this Calendar must be communicated to and approved by my student's advisor.
- I understand that my child and I are required to participate in scheduled conferences with our teacher(s) or advisor. I understand that during these conferences I am expected to have access to all materials and the computer. Scheduled conferences are expected to occur from the primary location that instruction takes place.
- I understand that I must read and respond to emails and phone calls from HVA staff within 24 hours.
- I understand that I must live in the state of South Carolina in order to be enrolled in HVA.
- I understand that if my phone number, address, email, or emergency contacts change, I must inform my homeroom teacher in a timely manner.
- I understand that HVA is requesting a one-year commitment.
- I understand that in order to fulfill enrollment requirements the following documents must be provided: enrollment form, copy of birth certificate, proof of residency (copy of utility bill, etc. stating service address), Title I eligibility form, agreement to use of instructional property, current immunization record or waiver, previous standardized test scores and report cards (if available), custodial paperwork (if applicable), Home Language Survey (if applicable) and a copy of current Individualized Education Program/504 plan (if applicable).
- I understand that periodic school diagnostic assessments, both online and face-to-face, are a requirement and must be completed within the given timeframe.
- I understand and agree that it is my responsibility to secure an internet service provider that will support a connection that is sufficient for my student to participate in virtual live sessions and access school related video content.
- I understand and agree that HVA is a full-time public school and that my student may not be enrolled in any other full-time public, private or charter school while enrolled in HVA.
- I understand that learning coach absences are not an excused reason for student absence, and it is my responsibility to create a plan for continued study in HVA's curriculum if the learning coach is unavailable.
- I understand that it is my responsibility to alert HVA if my student is currently suspended from school, under a school truancy plan or has court order to attend school for Truancy, Expelled, in the process of an Expulsion Hearing, ineligible to attend classes at their home-based school, or attending Alternative School as part of a probation period.
- I understand that live Class sessions and/or attendance at in-person educational sessions will be required as part of my student(s) learning plan.
- I understand that students identified as at-risk based on current engagement and/or transfer information (such as credit deficiency, excessive absences, or low academic performance) may have additional probationary enrollment monitoring. This program

could entail additional daily scheduled live sessions that will be required, as well as completion of assignments by deadline.

- I understand HVA is a Stride Career Prep School and utilizes every opportunity to allow students to learn from peer collaboration, work-based learning, career and technical student organizations, project-based learning, industry-recognized certification preparation, internships, job shadowing, practicums, industry chats, resume and portfolio building, and many more educational career learning connections.
- I understand that if my student(s) or I fail to uphold any of the above expectations, that my student(s) may be withdrawn from HVA.
- I understand that HVA may take and use photos at school events that may include my student (s) for social media, yearbook, and other purposes. It is my responsibility to contact the school coordinator at each event and notify him or her of our desire to not be photographed.
- I understand that HVA may provide a school level directory to be shared with others within the school. It is my responsibility to request to opt out, if desired, by sending a written notice to [help@heronacademysc.org](mailto:help@heronacademysc.org).
- I understand that HVA periodically sends notifications via text message to parents with an app called ParentSquare, and if I would like to opt out of these messages, I should send an email to [help@heronacademysc.org](mailto:help@heronacademysc.org).
- I understand HVA is not currently NCAA approved. If I plan to play college sports, I will contact my counselor immediately.

## TEACHER OR ADVISOR RESPONSIBILITIES

- Collaboratively develop an individual learning plan for your student by use of data-driven instructional methods.
- Guide and direct the student through the K12 Virtual Schools LLC (Stride K12) Online School platforms.
- Provide instructional support to meet SC state standards.
- Facilitate academic conferences.
- Review student-submitted work throughout each grading term.
- Maintain school work day Monday through Friday from 8:00 am – 4:00 pm.
- Respond within 24 school day hours to all school emails and telephone calls.
- Inform you of school updates/information from HVA and/or K12 Virtual Schools LLC (Stride K12).
- Plan and attend regional outings/field trips.
- Administer state required assessments.
- Provide support in all areas of successful student learning and achievement.
- Complete semester progress reports and year-end report cards.
- Be the first point of contact for parents and students.

## QUESTIONS, CONCERNS, OR COMPLAINTS

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

**Step 1.** All concerns and issues should first be directed to the student's advisor via phone or school email. If your advisor cannot resolve the issue, he/she directs the student or parent to the appropriate contact for assistance.

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

## COMMUNICATION RESPONSIBILITY

Ongoing and consistent communication is required between the student, parent, and teacher(s) for school compliance. School communication includes school email, telephone (leaving voicemail when necessary), school announcements, newsletters, and workshops (in person and online via Class Connect). Teachers will respond to any school emails/phone messages within 1 business day of receiving the message.

Our administrators are available for HVA families to answer questions, offer support, and receive valuable feedback for growing our school into the best virtual program in South Carolina. Please contact them through email or phone numbers listed above.

## CLASS CONNECT SESSIONS

HVA teachers will offer multiple live sessions each week. The sessions will cover a variety of topics, which may include any of the following:

- Coverage of State Standards,
- Support for daily lessons in the OLS/OHS,
- Areas of student need as determined by data,
- State testing preparation, or
- Other instructional topics as deemed necessary.

Attendance during the live sessions will be mandated if data indicates that there is a need for additional intervention and instruction. During these sessions it is required that families have a working microphone and camera to use as requested by teacher. Teachers will expect students to use these tools as this helps to improve the interactive experience or to proctor student learning feedback. Please contact customer support at 1-866-512-2273 for any problems using these tools with your computer. Live Sessions are a fantastic opportunity for instructional support and feedback that are indispensable while trying to meet the expectations of our rigorous program.

## HVA INSTRUCTIONAL ASSESSMENT PLAN

The HVA Instructional Assessment Plan is a strategic use of 3<sup>rd</sup> party curriculum supplements, including periodic Interim Assessments, over the course of a school year to ensure that all students are provided with a growth measure and a systematic exposure to state standards. The data generated will make data-driven instruction possible.

The goal is to provide every student with an individualized learning plan, continuously improve student learning using data, and ensure all students are exposed to and become proficient on state standards. Through the K12 Virtual Schools LLC (Stride K12) Instructional Assessment Plan these goals can be accomplished.

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

**Failure to complete Interim Assessments may result in a student's access to course material being blocked. While access is blocked, absences may be recorded until the Interim Assessment is completed.**



## **SCHOOL DIRECTORY**

Information will be sent out initially by email on how your student and family can opt-in to the directory to allow whole school level visibility. The directory allows parents and students to search for other community members based on grade levels of students, geography, and areas of interest. The information provided in the school directory is not intended for commercial use.

## **SUMMER PROGRAMMING REQUIREMENTS**

Students who are identified as having additional needs at the end of the school year may have required participation in targeted summer programming, as available. A few examples of this type of programming include:

- High School Credit Recovery
- Summer Reading/ Summer Math Sessions or Requirements
- Face-to-Face or Virtual Sessions
- Home Visits

## **HOMEROOM MODEL AND STUDENT INDIVIDUALIZED LEARNING**

HVA uses a data-driven instructional model which defines the academic needs and strengths of students based on data. Our teachers will use information on previous standardized tests, quarterly benchmark exams, and online school information to track the student's progress towards meeting goals for the school year. It is a fluid process that evolves throughout the school year. All parties involved with supporting the student can be called on to assist with meeting student goals.

Our teachers will review available data and begin to place their students in a data-driven small group within the first few weeks of enrollment. This group placement will be reviewed at least quarterly but could also change more frequently based on the individual student needs. The process will start with a "Connection Call" from the advisor or homeroom teacher within the first two weeks of attendance and will be followed by periodic data review times at least every 4-6 weeks. During this time, calls and emails to the family may be made or conferences held dependent on needs.

## **INDIVIDUAL GRADUATION PLAN**

In compliance with the Education and Economic Development Act (EEDA), students and parents in grades 8-12 will meet with their assigned counselor each year for an Individual Graduation Plan (IGP). During IGP Conferences, counselors and students will review academic progress, graduation requirements, career interests, educational goals, and postsecondary plans. For underclassmen, this is the time to choose classes for the following school year.

Career planning sessions will include access to career inventories and information to assist in the career decision-making process. IGPs and career awareness programs last approximately 30 minutes and parents/guardians are invited to attend. The IGP will be accessible in PowerSchool at <https://cie.powerschool.com>. Please contact your advisor if you need a login.

## **COLLEGE AND CAREER READY**

Counselors and teachers will work with students from 9th to 12<sup>th</sup> grade to integrate a comprehensive college and career planning program. HVA will use the South Carolina Career Information System (SCOIS) to implement a student-centered college and career counseling program which will be able to help students navigate their education and plan for their future.

At the beginning of the school year all 9th-11th grade students will be required to attend a class assembly during the first week of school. During that meeting, your school counselor and graduation coach will walk you through the details of your school year, in addition to any requirements you will need to be aware of for

a successful school year. This meeting will be recorded and available for you to review throughout the school year.

Throughout the school year, HVA Faculty and Staff will work with all students to prepare for post-secondary college and career opportunities. HVA will offer virtual meetings and face to face meetings around the state. These meetings will provide you with an opportunity to meet with one of the school counselors and our career learning staff. These meetings will include, but are not limited to, topics such as:

- Identifying your postsecondary goals and developing plans to meet those goals
- Learning about financial aid and how to complete the FAFSA
- ASVAB guidance and support
- Career Readiness
- College Application Day
- Academic support--goal setting
- Soft Skills support--integrity, communication, courtesy, responsibility, professionalism
- Job search support --resume writing, interview skills
- College visits -- technical/community colleges and four-year universities
- Individual Graduation Plan Meetings
- Class Information Sessions
- Other activities are to be determined

### **NCAA (National Collegiate Athletic Association)**

HVA is not currently NCAA approved. If you plan to play college sports, contact your counselor immediately. Also, students interested in college athletics should register with the NCAA Eligibility Center during their sophomore year of high school.

