



GEORGIA CYBER ACADEMY

A Title I School

District Handbook 2015-2016

This handbook sets forth general guidance for parents and students enrolled in the Georgia Cyber Academy (GCA). GCA is a charter school and is subject to the rules and regulations of all Georgia public schools. The charter school guidelines for GCA are available online at <http://public.doe.k12.ga.us>. A copy of this handbook is posted on the GCA Online School (OLS) and school website at <http://www.gacyber.org>. Welcome to GCA!

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Dear Georgia Cyber Academy Family:

Welcome to the 2015-2016 Georgia Cyber Academy school year. At GCA, we are focused on student achievement and building a strong community among our staff, students, and parents.

GCA serves students in nearly every county across the state as the size of our school continues to grow. To best serve our students and families, GCA teachers and administrators have developed several exciting programs for students in grades K-12. These initiatives are briefly outlined in this handbook; your family will enjoy the greatest success in our school if you discuss your interest and participation in these programs with your teacher.

Our goals for this school year are for students to realize the highest levels of academic achievement and build a strong school community. A rigorous curriculum, coupled with supportive school programs, is designed with these goals in mind. Our entire staff is eager to support your student and family on the journey to academic excellence.

GCA celebrated our second graduating class this year in May 2015, and now the alumni and ambassadors from GCA are blazing a trail at an impressive list of college campuses across the state and the country. We are also excited to be governed by our Board of Directors, an impressive list of community members and parents from across Georgia focused on providing sound governance to the 14,000 students enrolled in GCA.

The GCA handbook contains important calendars, contact information, district policies, and descriptions of programs. This year promises to be the best one ever at GCA – we’re excited to have you here with us. Working together, we’ll help all of our students have an exemplary, individualized, and engaging educational experience this year!

Best wishes for a great year,

Matt Arkin
Head of School
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Phone: 404.334.4790
Office Hours: 9:00 am – 4:00 pm, Monday through Friday
School website: www.k12.com/gca

SCHOOL ADMINISTRATIVE DIRECTORY

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Allison Yawn, Operations Manager
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Termerion McCrary Leaks, High School Principal
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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
Platform – ONLINE SCHOOL
Blackboard Collaborate

GEORGIA CYBER ACADEMY – BOARD OF DIRECTORS

For more information on the GCA Board of Directors, including meeting schedules, agendas, and minutes, please visit the GCA website: www.k12.com/gca/who-we-are/board

Ryan Mahoney, Board Chair
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GEORGIA CYBER ACADEMY - ACADEMIC CALENDAR 2015-2016

August 10, 2015: First Day of School

August – October: Fall Scantron Testing for new students

August- September: DIBELS Testing

September 1, 2015: Labor Day (school closed)

September 1, 2015 – March 1, 2016: GAA Administration Window

September 1, 2015 – November: GAA Retest

September 1st-March 25th, 2015: GAA Main & Retest

September 1 – September 30, 2015: Study Island Pathway 1

September 14 - 18, 2015: Georgia High School Graduation Retest Fall Administration

October 12, 2015: Columbus Day (School closed)

October 14 2015: PSAT

November-December: DIBELS Testing (Grades K-5)

November 23 – 27, 2015: Thanksgiving Break (School closed)

December 7 – 11, 2015: Winter Georgia Milestones End of Course Testing (High School)

December 25, 2015 – January 2, 2016: Winter Break (School closed)

January 1 -31, 2016: SI Pathways

January 4, 2016 – Teacher Workday (Student Holiday)

January 8, 2016: GKIDS Mid-Year Checkpoint

January 18, 2016: Martin Luther King Day (School closed)

January 19th – March 1, 2016: Access/ELL

February 16, 2016: Presidents' Day (School closed)

March 1 – 31, 2016: SI Pathways

March 14 – March 25, 2016: GAA Portfolios Due

March-May, 2016: DIBELS Testing (Grades K-5)

April 4 – 8, 2016: Spring Break (School closed)

April 25 – 29, 2016: Georgia Milestones End of Grade Testing, Grades 3-8

May 2 - 6, 2015: Spring Georgia Milestones End of Course Testing (High School)

May 13, 2016: GKIDS Final Checkpoint

May 20, 2016: Last Day of School

May 28, 2015: High School Graduation Day

June – TBD: Georgia Milestones End of Grade

June 20 – 24, 2016: Georgia Milestones End of Course Retesting

**When teachers are out of the office for holidays, outings, professional development, state testing, or any other event for which there has been prior notice, students are to follow the instructional schedule that is provided through the OLS, Online School assignments, and any other assignments that are provided by the teachers.*

OVERVIEW

Non-Discrimination Policy

GCA shall not discriminate in their educational programs, activities, or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the GCA Human Relations Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school.

Georgia Cyber Academy Vision

GCA students will emerge as confident leaders in the 21st century global community through a holistic approach to rigorous academic standards, a commitment to individualized learning paths, and attention to the growth of each student as a civic minded contributor both within their local communities and beyond.

Georgia Cyber Academy Mission

The mission of the Georgia Cyber Academy is to provide an exemplary, individualized, and engaging educational experience for students by incorporating school and community/family partnerships coupled with a rigorous curriculum along with a data-driven and student-centered instructional model. Student success is measured by valid and reliable assessment data, parent and student satisfaction, and continued institutional growth within the academic community.

GCA Faculty

We believe that a collaborative relationship between you and your teacher(s) is a vital piece to the overall success of every student. Your homeroom teacher has a wealth of knowledge and, thus, should be your first point of contact for all your questions. The GCA faculty and staff are committed to establishing a team effort to ensure that students are making progress and demonstrating compliancy in all areas.

Teacher Responsibilities

- Collaboratively develop Individual Learning Plan (ILP) for your student
- Guide and direct the student through the Online School platforms
- Provide instructional support using the Georgia Standards of Excellence
- Facilitate academic conferences
- Review student submitted work throughout each grading term
- Maintain school work day Monday through Friday from 8:00 am – 5:00 pm
- Respond within 24 school day hours to all k-mails and telephone calls
- Inform you of school updates/information
- 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 student

Communication

- Ongoing and consistent communication is required between the student, parent, and teacher(s) for school compliancy. School communication includes K-mail, Telephone (leaving voicemail when necessary), School Announcements, Newsletters, and Workshops (in person and online via Blackboard Collaborate).

Questions or Concerns

GCA staff recognizes life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. GCA staff also realizes 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 student educational concerns and issues should first be directed to the student's homeroom teacher. If a GCA teacher cannot resolve the issue (e.g., materials or course placement), he or she directs the parent/responsible adult to the appropriate contact for assistance. The GCA homeroom teacher will monitor the concern to ensure resolution. Parents should directly contact K12 Technical support for any problems with school computers.

Step 2. If the issue or concern is about the GCA teacher, parents are advised to contact the Lead Teacher for that particular teacher.

Step 3. If the concern is not resolved at the teacher or lead teacher levels, parents/responsible adults are advised to contact the School Administrator/Principal.

Please see the GCA events calendar located on the GCA website for details regarding GCA Tool Time held weekly throughout the school year. The Head of School, Deputy Head of School, Special Education Manager, Academic Administrator, and all School Administrators are in attendance to answer any questions or concerns from GCA parents, students, and learning coaches.

PROCEDURES AND POLICIES

Instructional Time

Georgia requires all public schools to offer a minimum of one hundred and eighty (180) days of instruction each year. Additionally, statutes require a minimum number of instructional hours by grade level:

Grade Level	Yearly Hours	Weekly Hours	Daily Hours
K-3	810	22.5	4.5
4-5	900	25	5
6-8	990	27.5	5.5
9-12	990	27.5	5.5

In order for attendance to be counted as a full academic day, the minimum grade level daily hours must be met. Time towards daily attendance must come from the curriculum and instruction within the online school and live instruction. Supplemental time may be logged up to 12 hours per week. The full 180 days of attendance must be logged by GCA's last day of school.

Attendance and Truancy

As a public charter school, GCA is required to monitor student attendance in accordance with all applicable statutes and State Board of Education Rules. GCA teachers and administrators monitor student attendance regularly. All GCA students must be legal residents of the state of GA and provide proof of residence at the time of enrollment and re-enrollment.

Upon written request from a parent or guardian, the teacher may excuse a student's absence from school for the following reasons (with appropriate documentation, as determined by the school):

- Student illness
- Quarantine
- A serious illness or death in a student's immediate family
- A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.
- Religious holidays (24 hr. advance request only)
- Educational tour/trip (24 hr. advance request only)
- A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for, or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.

Excused Absences

- School staff registers absences as excused only for those reasons cited in the GCA School Code. The reasons cited are personal illness or quarantine, health care, death in the immediate family, approved educational travel, and religious holidays or religious instruction.

Unexcused Absences

- When students are absent for reasons other than those permitted under the GCA School Code (see "Excused Absences"), those absences are recorded as unexcused absences.
- When the teacher does not receive a K-mail within three days of an absence, such an absence becomes an unexcused absence.

Excuse Notes for Absence

- For an absence to be registered as excused, a parent or guardian must furnish, within three days of the student's return to school, a K-mail explaining the absence. The K-mail must include student's name, the date of the absence, the reason for the absence, and necessary documentation as requested by the school.
- When the teacher does not receive a K-mail within three days of an absence, such an absence becomes an unexcused absence.

Travel—Educational/Family

- To prevent unexcused absences, families who wish to take an educational leave must request permission to be excused via K-mail prior to departure. The Head of School must approve absences in excess of five school days. The student is responsible for making arrangements with teachers to complete work missed during any absence.

Responsibility for compliance with state attendance statutes and regulations belongs to the school, but parents are obligated to keep an accurate record of daily attendance. A GCA student is considered truant if he or she fails, without a legitimate excuse, to log attendance for five non-consecutive school calendar days. After 10 days of unexcused absences, the student can be withdrawn due to non-attendance. GCA staff follows the procedures outlined below to notify parents of truancy status.

Process for Attendance Monitoring

- Students are required to follow the school calendar, which includes a minimum of 180 school days. Instructional time can be entered on any day (e.g., weekends, holidays, etc.).
- Students are expected to log into the OLS (online school) each scheduled school calendar day. If attendance is not recorded on a school day as listed on the school calendar, the student is marked as having missing attendance. So, if the school calendar indicates Monday through Friday in a given week as "School Days", attendance must be entered on each day to not result in absences being recorded.
- Students who are unable to log onto the online school must notify the teacher as to the reason for the student's absence.
- Refer to the state guidelines for an attendance overview at: <http://public.doe.k12.ga.us/External-Affairs-and-Policy/Policy/Pages/Student-Attendance-Guidance.aspx> . Your GCA teacher will provide guidance in the area of collecting notes for absences.
- Switching of school holidays is permitted with prior teacher approval noted in Kmail.

TRUANCY:

1. A student is considered truant after five non-consecutive or consecutive days of missing attendance without an approved excuse given to the teacher.
2. In circumstances where there are questions of compliance with GCA policies, school personnel will assume the responsibility for recording student attendance directly.

After 10 days of unexcused absences, the student is withdrawn from GCA due to non-attendance. Once a student is withdrawn from GCA, the local School District is notified of the withdrawal and reported to the GA Department of Education for local monitoring of the student's attendance in the local district or homeschooling status.

Process for Withdrawal of Truant Students:

1. GCA teachers monitor student attendance on a daily basis.
2. GCA teachers send a Kmail informing parents that their child has been absent (unexcused) for three or more school days. Parent/legal guardian should respond within 24 hours. Immediate action should be taken to correct the truancy problem.
3. If there is no response within 24 hours, GCA teachers forward the student's name, contact information, and file documentation (number of missed days, etc.) to the Compliance Liaison. A letter is sent to the family via email and ground postage that notifies the family that the child is truant.
4. If the truancy is not resolved within 24 hours after the 10th day of non-attendance, the student will be withdrawn from GCA. The parent/ guardian will be notified via e-mail and certified mail. The local school district will be notified of the withdrawal and reported to the GA Department of Education for local monitoring of the student's attendance in the local district or homeschooling status.

Withdrawing From GCA

Parents with students in need of withdrawing from the school must contact their homeroom teacher in writing via K-mail of their desire to withdraw. K12 will issue reclamation labels for materials and equipment return.

Attendance FAQs

1. When can I log attendance?

You are able to log attendance from your first day of school, August 10, 2015, until the last day of school, May 20, 2016.

2. Where do I need to log my child's attendance and how often?

Student attendance hours are logged in the attendance screen on the parent's OLS and must be entered **daily**.

3. Why should I log attendance?

In addition to meeting the legal attendance requirements for GCA and the GCA School Code, logging attendance provides you and your child with a log of the work accomplished.

4. What are supplemental hours?

Parents seek to provide the best possible education for their child and often enrich the child's curriculum with extra activities and family trips. Provided you complete your K12 coursework and course requirements (Study Island, USA Test Prep etc.) first, these activities may be logged into the student's daily schedule and counted toward his or her mandatory hours of instruction if the activity directly relates to lesson objectives. However, it is important that parents/responsible adults initially discuss their supplemental activities with their students' assigned GCA teachers and then notify the teachers of the hours that are logged to ensure that the supplemental activities are recorded in the appropriate area(s) of the curriculum. No more than 12 hours a week of supplemental activities may be logged as attendance. Supplemental activities include outings based on Georgia Performance Standards and other learning experiences that address the Georgia Standards of Excellence.

5. What should I do if I forgot to log my child's supplemental hours?

You can go back and add hours after initially entering attendance. If you have already entered hours for the specified day and clicked the "submit" button, your teacher must add the hours for you. Contact your homeroom teacher, and they can assist you in entering supplemental hours.

6. How many hours should my child log if he or she enrolled after the start of school?

Hours are prorated based on a student's start date. Students who start after the first day of school should follow the daily or weekly attendance guidelines outlined in the Instructional Time section of this handbook.