### **FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

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

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

To request an inspection and review, the parent or eligible student should submit a written request to the Chief Academic Officer that identifies the record (s) they wish to inspect. The Chief Academic Officer will arrange 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 are inaccurate.

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

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent.

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

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

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

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

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

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

Shipment of computer and school materials to and from student's home  
Entry of student enrollment information into a computer database for use by school officials  
Sports activity sheets, such as for wrestling, showing weight and height of team members

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

The school has designated the following information as directory information:

- name
- address



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

If there are certain items the School has chosen to designate as directory information that parents do not want disclosed from their student's education records, without their prior written consent, parents are encouraged to send an email identifying the information they do not want disclosed, the student's name, and the name of the virtual academy or affiliate school in which the student is enrolled to:

[help@heronacademysc.org](mailto:help@heronacademysc.org).

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

The Protection of Pupil Rights Act (PPRA) affords parents/guardians of elementary and secondary certain rights regarding the collection of survey data for marketing purposes. For details about these rights, please see [HVA PPRA Policy](#).

## WITHDRAWING

Families who decide to withdraw from Heron Virtual Academy should submit this request to their student's advisor, and the advisor will email the parent a parent withdrawal form. The legal guardian must provide the following information to the advisor before the withdrawal process will begin.

1. The reason they want to withdraw from HVA
2. Last day of enrollment/attendance with HVA
3. Name of the school the student is transferring to

Once this information is provided, the advisor will lock the student account and submit the withdrawal request. The new school should send a records request or proof of enrollment to HVA to finalize the withdrawal. This can be sent to [records@heronacademysc.org](mailto:records@heronacademysc.org) or faxed to 864-568-3711.

\*Note: If the family is not responsive to advisor outreach attempts, the withdrawal process will be placed on hold until a records request is received, or contact is made. Absences will accumulate during this time until the student is withdrawn for truancy.

\*\*If HVA is not provided with proof of enrollment from a new school, the student's home district will be notified of the withdrawal and could result in family court referral or a DSS intervention.

## ATTENDANCE POLICY

Regular school attendance is an essential part of your student's education and vital to graduating ready to take on the demands of adult life. Students who are frequently absent may be putting their futures in jeopardy by falling behind in school. Chronic absenteeism is a behavior that is strongly associated with dropping out of school.

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

In accordance with the Compulsory School Attendance Law and S.C. Code of Regulations, uniform rules have been adopted to ensure that students attend school regularly. Students are expected to attend school each day and are counted present only when they are in school or are present at an activity authorized by the head of school.

## ATTENDANCE

By establishing a daily routine for signing on and completing course assignments in a timely manner, students will be able to successfully complete course requirements and graduate on time. Remember, communicating with teachers is the best way to stay on pace and ensure a successful on-line educational experience at HVA.

Students must sign on and complete work each school day to be considered present. One of the most important responsibilities of students and parents is to ensure that this attendance requirement is met. Attendance is taken daily via the HVA portal. Therefore, students must sign in daily and complete lessons each day in each course to be counted present and to avoid being dropped from the school's membership and/or losing credit in the course.

**This is the minimum requirement.** If students are unable to sign in every day during the regular school week (Monday through Friday), then Saturdays, Sundays, and holidays may be used as make-up days with prior approval from his or her teacher within the semester that the days were missed.

## KEY ATTENDANCE POINTS

The four critical points about attendance are:

1. *Sign on daily (Monday through Friday)*
2. *Use Saturdays, Sundays, and holidays as make-up days.*
3. *Notify your advisor immediately when it is not possible to sign on; and*
4. *Return telephone calls and/or respond to emails from advisors/staff members.*

## LAWFUL ABSENCES

1. Absences caused by a student's own illness\* **and** whose attendance in school would endanger his or her health or the health of others.  
\*Verified by a statement from a physician within two (2) days of the student's return to school.  
Absences for CHRONIC or EXTENDED illness will be approved only when verified by a physician's statement.
2. Absences due to a serious illness or death in the student's immediate family verified by an email from the parent within two (2) days of the student's return to school.
3. Absences due to a recognized religious holiday of the student's faith when approved in advance. Such requests must be made to the homeroom teacher in writing.
4. Absences for students whose parents/guardians are experiencing a military deployment. Head of school may grant up to five days of excused absences provided that 1) the absence is pre-approved, 2) the student is in good standing, 3) the student has a prior record of good attendance, and 4) missed work is completed and turned in within the school's allotted time.
5. Absences due to activities that are approved in advance by the head of school. This would include absences for extreme hardships. Such approval should be prearranged when possible.
6. Absences from the online school due to approved school outings and face-to-face testing are counted as attendance days.

## UNLAWFUL ABSENCES

1. Absences of a student without the knowledge of his or her parents.

2. Absences of a student without acceptable cause with the knowledge of his or her parents.

## TRUANCY

Although the state requires students to attend 170 of the 180-day school year, parents and students should be aware that S.C. Code of Regulations - Chapter 43-274 stipulates that a child ages 6 to 17 years is considered truant when the child has three consecutive unlawful absences or a total of five unlawful absences.

What do I do if my child refuses to go to school? First, contact your advisor and report the problem. Your advisor will collaborate with a Student Attendance Specialist (SAS). If your child continues to miss school unlawfully, a SAS or Administrator from your child's school will schedule an intervention conference with you and your child. At that time, a plan will be devised to improve your child's attendance. If your child continues to miss school unlawfully, his/her case will be referred to our Student Resource Coordinator (SRC). The SRC will convene a conference with you and your child regarding his/her attendance problem. If your child continues to miss school unlawfully, the case may be referred to district and/or state authorities for further intervention.

## HIGH SCHOOL ABSENCES

Absences in High School are accrued every school day. Any absence more than 10 may cause the student to lose credit for a 180-day course or be ineligible to remain enrolled with HVA. The first 10 absences may be lawful, unlawful, or a combination. All absences beginning with the eleventh must be lawful. Furthermore, any absence more than 5 may cause the student to lose credit for a 90-day / semester course. The first 5 absences may be lawful, unlawful, or a combination. All absences beginning with the sixth must be lawful.

## INSTRUCTIONAL TIME (25% Rule)

By law, HVA is required to provide twenty-five percent (25%) of a student's core academic instruction in K-12th grade in a method other than an online or computer instruction program. (S.C. Code Ann. §59-40-65(C)).

To satisfy this requirement, a student's curriculum program must contain an average of five hours a week in combination of real-time interaction with a teacher for the core instructional subjects (Math, ELA, History/Social Studies, and Science) or offline schoolwork (e.g., reading a book, doing homework, writing an essay). Students are expected to attend live sessions in each core area class weekly. If the student needs any additional assistance outside of those sessions, they may request it directly from the subject area teacher.

## ATTENDANCE ADMINISTRATIVE WITHDRAWAL

If a student has ten (10) or more consecutive, unexcused absences, he/she will be truant and withdrawn from active enrollment at HVA as of the 11th day. The team will notify senior administration and a withdrawal review will be held. ***It is imperative that any student who is absent for more than three consecutive days provide any documented excuses to his or her homeroom teacher within 7 days of the absences to avoid being considered truant and withdrawn.***

Additionally, any student who has missed more than ten (10) school days cumulatively may be subject to withdrawal by administration as ineligible to remain enrolled with HVA due to attendance policy violation.

## MEDICAL HOMEBOUND

South Carolina's mandates regarding medical homebound instruction appear in state board of education regulation 43-241. Put in the simplest terms, r 43-241 defines "homebound instruction" as teaching that is offered to the student who has an acute or chronic medical condition that prevents him or her from attending classes at school, takes place "in a room especially set aside for the period of instruction," and is conducted by an individual who holds a South Carolina teacher's certificate.

Specifically, regulation 43-241 says that students who cannot attend public school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for medical homebound instruction. A physician must certify that the student is unable to attend school but may profit from instruction given in the home. Any student participating in a program of medical homebound instruction must be approved by the district superintendent or his or her designee on standardized forms provided by the state department of education. All approved forms must be maintained by the district for documentation.

Medical homebound instruction is a service that is available for students who cannot attend school for a medical reason. A physician must certify that the student has such a medical condition but may benefit from instruction and must fill out the medical homebound form that the school district provides. The form for Medical Homebound can be picked up from the school or by contacting [jreed@heronacademysc.org](mailto:jreed@heronacademysc.org).

The school leader then decides whether to approve the student for medical homebound services.

The school will consider the severity of the student's illness or injury, the length of time that the student will be out of school, the impact that a prolonged period away from school will have on the student's academic success, and whether the student's health needs can be met at school virtually.

The goal of homebound medical instruction is to provide continuity of instruction and to facilitate the student's return to a regular school setting as quickly as possible. State Board of Education Regulation 43-241 outlines the provision of medical homebound services. For further information please contact Jackie Reed, Student Services Administrator at 864.236.4006 ext 4105 or at [jreed@heronacademysc.org](mailto:jreed@heronacademysc.org)

## **STUDENT SUPPORT SERVICES TEAM and PROBATION ACCOUNTABILITY SUPPORT**

HVA provides a dedicated support team to offer additional services on an as needed basis.

### **ASSIGNMENT REASON**

A student and their family can be assigned additional support for low progress, poor class attendance, low assignment submission, socioeconomic need, learning coach training need, health concerns, or for any other non-academic concerns that may affect school performance.

### **NOTIFICATION**

You will receive an email from your student's advisor notifying you of the recommendation for additional services. Soon after, you will be contacted by the appropriate support services team member via email or phone call. Please respond to this communication within 24 hours to confirm receipt and to begin receiving assistance. Participation is required in most cases.

### **PROBATION**

Students notified by their advisor of recommendation for low progress and/or lack of engagement will be placed with a probation support plan by your advisor. Your advisor will be there to help you through the process. In working with him or her, we hope you will gain the skills, motivation, and drive to be successful in our academic program and return quickly to Good Standing.