7. Is there a maximum number of hours a day a student can log?

There is no maximum number of hours per day a student may log; however, the student's teacher must document hours in excess of 12 hours per day. Notify your teacher of each circumstance requiring more than 12 hours of instructional time.

8. Do I log attendance for the actual time the lesson took or just the default time that comes up on the Online School?

The default time is given as a guide for time to spend in each subject per day. If you consistently observe your student completing lessons before he or she accumulates the required amount of time, you may benefit from setting a time limit to each subject, rather than just expecting one lesson per day.

9. What should I do if my student is ill?

Send a Kmail to your child's teacher to communicate the student is ill. Any Online School progress that the student can comfortably achieve, such as reading from the literature selection, is encouraged. Attendance needs to be marked accordingly. Doctor's excuses need to be scanned and Kmailed, or mailed, to the teacher. If no work can be completed by the student due to illness, mark the day as non-attendance.

Health Policy

All students must comply with the requirements of the State Immunization Code. Details of Georgia state requirements are listed below excerpted from the GA DOE website.

Immunizations & Health Certificates (Forms 3300 and 3231)

Form 3300 (Certificate of Eye, Ear, Dental Exam)

A student, regardless of grade level, who has never been in a Georgia public school must provide certification of eye, ear, and dental examinations on the Georgia Department of Human Resources Form 3300. Any child admitted to school without a certificate must present one within 60 calendar days. Forms may be obtained and completed at the local public health departments or physician offices.

Form 3231 (Certificate of Immunization)

Georgia Law requires children attending school (Kindergarten – 12th grade) to be age appropriately immunized with all the required vaccines at the time of first entry in school. A new entrant is a child entering a school in Georgia for the first time or entering after having been absent from a Georgia school for more than 12 months or one school year. All students, regardless of grade and including foreign exchange students, must have the Georgia Department of Human Resources Form 3231 immunization certificate marked “Complete for School” unless any of the following situations exist:

1. Medical exemption: In this case, the 3231 has an expiration date no more than 12 months from date of issue. There must be an annual review of the medical exemption, and the certificate must be reissued with or without indication of the medical exemption.
2. Religious exemption: For a child to be exempt from immunization on religious grounds the parent or guardian must furnish the school with a notarized statement, and it must meet the following criteria: (A) state that their religious beliefs conflict with immunization requirements; (B) the statement must be signed and dated by the parent/guardian; (C) the statement must be notarized, dated, and signed by a Notary Public; (D) the statement should be submitted to the school in lieu of an immunization certificate (form 3231); (E) the statement does not expire.
3. Waiver of 30 calendar days granted to new entrants by the superintendent or designee.
4. Waiver of 90 calendar days may be granted by the superintendent or designee to students entering Georgia public schools from out of state, if documentation is on file from the county health department or a medical doctor stating that an immunization sequence has been started and can be completed within the 90 day waiver period.
5. Immunizations are required for diphtheria, pertussis, tetanus, hepatitis B, polio, measles, mumps, rubella, and varicella (chicken pox). Protection against each of these diseases must be addressed on the form 3231. The form can be computer generated, and if the child attends more than one school, an original or a photocopy of the form must be submitted to the second school.

Sixth Grade Requirements

All currently enrolled children entering sixth grade on or after July 1, 2015, must meet the following requirements:

1. Two doses of Measles vaccine, two doses of Mumps vaccine, one dose of Rubella vaccine, or laboratory proof of immunity against each of these three diseases.
2. Two doses of Varicella (chicken pox) vaccine or documentation of disease or laboratory proof of immunity. At the time your child entered school, only one dose of this vaccine was required.

Seventh Grade Requirements

Effective July 1, 2015, all children born on or after January 1, 2002 who are attending seventh grade and children who are new entrants into a Georgia school in grades eight through twelve:

1. One dose of Tdap vaccine
2. One dose of meningococcal conjugate vaccine

For more information about Georgia's immunization program or the immunization requirements for school entry and attendance, please click on the following link to the Georgia Department of Human Resources: health.state.ga.us/programs/immunization/index.asp.

If GCA has not received immunization records for a student and/or a student is not compliant with Georgia's immunization requirements by October 15, the student will be withdrawn. Details on immunization and medical examination requirements for Georgia public school students is available on the state Department of Education website: <http://www.doe.k12.ga.us/askdoe.aspx?PageReq=ASKNewcomer>

Please contact the GCA office with any questions regarding health requirements.

School Property

GCA provides materials, books, and other curricular supplies. GCA also provides computers and printers to families according to financial need. These materials are school property and must be kept in good condition. Facilities that are used for GCA outings are considered school property, and the same expectations apply to the GCA outing facilities. Parents are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted, and unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his or her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Computer Policy

GCA requires all families to have a minimum of one computer and printer that meet the minimum specifications necessary to access the K¹² Online School (OLS). Families must also have Internet access in order to participate in the school. Internet access is verified during the enrollment process and throughout the school year.

Minimum technical specifications are as follows:

Either a Windows-based or Apple Macintosh computer with an Internet connection

CDROM or DVD drive

Modem: 33.3 kbps modem or better (56 kbps modem is recommended).

External microphone

Internal or external speakers

Microsoft® Internet Explorer version 6.0 or higher or Netscape Navigator 7.0 (or higher).

[Adobe Acrobat](#) (7 or higher) and [Macromedia Flash](#) (Version 9)-These programs can be downloaded at no cost.

In certain cases based on financial need, GCA may loan a computer to an enrolling family. The income guidelines used to make this determination are the same ones set forth by the federal government for determining eligibility in the National School Lunch Program for free or reduced-price lunches. Details on income eligibility guidelines are available on the USDA website:

<http://www.fns.usda.gov/cnd/governance/notices/iegs/iegs.htm>. Please contact your homeroom teacher if you believe you may qualify for this program.

Internet Service Provider (ISP) Supplement Program

Families who meet the requirements listed below are eligible to receive ISP supplement checks twice a year at the rate of \$9.95 per month (per household) for the school year. If multiple families reside in the same residence, only one family will receive the supplement. Checks are issued to the Legal Guardian listed on the student account. ISP supplement payments are made at the end of January and at the end of June, and it

is the responsibility of the legal guardian to ensure that all information listed in the Online School is accurate for mailing purposes. ISP checks are issued to the legal guardian on record.

The requirements for receiving an ISP supplement are (1) Families must participate in the Online School (2) have a GCA computer based on family income, (3) have adequate compliancy as described in the GCA Handbook in order to qualify for ISP supplement and (4) have an up-to-date address on file. Eligibility for the ISP supplement begins the first full month after the family receives the loaner computer package. In order to receive the supplement when issued in January or June, the student must be enrolled in the school at the time of supplement processing in order to be eligible to receive it. Please be aware that if an ISP check is lost, GCA does not automatically reissue a check to the family. If a check is not received or is lost in the mail, parents need to notify the GCA office within 30 days of checks being mailed to open an inquiry. At the discretion of GCA, non-compliant students may have ISP supplements denied. Checks not cashed within 90 days will not be reissued.

School Supplies

GCA provides most curriculum items needed to participate in school. However, there are times when household and consumable items are needed to complete a lesson. Be sure to use the Advanced Planning feature through the Online School to assist with upcoming lessons requiring certain materials.

Printer Ink Usage Guidelines

Printer ink is expected to be used sparingly and only for school needs. In order to conserve ink, it is recommended that your printer is set to always print in fastdraft mode. To set for fastdraft mode:

- Go to your Start menu
- Go to Printers and Faxes
- Right click on your printer name
- Scroll down to Properties
- Click on the Advanced tab
- Click on Printing Defaults
- In the drop-down menu under Print quality, choose FastDraft
- Click Apply, then click OK.

Ink refill kits are not recommended for use as they commonly are non-compatible and messy to administer. GCA does not provide printer ink or paper.

Connecting Our School and Community

GCA Family Academic Support Team

The Family Academic Support Team (FAST) provides academic assistance, encouragement, and support to students and Learning Coaches when such support/assistance is requested or deemed necessary to achieve academic success in the virtual school environment. Participation is required once a student/Learning Coach is assigned to the FAST. Any family that fails to respond or refuses to accept FAST assistance will be referred to administration where compliancy action is taken and may include a student's withdrawal from GCA.

GCA Family Academic Engagement Plan

Families who enroll their children in the Georgia Cyber Academy agree to the "I Understand" statements listed in the *GCA Parent Handbook*. These expectations represent the basic minimums to which parents and students must comply in order to experience success in the Georgia Cyber Academy. Parents are required to sign the handbook agreement survey, sent by the homeroom teacher, by the end of the first month of school. The vast majority of families who enroll with the Georgia Cyber Academy consistently and conscientiously comply with these expectations. However, as the school year progresses, some families may demonstrate the inability or unwillingness to fulfill one or more of the "I Understand" statements. In these cases, the Family Academic Engagement Plan (below) is initiated so that the school has a mechanism by which the responsible Learning Coach can be officially notified of behaviors that compromise the successful school experience of the student. Family Engagement Points (FEPs) are allocated as necessary until one of two outcomes occurs:

- The family acknowledges their deficiencies and implements programmatic changes to address the issues resulting in an improved school experience, or
- The family continues to earn FEPs until ten (10) FEPs are reached. If/when this occurs, disciplinary actions are taken and could include a student's withdrawal from the school. GCA will notify the district of residence since the student is no longer enrolled in Georgia Cyber Academy.

The chart below explains the possible deficiencies, points, and timelines that comprise the Family Academic Engagement Plan:

Issue/I Understand	Point Value	Minimum Expectation	When Recorded
Standardized Testing (such as, but not limited to, Statewide Testing Program, DIBELS, Scantron (new students only), and GKIDS)	1 FEP per day for state mandated tests (student may not enroll the following year); 1 FEP for GCA tests (ie: Scantron new students only) DIBELS)	Student will take all required state achievement/diagnostic tests.	At the end of each testing window
State Mandated Assignments (such as, but not limited to, Bridge Bill through Georgia College 411)	1 FEP for each incomplete grade level requirement	Student will complete all required grade level assignments as mandated by Georgia College 411.	At the end of each requirement deadline
Written & Verbal Communication (Kmail) /GCA Handbook	1 FEP for not returning signed copy of handbook(s) page <u>and</u> 1 FEP per week for non-compliance with responding to Kmails and phone calls which require a response	Completing Handbook acknowledgement survey and respond via Kmail to all Kmails requiring a written response	Handbook Agreement FEP assigned when required by FAST
Conferences (parent/ teacher, administrator)	1 FEP per missed conference or attempted meeting by staff and/or administration	According to schedule as specified by the teacher(s) and/or administration	Within one week after the missed conference (to give time to reschedule)
Logging into the ONLINE SCHOOL	1 FEP per week per subject for Student/Learning Coach not Logging in (unexcused absences only); 1 FEP per week for minimal to no progress with logged attendance (attendance only)	Student/Learning Coach will log into the OLS daily and meet daily requirements.	Recorded at the end of each week
Family Academic Support Team Back on Track Plan	1 FEP per Back On Track Plan that is not followed	Student and Learning Coach will follow the Back On Track Plan as agreed upon together with the Family Academic Support Liaison.	Within one week of the meeting to review the Back On Track Plan
Required 3231(Immunization) and 3300 (Health Examination Card) Medical Forms	1 FEP per week per student after 60 day deadline for each incomplete form	Parent will submit completed form within 60 days of enrollment.	At the end of each required deadline
Required Scheduled Academic Sessions and /or Related Services	1 FEP per week for each session/service	As specified in the student's IEP or ILP	Within one week of scheduled session - to allow time to review recorded sessions and/or attend a makeup session if permissible.

- The Family Academic Support Liaison will keep track of the FEPs accumulated by the Learning Coach/student.

- The Family Academic Support Liaison will keep the Learning Coach informed of the student's FEP status through telephone conferences and via K-Mail.
- Students with IEPs may have additional parent contact, work samples, specialized academic sessions, and/or related services requirements (to be determined by the IEP team). Please refer to the Special Education Parent Handbook for specific department requirements.

All appeals are directed first to the GCA Administration, who will interview the teacher and the parent/Learning Coach and examine the applicable documentation. The final decision is made by the Head of School and/or the Deputy Head of School.

Learning Coach/Mentor Expectations

GCA expects daily monitoring of students by the Learning Coach and/or legal guardian for K-8 students, as well as high school students. Supporting and monitoring instruction at home is a critical piece to the success of our academic program. GCA's program is challenging and time intensive. The Online School and its curriculum have the flexibility that allows for students to be challenged according to their mastery of skills. The responsible adult (the Learning Coach) for most K through 2 elementary students spends between 35% to 45% of the day actually online and the remainder of their time working offline with his or her student(s) in workbooks, printed lessons, or other related activities. Elementary Students in grades 3 through 5 will spend approximately 60% to 70% of their time online. Middle school students and parents may spend 85% to 90% of their time on their computers. High school students can expect to spend 90% to 95% of their time on their computers actively engaged in the curriculum and live instructional support. Parents are required to ensure attendance is met, and students are engaging in school. GCA faculty and staff are expected to work in a collaborative and respectable manner with parents/learning coaches. GCA parents/learning coaches are also expected to work collaboratively and respectfully with the GCA faculty and staff.

The expectations of the GCA educational model are:

- Daily interaction between learning coach/parent and the student to ensure active engagement
- Maintain daily attendance and ensure consistent academic progress
- Check K-Mails daily and respond as required in a timely manner
- Submit portfolio and class assignments on or before due dates
- Participation in:
 - Online school curriculum
 - Conferences
 - Required Class Connect sessions
 - Parent workshops
 - School & state testing (see State Testing requirements)

Lesson planning, materials preparation, progress planning, teaching, and the administration of a student's day-to-day education are both exciting and challenging and require parental commitment, discipline, and organization. It is a useful practice to cite basic expectations and understandings with which all parents of GCA should be acquainted. Please read the "I Understand and Agree" statements found at the end of the Handbook very carefully as these expectations should be a part of each parent's commitment as a GCA parent.