Students and families receive three (3) weeks (15 school days) from the date of initial plan to resolve engagement concerns. Students and learning coaches will work with their advisor to earn badges during the probation support period. Students have an opportunity to earn 5 badges per week. Students must earn 12-15 badges within the 3-week period for successful completion of probation and a return to good standing. If students earn between 8-11 badges, students can be eligible for possible appeal and badge counts start over. Students are only eligible for one appeal per academic school year. If students earn fewer than 8 badges, they will be moved to administrative review for withdrawal.

If a student is referred for a Probation Plan twice (2) within the same academic school year, the student will follow the Probation Support Plan as outlined above.

If a student is referred for a third (3) Probation Plan, the student will immediately be withdrawn due to lack of continuous engagement.

### **BADGES**

Probation Plans are based on school expectations that should be followed. Probation plans will include the five engagement requirements for all CASC students: attend school daily by working in online school, attend all required class connect sessions, read and respond to all school communication, work in each course every day, and complete and submit assignments weekly. Five Badges can be earned each week and can only be earned for completion of each individual requirement noted on the Probation Plan Badge.

Students and learning coaches are allotted three (3) weeks or 15 school days to reach the required 12+ Badges for successful completion of Probation Supports and return to Good Standing. A return to Good Standing can occur as soon as three (3) weeks after the start date of Probation Supports by earning consecutive Badges each week.

Badges cannot be removed from students and learning coaches once earned. However, students can be referred again for additional support.

Students and learning coaches unresponsive to all contact attempts by their advisor after two (2) weeks are moved to the Student Support Team for review for additional support or withdrawal from HVA.

### **ADMINISTRATIVE REVIEW FOR WITHDRAWAL**

Students must earn 12-15 badges within the 3-week period for successful completion of probation and to return to good standing. If students earn between 8-11 badges, students can be eligible for possible appeal and badge counts start over. The Probation Appeal Plan will allow up to 3 additional weeks with minimum weekly badge requirements. Students are only eligible for one appeal per academic school year. Failure to reach twelve (12) Badges after the appeal term expires, will result in Administrative Withdrawal from HVA. The student account may be locked at that time. If a student is referred for a third (3) Probation Plan, the student will immediately be withdrawn due to lack of continuous engagement.

## **STANDARD SUCCESS PLAN 9<sup>th</sup>-12<sup>th</sup> GRADE**

<b>Badge Requirement</b>	<b>How Measured</b>
--------------------------	---------------------

Read and respond to school communication	The Student and Learning Coach should be checking school communication regularly and responding as needed. Teacher will make note of multiple attempts.
Attend school daily (OHS, Class Connects)	Attendance reports
Attend all required Class Connect Sessions	<p>Class Connect Attendance Reports The student must attend all related services, intervention, and remedial class sessions. Failing to attend a related service, an intervention, and/or remediation session will result in not earning a badge.</p> <p>Class connect sessions will only be excused with a doctor's medical excuse</p>
Work in each course every school day (OHS and supplemental programs)	Activity Reports
Complete and submit assignments weekly	Missing Assignment Reports

### ADDITIONAL REQUIREMENTS FOR SUCCESS

- Teachers, advisors, and administrators frequently communicate important updates and reminders via email. It is important that these communications are read and responded to.
  - Required testing communications come by email.
  - Required conferences such as advisor support, individual graduation planning meetings, and other meetings will be communicated by email.
- Following the badge plans above is a good standard for all students. However, your student's individual needs may require additional requirements for success. Your advisor will work with you and your student to determine the best path to success.

### SUPPORT TEAM MEMBERS

Together all the members of your support team will work closely with your family to ensure your student's needs are met, so that they can receive the best education possible.

Your student may have contact with several team members during the year. It is important that you check and respond to your email regularly to stay up to date on what is happening with your student.

### STUDENT RESOURCE COORDINATORS

Mallory White, Student Resource Coordinator (SRC), 864-688-9906.

Our Resource Coordinator will assist students and families by acting as a go-between between the families and community resources. In addition to helping to meet economic needs of our families, our Resource Coordinator may also conduct social support to our families for needs such as pregnancy support, death or serious illness in the family, drug/alcohol abuse, DSS or DJJ involvement, and other high needs social issues that are likely to impact school performance.

## COMMUNITY ENGAGEMENT SPECIALIST

Joanna Tine, Community Engagement Specialist, 864-209-1125, [jtine@heronacademysc.org](mailto:jtine@heronacademysc.org)

Tony Moore, Engagement Specialist, 864-485-9644 [tmoore@heronacademysc.org](mailto:tmoore@heronacademysc.org)

Our Engagement Specialists will assist families by providing necessary training and opportunities for socialization among HVA families. This is done using our website, monthly outings, our learning lab, social media, and individual training on an as needed basis. They are also the primary coordinators of our onboarding and training process for new students.

The Engagement Specialist provides a range of school-wide services to new and returning students and their families to help set the right tone for their academic success in the virtual school program. The position works with others to provide critical training, facilitate academic engagement, and promote effective communication practices between parents, teachers, and support team members.

## ADVISORS

The advisor is the key coordinator driving the activities of the Student Support Services Team. The advisor helps foster a high touch approach to educational support and exhibits a commitment and desire to provide the best experience possible for students and families. The role empowers families to increase their involvement and assist in their student's education, facilitates engagement in school activities and provides clear and consistent communication regarding school expectations and activities. If your student has missed school without an excuse, please contact your homeroom teacher immediately and have your student log in and complete schoolwork.

Our Advisor works to promote positive school attendance and to notify families of concerns regarding attendance and truancy, see attendance section for more details. You may be asked to participate in a phone call or a class session to develop an attendance plan for your student to help bring them into good attendance standing with the school. The conference is your opportunity to work with the Advisor and your student's teacher to find a way to meet our school's attendance requirements and the needs of your family.

Students with chronic attendance concerns may be required to attend online check in session(s).

Failure to follow the school attendance policy could lead to withdrawal after 10 unexcused absences and/or non-adherence to the attendance plan set forth during this meeting.

- Students are referred to Administration for a review to determine next steps.
- Your student may be administratively withdrawn from HVA and/or would be ineligible to return to HVA in future school years.
- Notification will be sent via email.

## ONBOARDING

Strong Start is a practice of providing early communication, orientation and onboarding tasks for students and families to foster engagement in the K12 Virtual Schools LLC (Stride K12) national and school community and receive the foundation needed to be successful in the online school setting. K12 Virtual Schools LLC (Stride K12) national Strong Start programming offers resources to give students and families a Strong Start from the point they are enrolled through the first four weeks of school. Almost all resources are available year-round to students starting after the first day of school. You will receive an email prior to your first day of school (typically the Monday before school starts). This email will outline your expectations. These expectations will be further outlined in required orientation sessions for new students. New Students will also have access to the online school materials in a course designed to let them become familiar with the online school. Please reach out to your advisor or to the Engagement Specialist for any additional

assistance. Students and families will be expected to complete orientation requirements including a final orientation checkpoint along with completion of beginning individual assessments.

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

K12 Virtual Schools LLC (Stride K12) Customer Support Team can help get you set up by calling 1-866-512-2273.

<b>HVA FAMILY ENGAGEMENT CHART</b>
Probation Support Expectations for Learning Coach
<ul style="list-style-type: none"> <li>• Responding to emails</li> </ul>
<ul style="list-style-type: none"> <li>• Attending study halls or check-ins with student</li> </ul>
<ul style="list-style-type: none"> <li>• Attending conference with case manager and administrator</li> </ul>
<ul style="list-style-type: none"> <li>• Learning coach logging in or training</li> </ul>
<ul style="list-style-type: none"> <li>• Helping to ensure student is available for benchmark testing by due date</li> </ul>
<ul style="list-style-type: none"> <li>• Assisting student logging in daily</li> </ul>
<ul style="list-style-type: none"> <li>• Assisting student making progress in online school curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Confirming student follows success plan</li> </ul>
<ul style="list-style-type: none"> <li>• Helping your student attend required special programs sessions in class connect, related services session, or face-to-face required session</li> </ul>
<ul style="list-style-type: none"> <li>• Helping your student attend required academic class connects as scheduled</li> </ul>

**ADMINISTRATIVE SCHOOL WITHDRAWAL**

Attendance, Testing, and Probation Status Infractions that could lead to school withdrawal:
<ul style="list-style-type: none"> <li>• The student is unresponsive to attendance intervention plans</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to attend in-person state mandated testing or in-person benchmarks or failure to complete at home benchmark during testing window</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to follow the individual plan for Strong Start or Success Plan</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to complete onboarding requirements during the initial 25 days of enrollment</li> </ul>



## STUDENT CODE OF CONDUCT AND ACCEPTABLE USE

This section describes the policies and guidelines of the Student Code of Conduct and Acceptable Use. Guidelines exist to ensure that all HVA students are aware of and understand their responsibilities when accessing and using HVA resources. HVA reserves the right to update or alter this agreement at any time. As a student enrolled in HVA, you should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is also considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Violations could be categorized as:

- **Level I Conduct:** Those activities engaged in by a student which tend to impede orderly classroom procedures or instructional activities, the orderly operation of the school, or the frequency or seriousness of which disturb the classroom or school.
  - This includes but is not limited to repeated absence from live class sessions, inappropriate behavior in live sessions, dress code violations, plagiarism, failure to participate in live class sessions.
- **Level II Conduct:** Those activities engaged in by a student which are directed against persons or property, which could endanger the health or safety of one-self or others, or both. Includes Level I conduct that is repeated 3 or more times.
  - This includes but is not limited to documentation of Level I violations 3 or more times, disrespect to staff, bullying other students, using profanity, posting obscene material, bullying, or using derogatory comments in class chat.
- **Level III Conduct:** Those activities engaged in by a student which result in violence to oneself or to another person or property or which pose a direct and serious threat to the safety of oneself or others. These activities usually required administrative actions which result in the removal of the student from the school, the intervention of law enforcement authorities, and/or action by the Board. Whenever these acts result in or have resulted in injury or serious threat of injury to a person or to property, the administrator or his/her designee is required to notify law enforcement officials.
  - This includes, but is not limited to any illegal activity, threatening staff or students, vandalism, sexual harassment, carrying, possessing, using and/or displaying an illegal, unauthorized, or dangerous substance (includes pepper spray), charge with a violent offense off school (gang activity, initiation or violence, bomb threat, aggravated assault, larceny/possession of stolen property), fraud, or inappropriate physical contact.