Georgia Cyber Academy Complaints Procedures

Complainants are expected to address complaints or grievances beginning at the school level with the teacher first and then the administration. Central office personnel should be contacted next should parents feel the issues have not been resolved. Conferences forms/notes/minutes are kept on file as documentation of the issues.

Complaint procedures under the ESEA are available from the Operations Manager. The complaint procedures describe grounds for complaints, federal programs for which complaints can be filed, filing and investigation of a complaint, as well as rights to appeal. The address to which complaints should be filed is included in the procedure. Information regarding complaint procedures is distributed annually to school administrators to share with their staff. Copies are kept on file in each school's front office.

Complaint Procedures under ESEA

A. Grounds for a Complaint

Any individual, organization or agency (complainant) may file a complaint with the Georgia Cyber Academy Board if that individual, organization, or agency believes and alleges that a violation of Federal statute or regulation that applies to a program under ESEA has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received unless a longer period is reasonable because the violation is considered systemic or ongoing.

B. Federal Programs for Which Complaints Can Be Filed

- a. Title I, Part A
- b. Title I, Part C
- c. Title I, Part D
- d. Title II, Part A
- e. Title III, Part A
- f. Title VI, Part B
- g. McKinney-Vento Act
- h. School Improvement 1003(g) SIG
- i. School Improvement 1003(g)—AARA (SIG—AARA)
- j. RT3
- k. Lowest Achieving Schools

C. Complaints Originating at the Local Level as part of its Assurances within ESEA program grant applications and pursuant to Section 9306 of ESEA, an LEA accepting federal funds must have local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve through local written complaint procedures. If the complainant has tried to file a complaint with Georgia

Cyber Academy to no avail, the complainant must provide the Georgia Department of Education written proof of their attempt to resolve the issue with Georgia Cyber Academy.

D. Filing a Complaint

A formal complaint must be filed in writing and signed by the complainant. The complaint must include the following:

1. A statement that the LEA has violated a requirement of a Federal statute or regulation that applies to an applicable program;
2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of the names and telephone numbers of individuals who can provide additional information;
5. Whether a complaint has been filed with any other government agency, and if so, which agency;
6. Copies of all applicable documents supporting the complainant's position; and
7. The address of the complainant.

The complaint must be addressed to:

Ms. Allison Yawn
Operations Manager
Georgia Cyber Academy
1745 PHOENIX BLVD
Suite 100
Atlanta, Georgia 30349

E. Investigation of Complaint

Within ten (10) days of receipt of the complaint, Georgia Cyber Academy will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date GCA received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which GCA may investigate or address the complaint; and
4. Any other pertinent information.

If additional information or an investigation is necessary, the school system will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, corrective action is required and timelines for completion are included. The 60-day timelines may be extended, if exceptional circumstances exist. The Letter of Findings is sent directly to the complainant.

F. Right of Appeal

If the complaint cannot be resolved at the local level, the complainant has the right to request review of the decision by the Georgia Department of Education. For complaints filed pursuant to Section 9503 (20 U.S.C. 7883, complaint process for participation of private school children), a complainant may appeal to the Georgia Department of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the school system's decision and include a complete statement of the reasons supporting the appeal.

GCA Parent Involvement Plan 2015 – 2016
What is a Title I School?

The U.S. Department of Education provides federal Title I funds through the Georgia Department of Education, to local educational agencies (LEAs), and public schools with high percentages of economic need to help ensure that all children meet and/or exceed State academic content and student academic achievement standards.

GCA is a school wide Title I district utilizing a “school wide program”. A school wide program uses Title I funds to support the educational programs of the school. Students and teachers receive benefits from federal funding that help support academic achievement. Consistent with section 1118 of the Elementary and Secondary Education Act (ESEA), GCA will put into operation programs, activities, and procedures for the involvement of parents. These activities will be planned and operated with meaningful consultation by parents.

What is a Parent Involvement Policy?

The purpose of the Parent Involvement Policy is to share how GCA works with parents to help all the students in the school meet high academic standards. It outlines the parent rights and responsibilities, schedule of Title I and other important parent meetings, method of communication, how to receive student academic expectations and learning goals, resources available, and how to provide feedback and become more involved in our school. The Parent Involvement Policy is jointly revised annually by GCA Learning Coaches and the Family Engagement Team.

The goal of Parent Involvement at GCA is to build strong parent engagement to improve academic achievement. GCA has adopted the [6 National PTA Standards for Family-School Partnerships](#) as the model in engaging parents, students, and the community. The 6 National PTA Standards are the following:

- | | | |
|-------------------------------|---------------------------------|---|
| 1. Welcoming All Families | 4. Speaking Up For Every Child | <i>*Please click on the link above to learn more about the 6 standards.</i> |
| 2. Communicating Effectively | 5. Sharing Power | |
| 3. Supporting Student Success | 6. Collaborating With Community | |

Welcoming All Families

Welcome Communications

Orientations

Live Help Sessions – Visit the

[Http://www.gacyber.org/gca-events-calendar.html](http://www.gacyber.org/gca-events-calendar.html)

for details

[Strong Start Website](#)

[GCA Website](#)

Communicating Effectively

Monthly Newsletter

Monthly Parent Meetings

Annual Survey

Live Help Sessions

PTSO Newsletters

Weekly Course Announcements (High School)

Weekly Teacher Kmails

Blackboard Connect Phone Messages

Class Connect Recordings

Weekly Student Newsletters

Forms in Multiple Languages

[Http://www.gacyber.org/gca-events-calendar.html](http://www.gacyber.org/gca-events-calendar.html)

Supporting Student Success

School-Parent Compacts

GCA staff and parents work collaboratively to develop the Student-Parent-Teacher Compact as part of the parental involvement policy. This Compact outlines how parents, school, staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Individualized Learning Plans (ILP)

An ILP (Individualized Learning Plan) is a written plan which defines the academic needs and strengths of a student based on data, including input from the parent/learning coaches, student, teachers, counselors, etc. The creation of the ILP should be a collaborative effort, including input from parent/learning coaches and students (students when appropriate). It is important that an ILP include goals and specific strategies that will help move the student forward. The ILP is used to track the student's goals for the school year. It is a fluid document that evolves throughout the school year as the student grows, discovers, and learns. All parties involved with supporting the student can use this document to focus instruction.

Highly Qualified Teachers

GCA hires all teachers as Highly Qualified (as designated by the state of Georgia). We assign teachers to their subject area and/or grade level expertise. Parents will receive notification if a non-highly qualified teacher is assigned as the child's teacher of record in an academic content area for four consecutive weeks or more.

Parent Right to Request Teacher Qualifications

At GCA, we are very proud of our instructional faculty who are highly qualified to provide your student a quality rigorous education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined under ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. At any time, you may inquire:

- *Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,*
- *Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and*
- *What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.*

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications. Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled. If you have questions regarding your child's teacher, please contact the school or department director.