Failure to follow these guidelines could result in:

Level I or higher:

- Verbal warning
- Call to parent
- Student/Teacher/Administrator Conference with Parent

Level II or III

- Referral to outside agency
- Loss of Privileges/Exclusion from school activities or events (outings, clubs, etc.)
- Loss of Privileges and access to HVA instructional resources (class tools/chat, etc.)
- In School or After School Detention (Virtual-must share camera and screen)
- Saturday or After School Detention (In-Person)
- Out of School Suspension (curriculum lockout)
- In Person Meetings or Conferences
- Restitution of property and damages
- Expulsion

- Involvement with law enforcement agencies and possible legal action

## **ONLINE ACCOUNTABILITY**

- Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Use your own username and password, and do not share these with anyone.
- Do not interfere with other users' ability to access HVA or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
- Do change your password(s) frequently, at least once per semester is encouraged.
- Do not publicly post your personal contact information (address and phone number) or anyone else's.
- Do not publicly post any messages that were sent to you privately.
- Do not download, transmit or post material that is intended for personal gain or profit, non-HVA commercial activities, non-HVA advertising, or politically lobbying on a HVA owned instructional computing resource.
- Do not use HVA instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on HVA instructional computing resources that are not specifically required or approved for your assignments.
- Do not post any MP files (audio or video), compressed videos, or other non-instructional files to any HVA server.

## **LIVE CLASS CONNECT VIOLATIONS**

- Continued failure to attend and/or participate in required live Class Connect Sessions.
- Improper use of tools and privileges in Class Connect Sessions.
- Failure to follow expected dress code and conduct policies while on camera (i.e.: not wearing a shirt or smoking).
- Using inappropriate behavior while in class as outlined below.

## **INAPPROPRIATE BEHAVIOR**

Inappropriate behavior includes the following:

- Using rude or demanding language when communicating with your HVA teacher or staff.
- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threads.
- Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimate another person. This includes distributing "spam" mail, chain email, viruses, or other intentionally destructive content.

## **MATERIALS AND COMPUTER EQUIPMENT**

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

## STUDENT INTERNET SAFETY

- Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of HVA.
- Do not agree to meet in person anyone you have met on the Internet and who is not affiliated with HVA.

## INTERNET ETIQUETTE

As a HVA student, you are expected to follow the rules of Internet etiquette or netiquette. The word “netiquette” refers to common-sense guidelines for conversing with others online. Please abide by these standards.

- Avoid sarcasm, jargon, or 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 criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people’s privacy. Do not broadcast online discussions, and never reveal other people’s email addresses.

## ACADEMIC INTEGRITY-PLAGIARISM

Students who submit work as their own, when it is not wholly and completely their own, are guilty of cheating and/or plagiarism. Assisting other students in cheating or plagiarism is also considered academic dishonesty. The first time students fail to cite the source of information in an essay or research paper, they will be advised of proper citation methods and required to submit a corrected paper. Students may be required to re-do an assignment or complete an alternate assignment at the discretion of the teacher. Students who cheat or plagiarize more than once will be referred to the school administration.

## BULLYING POLICY

All students have the right to learn in a safe and supportive school environment that is free from bullying, intimidation, and harassment. The school environment includes Class Connect or other live virtual meeting place, blended learning labs, outings, testing sites, any school-sponsored events. The school environment is also extended to include incidents that occur outside of school whenever such incidents impact the school environment. HVA is committed to providing a safe environment by ensuring that bullying, intimidation, and harassment is not tolerated in our school and will be investigated and addressed upon notification.

Bullying, intimidation, and harassment are defined to include any gestures, written or verbal communication, or physical acts by an individual student or group of students that inflicts physical, verbal, emotional or mental suffering on another student or group of students. They are any behaviors designed to intimidate, threaten, distress, or hurt others.

These include but are not limited to any behaviors that take place in Class Connect, at a testing site, or at a school-sponsored function that:

- Are motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical, or sensory disability, or by any other distinguishing characteristic
- A reasonable person should know, will have the effect of intimidating, scaring, or harming a student, teacher, staff member, etc. or damaging their property, placing them in reasonable fear or harm to their person or damage their property
- Are sufficiently severe, persistent, or pervasive to create an intimidating, threatening and or abusive educational environment for an individual
- Have the effect of insulting or demeaning any person or group of persons in a way as to cause substantial disruption in, or substantial interference with the orderly operation of the school. Acts of bullying, intimidation or harassment may also be a student exercising power and control over another student/individual, in either isolated incidents or patterns of harassing or intimidating behavior.

### CYBERBULLYING

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

### REPORTING

All school employees are required to report alleged violations of the school's Anti-Bullying policy to the Executive Director. All other members of the school community including students, parents or legal guardians, volunteers and visitors are encouraged to report any act that may be a violation of this policy. Reporting parties should be encouraged as part of the school's Code of Conduct to submit an Incident Report Form to the Head of School.

Reports may be made anonymously, but formal disciplinary action cannot be based solely based on an anonymous report.

A school employee who promptly reports an incident of bullying, intimidation, or harassment to the appropriate school official and who makes the report in compliance with the procedures in the policy is not liable for damages arising from any failure to remedy the situation.

### INVESTIGATION

The Executive Director or designee is responsible for determining whether an alleged act constitutes a violation of this policy. A prompt, thorough and complete investigation of the alleged incident shall be conducted. A written record of each investigation regarding allegations of bullying, intimidation, and harassment will be created. All written documentation shall be maintained by the Executive Director.

Some acts of bullying, intimidation, or harassment may be isolated incidents requiring the school to respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a larger pattern of bullying, intimidation, or harassment to require further action involving law enforcement.

Consequences and appropriate remedial actions for students who commit an act of bullying, intimidation or harassment range from positive behavioral interventions, up to including suspension, expulsion and legal and or law enforcement action. The HOS in conjunction with the school and STRIDE attorneys will consider

the nature and circumstances of the act, the level of harm, the natures of the behavior, past incidences, past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred.

If the investigation determines that harassment, intimidation, or bullying has occurred, the administration will take reasonable, timely, age-appropriate, and effective corrective action. Examples of corrective action include but are not limited to:

- Disciplinary action against the aggressor, up to and including termination of an employee or expulsion of a student
- Special training or other interventions
- Apologies
- Dissemination of statements that the school does not tolerate harassment, intimidation, or bullying
- Independent reassessment of student work
- Tutoring
- Individuals, including students, employees, parents/legal guardians, and volunteers, may also be referred to law enforcement officials, if warranted.

### CONSEQUENCES FOR RETALIATION OR FALSE ACCUSATIONS

Reprisal or retaliation against a victim, witness, or anyone with reliable information about an act of bullying, intimidation or harassment is prohibited. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the school after consultation with school and STRIDE attorneys, consideration of the nature and circumstance of the act, in accordance with the case law, federal and state statutes and regulations and district policies and procedures.

### BULLYING EDUCATION AND PREVENTION RESOURCES:

- <https://www.stopbullying.gov/>
- <http://www.pacer.org/bullying/classroom/>
- <https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-our-nations-classrooms-training-toolkit>

### BEHAVIOR IN FACE-TO-FACE SETTINGS

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

HVA parents and students are expected to conduct themselves appropriately at all optional outings. Parents are always responsible for the supervision of their children.

Parents are encouraged to become involved in their school community through participation in outings and clubs and arranging other “non-official” outings with other HVA parents. Parents may freely meet and organize unofficial outings as they wish. These outings are not considered “official” outings unless a HVA representative attends.



## **DRESS CODE**

HVA expects students to dress appropriately when attending outings or while on camera for school events or live virtual settings. Examples, of inappropriate dress include:

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

## **SUMMARY OF SCHOOL CRIME ACT**

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

Law requires the Department of Juvenile Justice to immediately notify the HVA Head of School if a HVA student is convicted of a violent crime. Any teachers of the child will be notified by administration as soon as knowledge of the conviction is shared with HVA.

Anyone officially affiliated with HVA is immune from criminal prosecution and civil liability if they report school related crime made in good faith., if making the report would otherwise incriminate them.

## **SMOKING POLICY**

According to SC law, HVA always prohibits the use of any tobacco product or alternative nicotine product by any person in any school buildings or facilities, including the use of tobacco products or alternative nicotine products by persons attending a school-sponsored event at any location when in the presence of students or school personnel or where use is otherwise prohibited by law. School Personnel must enforce the policy, including appropriate disciplinary actions. Disciplinary actions for a student violating the policy may include but are not limited to: Conference with Parent or Legal Guardian, Mandatory enrollment in Tobacco Cessation or Prevention Program, Community Service, School Suspension, or Suspension of Extracurricular Activities. Visitors who violate this policy may be verbally requested to leave and could have prosecution for disorderly conduct for repeated offenses.

## ADMINISTRATIVE WITHDRAWAL/EXPULSION

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

Expulsion is the removal of a student from our school because of serious behavior concern such as the commission of any crime, gross immorality, gross misbehavior or the violation of any other written rules and regulations established by HVA, or when the presence of the student is deemed to be detrimental to the best interests of the school. Examples being possession of a weapon at school events or gang affiliation. Students who engage in an ongoing pattern of behavior that is disruptive to the orderly operations of the school or who are in violation of school attendance, daily progress, or other enrollment requirements shall be recommended for Administrative Withdrawal/Expulsion, as set forth in the Student Behavior Code. This means the student cannot attend online school or attend any school-related events.