In-Person Instructional Support Sessions

Teachers and Regional Family Engagement Coordinators offer in-person instructional support sessions all across the state at a variety of times and locations to support students' academic growth. These regional sessions can be found on the <http://www.gacyber.org/qca-events-calendar.html> in the appropriate region.

Regional Family Engagement Coordinators

Regional Family Engagement Coordinators (RFEC) provide regional family support to specific counties with the goal of increased academic achievement for all students in the region. This is accomplished by providing effective, in-person Learning Coach support, mentor/mentee opportunities, as well as instructional support for students. The following counties are supported: Bartow, Cherokee, Cobb, Douglas, Paulding, Clayton, Fayette, Henry, DeKalb,

Fulton, Bryan, Burke, Bulloch, Chatham, Columbia, Effingham, Jenkins, Richmond, Screven, Gwinnett, Forsyth, Rockdale and Newton.

Regional Facebook Pages

PTSO regional Facebook pages offer an important avenue of communication for families. Regional events are posted on these pages, and families provide support to each other. The PTSO regional Facebook pages are closed pages. These pages are not sponsored or monitored by staff but by parent volunteers. They are used as support for families in each region.

[CLICK HERE for regional FACEBOOK LINKS and EMAIL ADDRESSES.](#)

Parent-Led Community Events

Social and academic outings are planned by teachers and parents all across the state. Teacher-led events are located on the <http://www.gacyber.org/gca-events-calendar.html> by region. [CLICK HERE](#) for a schedule of PTSO/parent-led events. The regional parent calendar can also be found on the 1st of every month on the Events Calendar.

GCA Pinterest Resource Room [Click here to visit the GCA Pinterest Resource Room](#)

Parent University

Teachers and administrators lead parent workshops throughout the year. Visit the <http://www.gacyber.org/gca-events-calendar.html> for session dates and times.

Speaking Up for Every Child

Become an Advocate

Parents are encouraged to understand how the school operates and how to raise questions or concerns about school policies or programs. We want to empower parents to understand how to effectively support student success at home and know where to find opportunities to learn how to better guide students. Parents are encouraged to attend monthly parent meetings, annual Title I meetings, and other live help sessions to learn more about the school and become involved (see *Communicating Effectively and Sharing Power*).

Reduced Class Size

Title I funds are used to reduce class size. Hiring more teachers allows for a smaller student-teacher ratio, especially for at-risk students. EIP (Early Intervention Program) and STARS (Students and Teachers Aligned to Reach Success) for grades 4-12 provide at-risk students with an abbreviated and streamlined course load with the focus on mastery of skills necessary to pass state assessments.

McKinney-Vento (Homeless) Act and Migrant Education

GCA participates in the education of homeless students by providing specific support and supplies to help with their education. A "homeless" student is any student who lacks a fixed, regular, and adequate nighttime residence. This could mean that a child is sharing the housing of other persons due to loss of housing or economic hardship, is living in motels, etc. due to the lack of alternative accommodations, is living in emergency or transitional shelters, or is awaiting foster care placement. If you are currently experiencing homelessness and are in need of assistance, please contact your homeroom teacher.

Migrant Education Program (MEP)

GCA also participates in the Migrant Education Program. Migrant students in GCA are also provided additional support and supplies to help with their education. GCA receives the names of migrant students from the MEP regional office.

Sharing Power

GCA Board of Directors

The GCA Board of Directors is a group of GCA directors and parents who share in the creation and revision of district plans and policies. Parents are encouraged to submit their interest in becoming a board member during annual elections. Board policies and minutes can be found by clicking [HERE](#).

Quarterly Town Hall/Monthly Parent Meetings

A monthly meeting is held to inform all parents of volunteer opportunities, upcoming events, department news, ways to further help their child at home, and share Title I and other school news. Parents have the opportunity to collaborate on a variety of initiatives and share in the planning and revision of parent programming. Meeting day and time can be found on the <http://www.gacyber.org/gca-events-calendar.html>.

Annual Title I Parent Meeting

All parents are invited and have full opportunity to participate in all Title I parent meetings. The annual meeting provides an opportunity to learn about the overall Title I school wide program and the parent right to be involved in how Title I funding is allocated. The annual meeting is offered twice on meeting day and takes place online at the beginning of the school year (Aug/Sept). Meeting notices are sent in kmail, in monthly newsletters, and are posted on the events calendar. A recording of the meeting is also posted on the Events Calendar.

Process for Revision of Title I Plans

Parents are invited to review and revise all Title I and school plans (CLIP, School Wide Plan, Annual Survey, Title I parent involvement expenditures). Invitations for this review are sent via kmail, included on GCA school website(s), and located on the event calendar. Comments and feedback are always welcome and can be sent to the following: TBD - (Title I Director)

Shirley Waldow -swaldow@k12.com (Elementary Family Engagement Coordinator)

Veronica Okpani -vokpani@k12.com (Middle School Family Engagement Coordinator)

Maria Blencowe -mblencowe@k12.com (High School Family Engagement Coordinator)

Annual Parent Survey

In the spring, all GCA parents are provided the opportunity to evaluate the content and effectiveness of our school's parental involvement policies and parental involvement activities through the annual parent survey. Results from this survey are used in the planning of future parent involvement programming.

Parent Leader Program

The Parent Leader Program is a way to involve parents in the educational experiences of their children and to take an active interest in the development of the school. The PLP also helps to increase community engagement and academic achievement. A Parent Leader is a volunteer who:

- *Takes charge of a project by coordinating it and taking accountability for its successful completion*
- *Communicates the details of the project and serves as a resource for other parents*
- *Organizes, supports, and inspires a group of parents*
- *May initiate new projects or initiatives*
- *Represents the school to other parents and to the community.*
- *Educates teachers and staff on how to reach out to, communicate with, and work with parents as educational partners*
- *Builds ties between home and school*

[CLICK HERE](#) to volunteer!

Collaborating with the Community

Regional Communities

GCA families are divided into twelve regions of the state for the purpose of creating a sense of community with other GCA students and Learning Coaches. [CLICK HERE](#) for details.

Parent Teacher Student Organization (PTSO)

The mission of the PTSO is to support and enhance the Georgia educational experience for our children. We strive to achieve this through providing an avenue of communication, offering volunteer opportunities, and fundraisings to assist with school related programs and projects.

The key to keeping the PTSO a successful organization is the involvement of the entire school community. For some families, it simply means supporting our fundraisers. For others, it means hosting an event, helping another learning coach/student, chairing a fundraiser, or serving on a committee. Your time and energy are the only limitations to the extent that you would like to be involved. Please visit www.gcaptso.org for more information.

Community Partners

GCA has formed partnerships with many local businesses in communities across Georgia. These businesses and organizations play a direct role in supporting GCA students and families. With a focus on academic achievement and family resources, our community partners share the vision and mission of GCA. Many of our partners are tutoring services, learning centers, health and sports-related organizations, and others that provide student/family services. We continue to develop roles and increase opportunities for these partnerships to play a more visible role in the engagement of our families. A list of current community partners can be found on the GCA website. Any businesses or organizations that play a direct role in the lives of students and families at GCA and would like to be added to our growing list should contact Veronica Okpani, Lead Regional Family Engagement Coordinator. She can be reached via kmail or at vokpani@k12.com.