## DISCIPLINE OF DISABLED STUDENTS

Heron Virtual Academy (HVA) follows the Individuals with Disabilities in Education Act (IDEA) and the procedural safeguards provided under IDEA and State law for students with disabilities. In disciplinary matters, this means that a student with disabilities may, based on the severity of the behavior, be moved to a temporary alternate placement determined by the IEP team or suspended for no more than 10 consecutive school days (a student may be moved by a temporary administrative decision if special circumstances such as drugs, weapons, or serious bodily injury apply).

A student does not have to have an IEP in place to receive IDEA discipline protections. Protections are available as long as the school had knowledge that the student may have a disability before the misconduct occurred.

HVA may suspend a student with a disability for up to 10 days without a duty to continue to provide services from the IEP. Suspending a student with disabilities for more than 10 cumulative days in a single school year (even for separate incidents), however, constitutes a change of placement. In those cases, the student must continue to receive all services required by the IEP. If a student's behavior warrants in-school suspension, HVA will provide services comparable to those in the student's IEP and that allow the student opportunities to participate in his or her general curriculum.

If a student with a disability is being considered for expulsion or a suspension that would result in more than 10 days (consecutive or cumulative of the school year), HVA will conduct a Manifestation Determination Review (MDR) hearing. At this hearing, a determination will be made regarding whether the behavior was caused by, or had a direct or substantial relationship to, the student's disability, or whether the conduct resulted from the school's failure to implement the IEP. Parents will be notified at least 24 hours prior to an MDR.

If the MDR results in a finding that the behavior was not a manifestation of the disability, then HVA will take the same disciplinary action for the student with a disability that it would have for children without disabilities. As noted above, if a removal constitutes more than 10 cumulative days during the school year, all required IEP services shall be provided. In addition, HVA may also perform a functional behavioral assessment (FBA) and implement positive behavioral intervention services to reduce the likelihood of recurrence.

If the MDR results in a finding that the behavior was a manifestation of the disability, or if the conduct was a direct result of HVA's failure to implement the IEP, then HVA will conduct an FBA or, following a review, modify any existing behavioral intervention plan as necessary. The student will be returned to the student's placement at the school (though the parents and the school may agree to a change of placement as part of modifications to the IEP or BIP).

Parents or the school may appeal an MDR determination. An appeal hearing must be held within 20 days of notice by the LEA representative. A decision shall be rendered within 10 days.

Disability services shall be provided during the appeal process. If the school believes continuing IEP services is substantially likely to result in serious bodily injury to the student or others, the school may appeal that decision.

School officials shall remove a student to an interim alternative setting for up to 45 school days, regardless of whether the conduct is a manifestation of the disability in the following three situations: a student is found to have used or possessed illegal drugs, possessed a firearm on school grounds, or committed aggravated assault or serious bodily injury.

In these cases, the student may be placed in an alternative education setting for up to 45 days. The Principal will notify parents of all matters related to the incident in writing and parents may bring an attorney or advocate to any related meetings.

Regardless of the determination following the MDR, the school will resume providing IEP services on the 11th day of suspension (if they were halted as part of the suspension).

HVA will consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of South Carolina Department of Education Board of Education Regulations, is appropriate for a child with a disability who violates a code of student conduct. All parental notifications related to disciplinary actions will be made as required by state and federal regulations.

### **APPEAL PROCESS**

An appeal to any disciplinary decision up to and including Administrative Withdrawal/Expulsion must be made to the Student Support Administrator OR Head of School within 3 days of the decision being communicated to the parent/Legal Guardian.

## **SCHEDULING AND GRADING POLICIES**

### **BLOCK SCHEDULING POLICIES**

The HVA high school program is on a 4x4 block schedule. According to goals in a student's Individual Graduation Plan and credits needed to earn a South Carolina Diploma, students will be enrolled in four 90-minute blocks during the first semester and four new 90-minute classes during second semester. This allows students to complete 8 credits during the school year. Exceptions to this policy are given to students who are enrolled in the limited yearlong courses. In this case, students will take five courses per semester with two being 45-minute blocks. These students still earn 8 credits. Under extenuating circumstances or by parent request, students can opt to add one independent study course per semester to a student's schedule in order to earn extra credits. Specific courses and seats available for independent study courses vary. Students enrolled in the JAG (Jobs for America's Graduates) Program may earn one additional elective credit per year.

Students will be issued 4 official report cards during the year: one after each quarter. For courses with a Part A and a Part B, Part A will be weighted 50% and averaged into Part B grade, so the Part B grade will show as the final grade in the course. For all other courses, the final grade will be calculated based on the cumulative score at the end of the term. Courses with an End of Course Examination (English 2,



Algebra 1/Intermediate Algebra, Biology 1, and US History) will have the course grade count as 80% of the final grade and the End of Course Examination will count as 20% of the final grade.

Grades are determined by the total of points a student earns on all graded assignments and tests.

### **In-Year Enrollees (w/wo transfer Grades)**

If a student transfers with a grade, teachers will enter that grade for the major and minor assignments that were given before the student enrolled. If a student transfers with a grade below 50%, then teachers will enter 50% for all major and minor grades. Participation grades given before the student enrolled would be exempted.

If a student transfers without a grade, teachers will exempt the student for all assignments in the gradebook before the student enrolled.

If a transfer student has an FA for a quarterly grade, the grade will be entered as a 50%.

Appeals to grade should be directed to the High School Principal.

Any concerns with school material should be directed to the High School Principal.

*Points earned by student / Total points possible = Grade*

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

High School Weighted Grading System	
50% Major Grade Assignments	8-15 (avg. 1 Major Every 1-2 weeks)
30% Middle Grade Assignments	15-25 (Avg. 1-2 Mid Every Week)
20% Daily Assignments/Engagement	Unlimited (Participation/Daily Grades)

### **EVIDENCE OF MASTERY**

Grades are determined based on how well a student performs on graded activities within each course.

Graded activities include but are not limited to:

- Practice Lessons
- Threaded Discussions
- Web Explorations
- Labs
- Journal Entries

- Class Discussions
- Quizzes
- Tests
- Supplemental programs

### LATE WORK POLICY

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

**Warning:** If a deadline has passed and the teacher has not entered a zero for that assignment, the student's grade may be temporarily inflated. Zeros are typically entered weekly for work not received by the Thursday night deadline.

- Graded assignments – whether teacher or computer scored – are listed on the course calendar. These assignments must be completed and submitted *no later than midnight on the assignment's due date. Any work not received by midnight will be considered missing and assigned a zero.*
- Under some circumstances, teachers may grant due date extensions on assignments. **Families should never assume that they will automatically grant these requests.** Due date extensions must generally be requested *before* the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day may not be granted.
- In case of computer- or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hardcopy of all teachers' names and phone numbers.
- **Please be aware that because of the point values assigned to teacher-scored assignments, it is mathematically impossible to pass a course without completing them.**

While late work may be accepted for credit until the end of each quarter, failure to meet deadlines on a consistent basis may result in academic probation or administrative withdrawal.

### AWARDING OF CREDIT, GRADE PROMOTION AND DEFINITION, COHORT YEAR

High School students are promoted based on the number of credits earned. Credit is not awarded for courses in which a student earns an F or fails to complete the required attendance (60 hours per semester or 120 hours per 1 credit course). Students may retake the same course at the same difficulty level under the conditions as stipulated in the South Carolina Uniform Grading Policy:

- Students in grades 10-12 may re-take any course in which they earned a grade of D, P, NP, WP, FA, WF or F. Students in grade 9 who completed high school credits in middle school may retake these courses regardless of grade. Students wishing to retake a course must contact the school counselor prior to the fifth day of school the following term.
- The course in which a D or F was earned may only be retaken within one calendar year and before the next sequential course is taken.
- Students who earn a grade of D in a course and choose to repeat the course for a higher grade will only be granted one credit for the course
- The student record will reflect all courses taken and the grade earned; however, only the highest grade will be used in figuring the student's Grade Point Average (GPA).
- The student will retake the course in its entirety, including any End-of-Course (EOC) exams associated with the course.

Grade-level classification is based on the number of credits earned and is reviewed at the end of each school year. Mid-year reclassifications are only available upon request.

### HIGH SCHOOL PROMOTION REQUIREMENTS

Beginning with the 2023-2024 school year, students must earn at least 6 credits per year in high school including 1 credit in English and 1 credit in math each year to meet promotion requirements.

Students must have:	For Grade Level Promotion to:
6 Credits** including at least 1 English and 1 math	10th Grade
12 Credits** including at least 2 English and 2 math	11th Grade
18 Credits* including at least 3 English and 3 math <b>OR</b> be scheduled to complete all graduation requirements by the end of the school year	12th Grade

### EARLY GRADUATION

Students interested in graduating a year or semester early must speak to their school counselor AND complete the Early Graduation Plan Request Form:

[https://docs.google.com/forms/d/e/1FAIpQLSel2IUPcWtT4R9cDrl1sGivKg\\_kU7u8ijKzvTMcVU9-Ad8yoQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSel2IUPcWtT4R9cDrl1sGivKg_kU7u8ijKzvTMcVU9-Ad8yoQ/viewform)

Completion of this form does not guarantee early graduation but will initiate the process for a counselor to formulate an early graduation plan, if possible. It is important to note that if a student is attending a four-year college, graduating early can have serious impacts on qualification for the state lottery scholarships (LIFE and Palmetto Fellows). Students who graduate mid-year will NOT have a class rank and, therefore, would not be able to use rank as a qualifier for these scholarships during that school year. Students attending a four-year college after graduation whose scholarships might be impacted by early graduation are encouraged to stay and complete Dual Enrollment Courses while enrolled in high school. HVA does not have a graduation ceremony for early graduates; however, students are welcome to attend the following June ceremony once all credits are complete. Grade level changes will not occur until the student's final year of high school and he/she is scheduled in all courses needed to graduate.

### HONORS COURSES

Honors courses demand an elevated level of independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Successful completion of prerequisites, teacher/school counselor recommendation, and a strong interest in the subject are recommended for enrollment in an Honors course. Honors courses will receive an additional weighting of .5 quality points onto the student's GPA.

### END-OF-COURSE (EOC) TESTING

In courses requiring state end-of-course testing (Algebra 1, Intermediate Algebra, English 2, Biology, and US History), the school will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade when applicable. Students who repeat a course will also be required to take any applicable EOC exam.

### UNIFORM GRADING POLICY

In April 2016, the State Board of Education approved the revised 10-point Uniform Grading Policy. This system will be used for all courses carrying Carnegie units, including units earned at the middle school level. Two categories of weights are taken into consideration: An honors course will receive an additional .5 weighting and an Advanced Placement (AP) course will receive an additional 1.0 weighting. A detailed conversion chart showing numerical breaks for letter grades and weightings for specific course levels can be found on the South Carolina Department of Education website:

<https://ed.sc.gov/districts-schools/state-accountability/uniform-grading-policy/>

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

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$$GPA = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

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### CLASS RANKINGS

Class ranks are based on the South Carolina Uniform Grading Policy. In order to calculate class rank, all student GPAs will be calculated and ranked from highest to lowest. Class ranks will be calculated one time at the end of the academic year and indicated on the official transcript. Mid-year rankings are not official and are subject to change.

Senior ranks will be calculated at the end of the final term to identify:

- Honors Graduates: Students who achieve a 4.0 GPA or higher
- Valedictorian: Student ranked #1 in the graduating class
- Salutatorian: Student ranked #2 in the graduating class
- [Academic Achievement Award](#)

### SENIOR or 4<sup>TH</sup> YEAR HIGH SCHOOL REQUIREMENTS

At the beginning of your senior year, or 4th year of high school, Seniors will be required to attend a class assembly during the first week of school. During that meeting, the school counselor and graduation coach will discuss details concerning the Senior year expectations and any requirements for graduation. This meeting will be recorded and available for all Seniors to review. Additional updates will be in the Senior Newsletter throughout the school year.

Other meetings throughout the school year will give all Seniors an opportunity to meet with their counselor and career learning staff. These meetings will include, but are not limited to, topics such as:

- Identifying postsecondary goals and developing plans to meet those goals
- Learning about financial aid and how to complete the FAFSA
- ASVAB guidance and support
- Career Readiness
- College Application Day
- Academic support--goal setting
- Soft Skills support--integrity, communication, courtesy, responsibility, professionalism
- Job search support --resume writing, interview skills
- College visits -- technical/community colleges and four-year universities
- Individual Graduation Plan Meetings
- Senior Information Sessions

- College and Career Decision Day
- Other activities are to be determined

**All seniors must meet the graduation requirements to earn their diploma--this will include required courses during the senior year.**

All HVA students are required to be enrolled in a minimum number of courses for the entire school year to meet full-time enrollment status and to ensure on-time graduation. Students in grades 9-11 must take four classes per semester and students in grade 12 must take a minimum of 2 classes per semester.

Any seniors who are failing courses at interim reports (every 4 weeks) will be required to attend mandatory Senior Study Hall sessions. These sessions will be held in conjunction with our Student Support Team to keep all seniors on track for on-time graduation.

On-time graduation is graduating by the end of your fourth year after beginning high school.

Students are required to complete one of the career learning pathways and attempt the required credential.

Students are required to take the Win Career Readiness assessment if they have not taken it in the past.

Students earning below a Silver will be required to retake the WIN Career Readiness Assessment. There are several areas of focus that the faculty and staff will be working on with you.

- **Credit Recovery:** Credit retrieval is available for failed courses to graduate on time.
- **Summer School via VirtualSC:** Students can take courses with Virtual SC during the school year. Course registration will begin in the fall for needed courses.
- **College Readiness:** All HVA students will have the opportunity to complete college readiness requirements while enrolled at HVA.
  - ACT, SAT and ASVAB will be offered to HVA students. If you do not take these assessments through HVA, your scores must be presented to HVA by March 1 each year - it is **your responsibility** to provide these scores to HVA.
  - Two- or Four-year College Application completed
  - FAFSA completion
- **Career Readiness Requirement:** All HVA students are required to work towards completion of a career readiness program. HVA's career readiness program may include any/all the following:
  - SCOIS Career and College Profile or other assigned Career and College Profile
  - Minimum of one Work Based Learning Experience (virtual or face to face prior to graduation)
  - WIN Career Readiness Certificate
  - CTE Pathway Completion with Credential Earned
- Senior information submitted by May 1
  - Picture and goal of what you want to do after graduation
  - Plans for after high school -- military, work force, college (2 vs. 4 year). Depending on your plans you will have to submit:
  - Proof of employment
  - Proof of military enlistment
  - Proof of scholarships -- this is ALL scholarships--not just the college you will be attending
  - Proof of FAFSA completion
  - Proof of college acceptance
  - CPR and Citizenship requirement completed
- Graduation Information
  - Date, time, and location will be announced during the school year.
  - While all families are excited to celebrate with their graduates, to streamline the graduation ceremony and provide the opportunity for all students to be recognized for their accomplishments, we are asking that there be no cheering for individual graduates until the



end of the ceremony. There will be a time after all graduates are recognized for applause and celebration.

- o Students allowed to participate in graduation must have all credits earned by the graduation date. Summer graduates will not be allowed to participate in the June ceremony as all graduation requirements have not been met.

### STATE GRADUATION REQUIREMENTS

This is a guide to help you know what the requirements are to graduate from high school in South Carolina as well as some guidelines for entrance into a four-year college. This information comes from the State Department of Education website: <https://ed.sc.gov/agency/programs-services/124/>

Students must earn a total of 24 prescribed units or credits. The table below is the minimum number of credits students must take. The Freshman class beginning in Fall 2024 and all subsequent classes will be required to earn ½ credit in Personal Finance in order to graduate. This will reduce the total number of required electives from 7 to 6.5, while the overall required units remain at 24. The unit requirements are distributed as follows:

English/Language Arts	4.0
Mathematics	4.0
Science	3.0
U.S. History and Constitution	1.0
Economics	0.5
U.S. Government	0.5
Other Social Studies Course(s)	1.0
Physical Education or Junior ROTC	1.0
Computer Science (including keyboarding)	1.0
Foreign Language or Career and Technology Education	1.0
Personal Finance	0.5
Electives	6.5

Total	24.0
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### UNIVERSITY ADMISSION REQUIREMENT

Please note that this is not an all-inclusive list of what colleges require but is meant to be a guide to help you know what 4-year colleges would like students to take. Please check the requirements for the specific 4-year school your student wants to attend for exact requirements the school has set for college admission.

- Science: 3 years of lab science (Biology and two advanced-level lab science courses)
- Foreign Language: 3 years of the same Foreign Language.
- Fine Art: One credit/unit of a Fine Arts course (HVA offers Music Appreciation or Art Appreciation)

If you have any questions or concerns, please contact the Counseling Department.

### TESTING REQUIREMENTS

All students are required to meet the graduation test requirement to receive a high school diploma and to participate in the graduation ceremony.

- End-of-course Exams (EOC) in each of the four content areas are required. The EOC Exams are given in Algebra, English 2, Biology and U.S. History. The End of Course Exam will count as 20% of their final grade. Failure to take the EOC will result in a zero for the exam grade.
- All students will have the opportunity to register for a free test administration for SAT or ACT during their third year of high school (typically 11<sup>th</sup> grade). Both tests are universally accepted for college admission.
  - ACT: The ACT assesses high school students' general educational development and their ability to complete college-level work. The ACT is curriculum-based and not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses in English, mathematics, and science. To register for the ACT independently, go to [www.actstudent.org](http://www.actstudent.org).
  - SAT: The SAT is a multiple-choice, paper and pencil test that measures a high school student's readiness for college. To register for the SAT independently, go to [www.collegeboard.com](http://www.collegeboard.com).
- WIN Learning, a Career Readiness Test is required and will be administered to all students in their third year of high school after initial ninth grade enrollment (typically 11<sup>th</sup> graders). Doing well on this assessment may help high school students find summer and part-time jobs and internships.

### DUAL ENROLLMENT

Dual Enrollment offers high school students the opportunity to enroll in college coursework while still enrolled in high school. Eligible students will have the opportunity to earn both high school and college credits simultaneously. Permission must be obtained by the school counselor prior to taking these courses if they are to be considered for Dual Enrollment. Students who do not receive prior permission will not receive high school credit for completed courses. Courses completed for Dual Enrollment will receive an additional weighting of one full quality point.

HVA partners with various colleges throughout the state to offer Dual Enrollment opportunities for our students! To be eligible for dual enrollment, students must be in the 11<sup>th</sup> or 12<sup>th</sup> grade, have a GPA of 4.0 or higher and complete course requirements necessary to take the specific college-level course. Students must also meet the admissions requirements of the specific higher education institution of choice. Students

are responsible for the payment of all tuition and textbook costs that might be associated with dual-enrollment classes. Higher education institutions will determine if a student is eligible to receive South Carolina Lottery Tuition Assistance.

Dual enrollment courses may be applied toward the 24 units required for a state high school diploma for students in Grades 9-12. A three-semester hour college credit will transfer as 1 credit. HVA will only permit dual enrollment for courses taught through accredited colleges and approved by the SC Department of Education. A Memorandum of Agreement (MOA) must be in place between the institute of higher education and HVA for a student to be eligible to take courses for dual enrollment. Additionally, only courses recognized in the South Carolina Activity Coding Manual will be approved. There is a list of recommended courses located on the School Counseling website. Dual enrollment courses will be verified to ensure that students are enrolled in the minimum number of credits for their grade level. Students who withdraw from a Dual Enrollment course prematurely could be required to take an additional course at the high school level.