GCA collaborates with the following national and community partners: 4-H, Girl/Boy Scouts, Beta Club, ROTC, National Parent Meetings, National Elementary Honor Society, National Junior Honor Society, 4-H, Bridging the Gap, Salvation Army, Food Pantry, One Roof, Cancer Treatment Centers of America, and Heifer International.

Timelines for Document Revision

	Parent Involvement Plan	School-Parent Compact	Annual Parent Survey
March/April	<p>Parent Involvement Policy feedback survey is reviewed by Family Engagement Coordinators.</p> <p>Parent Involvement Policy is reviewed by parents during the Monthly Parent Meeting, and feedback is submitted via survey.</p> <p><i>*Parent meeting recordings are posted on the Http://www.gacyber.org/gca-events-calendar.html</i></p>		The Family Engagement/Title I team and other school leaders meet to create the annual parent survey.
April/May	Parent Involvement Policy feedback is reviewed and changes are made to policy.		All GCA parents are notified via kmail and monthly newsletter about the opportunity to provide input on the annual Title I Parent Involvement Survey. The survey is also available on the school's website.
June		<p>Directors and grade level leaders are trained by Family Engagement Team on appropriate goal and activity setting, so that all grade level compacts focus on 1-2 specific academic goal areas and related activities.</p> <p>Grade level staff members meet to revise Compact goals and ensure they are tied to school improvement goals that address the shared responsibilities of the parent, student, and school.</p> <p>The Family Engagement Coordinator sends a kmail to ALL GCA parents sharing the old compact and potential revisions along with a survey asking for parent feedback.</p> <p>The Family Engagement team meets to review Compacts and ensure they contain all required sections and address the shared responsibilities of the parent, student, and school.</p>	Survey results are presented to all staff members and are posted on the school website. The Family Engagement/Title I team and other school leaders meet to revise parental involvement activities for the following school year, based on revised school goals and feedback from the parent survey.
July	Parent focus groups are held to review the PIP and ensure it contains all required components and was jointly developed with GCA families.	Parent focus groups review the final compacts and make final suggestions for improvement.	
		The Family Engagement Team sends results to grade level leaders who meet with teachers to review feedback and make any revisions.	
August	Parent Involvement Policy is distributed via kmail to all families in the School Handbook. Receipt of Parent Involvement Policy is collected by online survey.	Compacts and accompanying agreement survey are distributed to families via kmail.	
August-October		The Family Engagement Team posts survey results and homeroom teachers check for completion. Teachers discuss the Compact during fall conferences, and any families who have not completed the survey will do so at that time.	

Family Education Rights and Privacy Act (FERPA)

Confidentiality

Every effort is made in maintaining the confidentiality of students attending GCA in accordance with FERPA guidelines. Parents must give permission before a student's name or picture can be displayed in a public manner. Before confidential student information is transferred over the internet, it is password protected and can only be opened by another party employed or assigned by GCA. Student files are accessible only to employees of GCA. Responsible adults and students should be careful not to share their K12 Online School (OLS) username and password with any unauthorized individuals. In any case where a parent or teacher believes the security of the OLS has been compromised, the parent should use the tools provided in the OLS to change usernames and passwords. Please see the GA-DOE website for more detailed information regarding FERPA guidelines: <http://public.doe.k12.ga.us/Technology-Services/Data-Collections/Pages/FERPA-Resources.aspx>.

Student Records

Student records are maintained in the GCA district office. A copying fee of \$2.00 is assessed for records requested from the GCA office. Parents are encouraged to keep a copy of any records submitted to GCA. If parents/legal guardians change their address, telephone, cell phone, e-mail address, or place of employment, they are asked to notify their homeroom teacher immediately. Parents are responsible for keeping contact information current within the account setup section of the OLS. If a student transfers to another school from GCA, the policy is for the new school to contact GCA for records. An official records request should be submitted by the new school. Schools will contact the GCA administrative office for request of records. Please see specific instructions for parent request of records in each school handbook addendum.

GCA maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Penn Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda, and other education-related documents. Records can be maintained on paper, on microfiche, on audio or videotape, and electronically. Records can be located in the central administrative offices of GCA, electronic storage systems, and in the secure possession of teachers, school administrators, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Records are maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are (1) to ensure that the child receives programs and services consistent with his or her IEP; (2) to monitor the ongoing effectiveness of programming for the child; (3) to document for the public school and the parents that the student is making meaningful progress; (4) to satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and (5) to inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, the public school must notify the parents in writing and may destroy the records or, at the request of the parents, must destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible student") certain rights with respect to the student's educational records. They are:

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

Parents or eligible students should submit to the school administrator (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The administrator or designee will arrange a records inspection for the parent or eligible student.

(2) The right to request the amendment of the student's education records that the parent or eligible student believe are inaccurate or misleading.

Parents or eligible students (age 18 and above) may ask GCA to amend a record that they believe is inaccurate or misleading. They should write the school administrator, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

Should GCA decide not to amend the record as requested by the parent or eligible student, we will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is available 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 authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by GCA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the School Board, a person or company with whom GCA 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, GCA discloses education records without consent to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

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

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

(Note: Directory information includes the following information relating to a student: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.)

It is the policy of GCA to provide employment without regard to race, color, religion, national origin, sex, age, or handicap as required by Title VI, Title IX, and ADA.

Special Programs:

Special Education Services

Students with disabilities who qualify for special education services are able to receive a free appropriate public education (FAPE) based upon the student's Individual Education Plan (IEP). GCA delivers special education programming and related services in virtual and/or face-to-face environments to its students at no cost to the parent, guardian, or student.

GCA's Special Education program meets the individual needs of students by providing specialized instruction in the virtual setting that is designed to meet IEP goals and is based on the Georgia Performance Standards. Services are provided to students with disabilities in the least restrictive environment as decided by the student's IEP team. Through the virtual learning environment, students are able to be served using consultative, co-teaching, collaborative, resource, and self-contained settings. Progress Monitoring of IEP goals is accomplished using a variety of data collected using the GCA instructional platforms as well as the individualized assessments designed by the special and general education teachers.

Mandatory, specialized instructional sessions are provided via *Blackboard Collaborate*. Those sessions are designed to aid in the continuous progression and mastery of students' IEP Goals and Objectives. The sessions are conducted by Georgia Professional Standards Commission Certified, Highly-Qualified, Special Education Teachers. These sessions are intended to provide support in addition to the student's standard coursework.

Special education and related services are determined through collaborative teamwork between the parent, student (as appropriate), teachers, therapists, and other appropriate GCA staff. A student's IEP team follows a systematic, problem-solving approach to devise a quality education for that student. All members of the GCA school community believe that varied instructional practices and learning environments benefit all children.