All final grades (including WF) as reported by the college on the transcript will be recorded in the student database system. When transcripts are received with letter grades recorded, the following conversion system will apply: A=95; B=85; C=75; D=65; F=51. Only the final grade reported on the college transcript will be entered in the student database and count in GPA calculations. Dual enrollment courses will not appear on student progress reports issued by the high schools. Students are responsible for having a certified transcript sent from the college to the high school at the conclusion of the term.

Students interested in Dual Enrollment are required to reach out to their school counselor AND complete the Dual Enrollment Interest and Agreement Form:

<https://docs.google.com/forms/d/e/1FAIpQLSc6Ar6SED237MIJR4Padv2wNHfv9GKmab3gdia4HJrZ9O9oMQ/viewform>

### VIRTUAL SC

HVA has partnered with Virtual SC, a free online program, to provide students with the opportunity to take Initial Credit or Credit Recovery courses. Virtual SC courses are available for students who need to get caught up on credits, students who wish to graduate early or students who wish to take courses that are not offered at HVA. Students who take Initial Credit courses will be required to take a face-to-face final exam at the end of the term. Virtual SC courses are offered on a first come, first served basis and HVA has no control over seat availability in these courses. Students are limited to taking one class at a time per semester unless otherwise approved by a counselor. To view the most up-to-date information and Virtual SC policies, please visit their website at [www.virtualsc.org](http://www.virtualsc.org).

### CREDIT RECOVERY

Credit recovery allows students who have taken and failed a course the opportunity to recover the lost credit instead of retaking the course in its entirety. Students must have earned between 50% and 59% in the course to qualify for a credit recovery course. Once a student successfully completes the course, they will receive a passing grade "P" for that recovery course on their transcript. The original failed course will remain on the transcript. Students who qualify for credit recovery will be automatically placed into that course. Although credit recovery is a wonderful option for many students, those who are considering a four-year college immediately after high school can opt to retake the course in its entirety for GPA purposes. Students wishing to retake the course in its entirety in lieu of credit recovery must submit this request via email to the school counselor prior to the fifth day of school.

### CONTENT RECOVERY



Content Recovery gives students a skill-based opportunity who are still enrolled in a course with the original teacher of record assigned by the school. Content recovery allows students to retake a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved by a certified teacher as needed for student mastery of course content.

#### Eligibility:

Students are eligible for participation in content recovery through the recommendation of their teacher based upon a variety of factors including, but not limited to, documented student performance on formative and summative classroom assessments, student attendance patterns, and course content and curriculum pacing. Students are not limited in the amount of courses for which they may participate in content recovery. However, school administrators may limit participation based upon parent/legal guardian and/or teacher recommendation.

#### Grading:

Content recovery assignments must be completed as soon as possible, but no later than 10 school days after the end of the semester. Seniors must complete any content recovery assignment no later than the last day of the school year in the current semester. Upon satisfactory completion of all assigned work within the time allowed, the teacher will factor the content recovery grade in with the currently recorded grade for that subset of the course.

#### COURSE WITHDRAWALS

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

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course or 10 days in a 180-day course will be assigned a WF and a numerical grade of 50 (F) will be calculated in the student's overall grade point average. The three, five and 10-day limitations for withdrawing from a course without penalty do not apply to course level changes approved by administration.

Students who drop-out of school or are expelled after the allowed period for withdrawal but before the end of the grading period will be assigned grades in accordance with the following.

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

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

#### TRANSCRIPT, LETTER OF RECOMMENDATION, DRIVING FORMS, AND WORK PERMIT REQUESTS

Students can request a transcript at <https://www.parchment.com/order/my-credentials/>. Students that need a letter of recommendation, driving form, or work permit should email [records@heronacademysc.org](mailto:records@heronacademysc.org). Please note that it can take up to ten business days to process these requests. For DMV notification, students will not be eligible to receive a letter for driving privileges while on Probation or while having greater than 10 absences (5 per semester) without approval from your school Principal. Students should follow the plan to improve the consistency of their progress and attendance before being issued the form.

## SCHOOL COUNSELORS

Your assigned school counselor is your contact for any questions about your course assignment, credit recovery, college applications, scholarships, career planning, and other related topics. Please reference and bookmark the counseling website to find the alpha directory for your counselor,

<https://sites.google.com/heronacademy.org/home/counseling>.

## CAREER AND COLLEGE PREP

HVA is a career-focused virtual school in the state of South Carolina designed to give your student an edge for the future.

Career Learning at HVA gives students exposure to relevant technical and specialty trade skills from career and technical education (CTE) courses built around multiple career fields, allowing them to explore occupations of interest prior to graduating from high school.

Our **mission** is to give students a head start on their career goals and college aspirations. At HVA, students can graduate high school with technical and specialty trade credentials, workplace experiences, skills that will lead to real-world success, and a jump start on college.

CTE courses are based on the knowledge and skills required for each career pathway in the following in-demand career fields:

### BUSINESS MANAGEMENT AND ADMINISTRATION

- **Administrative Services:** This program prepares students to work in an office setting to create spreadsheets; manage databases; prepare presentations, reports, and documents; and engage with customers and coworkers.
- **Business Information Management:** This program prepares students to work in a business setting with charts, data, and numbers and to manage money and finances.

### MARKETING

- **Marketing Communications:** This program prepares students to learn the foundations and functions needed to successfully market goods, services, and ideas to consumers.

## RIGHTS OF CHILDREN WITH DISABILITIES

Children with a disability have the right to attend a school authorized by the Charter Institute at Erskine College.

This section explains the educational rights of children with disabilities to attend a charter school that has been authorized by the CHARTER INSTITUTE AT ERSKINE COLLEGE. Both federal and state law requires that admission to a charter school be conducted without regard to or consideration of whether the child has a disability; therefore, charter schools are open to all students, whether or not they are eligible to receive special education services. Charter schools must provide special education services, as outlined in the child's Individualized Education Plan (IEP), to all eligible students. This is a summary of your child's rights to attend and receive needed services from his or her public charter school.

**1. Charter schools accept and serve students with disabilities.** Charter schools within the CHARTER INSTITUTE AT ERSKINE COLLEGE are open to all grade-eligible children on a space available basis. If more students apply than there are available spaces, a lottery is held to randomly determine who will be admitted. All students who wish to attend a charter school have an equal chance of admittance regardless of, and without any consideration of, any need for special education services.

**2. Charter schools must ensure that your child receives special education services if the child has been determined to be an eligible student with a disability by the Individualized Education Program (IEP) Team.** Charter schools within the Charter Institute at Erskine College must ensure that students with disabilities receive the special education services to which they are entitled. The services consist of special education instruction and related services in the least restrictive environment. The amount and location of services (where services will be delivered) are determined by the student's IEP team and are documented in the student's IEP.

**3. Your child must receive related services if the IEP Team determines the child needs them.** Charter schools within the CHARTER INSTITUTE AT ERSKINE COLLEGE must provide related services to students with disabilities if the IEP Team determines that the services are necessary for the student to benefit from special education (i.e. OT, PT, counseling, etc.).

**4. For students who require special education services that are beyond what is reasonable for the charter school to provide, an IEP Team meeting will be convened to arrange for provision of needed services.** Charter schools within the CHARTER INSTITUTE AT ERSKINE COLLEGE are held to the same standards and regulations of the Individuals with Disabilities Education Act (IDEA) as traditional public schools. In some cases, the parent's request to remain in the school of choice (charter school) cannot be granted because the IEP team determines that in order to provide a free appropriate public education (FAPE) to a student; the services must be provided in a different setting, such as a child's district of residence. Just like a traditional district, individual schools are not required to provide an exhaustive list of placement options within that one school. This decision will be made through an IEP meeting. You will be invited to the meeting. When the meeting occurs, the IEP Team will determine what the child's needs are and how those needs will be met. If the IEP team determines that a FAPE cannot be provided to the student within the current charter school setting, the CHARTER INSTITUTE AT ERSKINE COLLEGE will contact the school district of residence to determine if there is a program within that school district that can meet the child's needs. If so, based on the IEP team's decision, placement will be made, and responsibility will return to the school district of residence.

**5. Charter schools are required to meet the needs of qualified students with disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, even if the student is not eligible as a student with disabilities under federal and state special education laws.** Charter schools within the CHARTER INSTITUTE AT ERSKINE COLLEGE are required to provide a FAPE to students with disabilities determined eligible under Section 504 of the Rehabilitation Act of 1973, as amended. An appropriate education for a student with a disability under Section 504 regulations could consist of education in general education classrooms with or without accommodations and/or supplementary services. These services will be decided upon by the child's 504 Planning Committee.

#### **Relevant Laws and Regulations:**

South Carolina Charter School Law H3241

South Carolina Special Education Regulations §43-243

The Individuals with Disabilities Education Act 34 CFR Parts 300 and 301

Section 504 of the Rehabilitation Act 34 CFR Part 104

Direct questions or concerns about the information contained in this notice to:  
Jackie Reed, Student Services Administrator  
864-202-6547  
[jreed@cyberacademysc.org](mailto:jreed@cyberacademysc.org)

For additional questions or concerns, please contact the Charter Institute's Director of Special Education, Sally Fickling at (803) 849-2463 or [sfickling@erskinecharters.org](mailto:sfickling@erskinecharters.org).

For complete information regarding the rights of parents and students in the special education process, please see our website at <http://www.scharter.org> and locate the page entitled "Student Services." Here you will find the Notice of Procedural Safeguards and Parent's Guide to Special Education.

### CHILD FIND

Child Find is a process based on the Individuals with Disabilities Act (IDEA) Part C. The purpose is to identify, locate and evaluate individuals with disabilities who may need special education services. Anyone can initiate the process: a parent, doctor, teacher, relative or friend.

To ensure that all HVA students are properly identified and served, the parent or guardian will be asked at least twice if their student has ever been evaluated for possible special education services, and if the student has ever received special education services as a student in a public or private school. If so, the parent or guardian will be asked if their student has an active Individual Education Plan (IEP). The HVA registrar will also request and review all records from the student's previous school. If there is any indication that the student may have received special education services, Jackie Reed, [jreed@heronacademysc.org](mailto:jreed@heronacademysc.org) the Student Services Administrator will be notified.

### SPECIAL EDUCATION SERVICES

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

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

The HVA program is considered an **inclusion** program. The student's home is the regular classroom and services are provided by consultation with a highly qualified special education teacher via phone, e-mail and the online (virtual) classroom. Jackie Reed, [jreed@heronacademysc.org](mailto:jreed@heronacademysc.org) is the Student Services Administrator at HVA.

### SPECIAL EDUCATION EXPECTATIONS:

- Every special education student will be assigned a special education teacher in addition to their regular education teacher.
- The special education teacher will work with the learning coach on IEP goals; how to modify and adapt the learning environment; and curriculum paths for success.



- The special education teacher, the regular education teacher, and the learning coach will meet for a 3-way conference call once every grading period.
- The special education teacher will hold Class Connects online to assist students with their specific learning needs.
- The special education teacher is available to be used as a resource for instructional strategies and adaptations and modifications to the curriculum.
- IEP meetings will be held either online or using a conference call line.
- The special education teacher will provide a progress report at the end of each grading period noting the progress on the student's IEP goals.
- Special Education students are required to meet the same attendance policies as their peers. The home environment, one on one instruction, and flexible schedule can help the students create a learning environment that meets their specific needs.
- Special education students are required to receive all special education services and are required to be physically located in the state of South Carolina to receive services. The student is at risk for withdrawal if services are not provided due to the student not being physically in the state of South Carolina.

### RELATED SERVICES

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

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

*\*\*\*\*\* We understand that it is our responsibility to provide a free and appropriate public education to each enrolled special education student. Because HVA is a virtual school of choice, it is understood that speech and related services are provided virtually; however, we understand that the virtual environment is not always the most appropriate environment for speech and other related services. If the IEP team determines that face to face therapy is the most appropriate, services will be offered by a provider close to the family's home.*

### MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Multi-Tiered System of Support (MTSS) Services at HVA are available for students who have been identified as academically "at-risk." A student that is defined as "at-risk" has tested significantly below on his/her assessments, has demonstrated that he/she is struggling with the current curriculum he/she is enrolled in, or he/she has been identified with some type of need (academic or social/emotional) on the Child Find screening.

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

The HVA MTSS Coordinator is Carrie Geimer, [cgeimer@heronacademysc.org](mailto:cgeimer@heronacademysc.org), 864-808-0680.

How to request MTSS assistance and what to expect:

1. The learning coach can request that the Advisor file a referral for the MTSS team to review.
2. The MTSS coordinator will set up an initial meeting with the learning coach and the regular education teacher to review the needs of the student.
3. After the team meets and reviews the given information, the student will possibly be placed on an intervention plan to assist with the OLS progress.



4. The MTSS team will review the case after the student has had ample time to work through the online school with appropriate interventions to determine whether the student will need ongoing interventions or a referral for special education testing.

## **MEDICAL NEEDS OR ACCESS TO MEDICATIONS**

Report any medical needs or any access to medication for on-site events to your student's advisor.

## **PARENTS WITH DISABILITIES**

Providing accommodations also applies to parents with disabilities. If needed in order to allow for parental participation, accommodations for parents with disabilities will be provided; thus, enabling parental involvement throughout the 504 process. The school must take appropriate steps to ensure that communications with parents with disabilities are as effective as communications with others.

## **HEALTH AND SAFETY MANUAL and CRISIS MANUAL**

HVA has a written Health and Safety Manual. This is available upon request to Christine Owens at [cowens@heronacademysc.org](mailto:cowens@heronacademysc.org).

## **RIGHTS OF CHILDREN WITH SPECIAL HOME CIRCUMSTANCES**

### **ESSA Title IX, PART A MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

The McKinney-Vento Homeless Assistance Act is a federal law that ensures youth experiencing homelessness can attend school and outlines student rights.

McKinney-Vento homeless liaisons are designated personnel that ensure homeless youth can enroll in school and receive services.

Additional information can be found at

<https://ed.sc.gov/policy/federal-education-programs/essa-title-ix-part-a-mckinney-vento-homeless-assistance-act/>

Mallory White is the McKinney-Vento Homeless Liaison at Heron Virtual Academy of SC. She can be reached by email at [mawhite@heronacademysc.org](mailto:mawhite@heronacademysc.org) or by phone at 864-688-9906. Please email any dispute involving your student's eligibility for McKinney-Vento designation to Mrs. White.

### **TITLE I, PART A YOUTH IN FOSTER CARE**

The Every Student Succeeds Act (ESSA) establishes guidelines to ensure school access, improved educational outcomes, and enhanced academic stability for children and youth in foster care.

Mallory White is the Student in Foster Care Liaison at Heron Virtual Academy of SC. She can be reached by email at [mawhite@heronacademysc.org](mailto:mawhite@heronacademysc.org) or by phone at 864-688-9906.

## **MULTILINGUAL LEARNERS**

Caroline Muhn is the Multilingual Learner Coordinator at Heron Virtual Academy. She can be reached by email at [cmuhn@heronacademysc.org](mailto:cmuhn@heronacademysc.org).

## **TRANSLATED MATERIALS**

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

## **TITLE I SCHOOLWIDE PROGRAM**

The purpose of Title I, Part A of Public Law 107-110 is to enable schools to provide opportunities for children to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children.

Jennifer Matthews is the Title I Coordinator at Heron Virtual Academy of SC. She can be reached by email at [jmatthews@heronacademysc.org](mailto:jmatthews@heronacademysc.org).

HVA does not have a Title I schoolwide program at this time.

## **FAMILY INVOLVEMENT AND PARENT VOLUNTEER ORGANIZATIONS**

HVA welcomes involvement from families, parents, and students, to help improve our school and our students' overall experience. Families should contact their advisor if they or their student wishes to volunteer with the school.

## **FINAL NOTE**

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

## APPENDIX I

### HVA SAFETY FLAG PROTOCOL

Students will be placed on a safety flag if:

- Previous School records indicate concern
- Student Resource Coordinator (SRC) receives contact from Department of Social Services (DSS), Law enforcement, Department of Juvenile Justice (DJJ), etc.
- SRC receives universal screening results that indicate potential risk of harm to self or others
- SRC receives input from staff/parents/students of identified risk

All students who are identified as a safety concern will be placed on a participating program of “Safety Flag - Tier X” for one full academic year

No student will have a safety flag participating program without an identified tier and a corresponding [Safety Contract](#)

To keep in coordination with the HVA [SEL tiered support plan](#), all identified students with Safety Flags will be placed on a “Safety Flag - Tier 2” or higher.

- Safety Flag Tier 2 = No direct threats
  - Weapon possession - no threat
  - Drugs
  - Verbal Assault
  - Accepts responsibility/accountability for prior issue AND student is active participant to ensure it does not happen again
- Safety Flag Tier 3 = Previous direct threats and/or caused harm/damage
  - Weapon Possession
  - Physical Assault
  - Threat towards school/student/staff in a violent nature
  - Property Damage
  - Accepts responsibility/accountability for prior issue AND student is active participant to ensure it does not happen again
- Safety Flag Tier 4 = Active Threats, prior harm/damage occurred / Highest Alert to all admin
  - Weapon possession
  - Assault
  - Threat towards school/student/staff in a violent nature
  - Property Damage
  - Declines responsibility/accountability for prior issue AND student is not active participant in Safety Contract
  - Denies involvement in prior violations

***Current students who have no previous safety concern can be placed on a safety flag tier at any time if deemed necessary by admin and SRC***

## **Follow Ups**

All students with a “Safety Flag” must meet with SRC at enrollment and throughout the year.

### Safety Flag Tier 2 -

- Meets with SRC prior to start date to discuss prior violations and [safety contract](#)
- SRC assigns tier
- Required Check ins with SRC each Semester (minimum)

### Safety Flag Tier 3 -

- Meets with SRC prior to start date to discuss prior violations and safety contract
- SRC assigns tier
- Required Check ins with SRC Quarterly (minimum)
- SRC follows up with family before each outing (if student expressed interest in attending and at least 72 hours before each event)
  - Check in / review safety plan

### Safety Flag Tier 4 -

- Meets with SRC prior to start date to discuss prior violations and safety contract
- SRC assigns tier
- No access to any events without police officer present / Excluded from school wide communication about outings/events
- Required Check ins with SRC Monthly (minimum)
- SRC follows up with family/student prior to outing (testing only allowed)
- All senior admin will be notified of students scheduled meeting/event/testing presence

## **Removal of Safety Flag Tiers**

Safety Flag Tier 2 can be removed at the end of one academic year if deemed appropriate by SRC and student successfully completes safety contract with no incidents

Safety Flag Tier 3 can successfully be dropped to a Tier 2 at the end of one academic year if deemed appropriate by SRC and student successfully completes safety contract with no incidents

Safety Flag Tier 4 can successfully be dropped to a Tier 3 at the end of one academic year if deemed appropriate by SRC and student successfully completes safety contract with no incidents

## **Exceptions:**

If safety contract is not established prior to school start:

- SRC and Enrollment Manager will work together to identify “safety flag-tier pending” students
  - Safety Flag Tier 2, must complete within 2 weeks of start date

- Safety Flag Tier 3 and Safety Flag Tier 4, must complete prior to school start, if needed adjustment will be made to cohort start date

**Protocol for outings:**

Safety Flag Tier 2 and Tier 3 - Can receive notifications of events/outings.

Safety Flag Tier 4 - Excluded from all outing/event communications.

**Security will be at event if Safety Flag Tier 4 is approved to be on site.**