Students with disabilities can receive services based on the following eligibility categories:

Autism, Deaf/Blind, Deaf/Hard of Hearing, Emotional & Behavioral Disorder, Mild Intellectual Disability, Moderate, Severe, or Profound Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Significant Developmental Delay, Specific Learning Disability, Speech-Language Impairment, Traumatic Brain Injury, Visual Impairment & Blindness.

IDEA Statement

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) and the more recent, 2004 Individual with Disabilities Education Improvement Act (IDEIA) mandate that every school district in the country develop a system to identify children with disabilities, from birth through age 21, who live in the district. GCA will make a concerted effort to identify, locate, and evaluate children through 21 years of age who enroll in GCA and have a confirmed or suspected disability, in accordance with all federal regulations and state standards.

In addition, it shall be the policy of GCA that the child with a disability and his or her parent/guardian shall be provided with safeguards, as required by law, throughout the identification, evaluation, and placement process, and with a free, appropriate, public education.

Commitment to Serve Students

GCA is committed to the full implementation of NCLB and IDEA. When special education students are given the support necessary for success as outlined by their IEP, we believe they can achieve at the same high standards that are required for all students enrolled in our school.

Chapter 15/504 Service Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program.

Response to Intervention (RTI)

GCA supports the academic achievement of all students, particularly those most at risk. It is a priority to build strong parent/teacher/student relationships and address the specific needs of individual students. The Response to Intervention (RTI) Team at GCA uses a mixed problem-solving model to identify and serve students having academic, behavioral, or emotional difficulties. This process involves the student, parents, teachers, and other specially trained professionals and administrators.

The RTI Team uses a tiered model to incorporate problem-solving methods and research-based interventions into an Individualized Learning Plan for each student. The goal of the RTI process is for the teacher, learning coach, and/or parent to work together so each student may achieve a satisfactory rate of progress in the regular educational setting, preventing the need for more intensive services at a later period. All students in GCA participate in the RTI process, which is embedded in the school's instructional model. This model includes a standards based curriculum (GSE), direct instruction from highly-qualified teachers via Class Connects, Study Island, other supplemental programs as required, and all state-mandated tests. A student who receives supplemental help from the homeroom teacher, such as through small group or individual Class Connects sessions, and/or other research-based interventions outlined in the student's ILP, may move up the tiered-process for more support. The homeroom teacher and the learning coach/parent form a partnership to determine which additional interventions are required to further support the student's learning needs.

In addition, older students (grades 4 and up) are encouraged to participate in this decision-making process. The homeroom teacher and learning coach carefully follow and document the student's response to those interventions, which must be monitored consistently for a period of six to twelve weeks. It takes time for data collection and review of this data to determine if the recommended interventions are effective. Once this data collection has occurred, the Student Support Team (SST) (made up of the homeroom teacher, the learning coach and/or parent, and other intervention specialists) reviews the student's OLS progress and attendance, the ILP, state testing scores, educational and family learning history, medical history, and results of intervention strategies previously tried with the student. If the interventions have shown little or no effect on student progress, SST may recommend a referral for further academic screenings, a comprehensive diagnostic evaluation, and/or referral to participate in other supplemental programs designed for more intensive student support. Since RTI is a process and not a program, students may move up and down through the tiers throughout their academic career. The goal of RTI is a pro-active one, to provide each student with the tools needed to achieve academic success.

Advanced and Advancing Learners Program

The Advanced Learner Program (AALP) is a supplemental academic enrichment program for K-12 students. Students in AALP are supported with enriched and/or accelerated course planning. Students in grades 4-8 who participate in the Advanced and Advancing Learners Program may also be eligible to receive an additional elective course. Participants in the AALP are expected to maintain exemplary progress and achievement. If you feel that your student qualifies for the program, contact your homeroom teacher for more information. Students must qualify each year to participate in the AALP program. High school students advanced learning options include Advanced Placement and honors courses. GCA will offer the following AP and honors courses for 2015-2016 school year:

- Ninth Grade Literature and Composition Honors
- World Literature and Composition Honors
- American Literature/Composition Honors
- AP English Language and Composition
- AP English Language and Composition
- Biology Honors
- Chemistry Honors
- Physics I Honors
- AP Environmental Science
- AP Environmental Science
- World History Honors
- AP World History
- AP Government/Politics: United States
- CCGPS Advanced Algebra Honors
- Accelerated Algebra I/ Geometry A Honors
- Accelerated CCGPS Analytic Geometry B/Advanced Algebra Honors
- AP Calculus AB
- AP Statistics

Students have access to additional AP courses through k12 Instructional Support Teachers (IST). Please contact your counselor for additional information.

ACADEMIC FOCUS: CURRICULUM AND INSTRUCTION

GCA is committed to providing a rigorous Common Core Georgia Performance Standards (CCGPS) based curriculum and solid system of support for all students. GCA students are provided coursework in math, English language arts/reading, science, and social studies. GCA also supplies standards-based review through Study Island, ESGI, and USA Test Prep.

GCA encourages students to complete assigned lessons within each content area course, since courses in the subsequent grade levels assume completion of lessons in the prior grade. A lesson is completed when the student has mastered the objectives as measured by the lesson assessment. It may not be necessary to teach every lesson if the student can demonstrate mastery of the objectives on the assessments. Learning Coaches and students should work very closely with their teachers to decipher the best course of action when determining lesson planning and assessment completion.

The Online School (OLS) is designed to collect and record data that substantiates the academic progress of each student. Therefore, it is mandatory that the OLS be used to enter attendance and assessment data that reflects the standing of the student. The OLS data serves as the primary tool for determining advancement into subsequent course levels. It is essential that parents of GCA students understand that, by enrolling in GCA, they agree to participate in the program as designed, including documenting regular and appropriate academic progress in the OLS, participating in required interactions with assigned teachers, and participating in school and state-mandated academic assessments.

GCA requires that parents/students submit work assignments to assist teachers with the decision to advance a student to the next course/grade level. GCA requires student work to be original, with appropriate citations for references to published works. Parents/ students are provided work assignment guidelines from their assigned teacher(s). Work assignments are submitted electronically. At GCA, we understand that our school is academically rigorous. Meeting the challenge of completing one year of course work in this model can be demanding. Our GA certified, highly qualified teachers are here to assist parents/learning coaches to meet the associated challenges.

A student identified as “academically at-risk” would hold a differentiated priority of contact as determined by the teacher and the parent, and increased interventions may be warranted. It is vital to note that academically at-risk students require a greater commitment to remediation and support. Students who are identified as academically at-risk will receive additional Response to Intervention (RTI) support outlined in their Individualized Learning Plan (ILP). Students and Learning Coaches are required to comply with all ILP recommendations in order to address the current academic needs of the student.

Verifying Mastery

It is important that students master and retain their work and not just mark through assignments. If at any time it becomes clear that a student has not mastered work that is marked complete, the lessons may need to be completed again. In addition, students should have their own student accounts and should not have access to teacher guides or answer keys. If a student's work ever shows evidence of intentional or unintentional academic dishonesty, the student lessons are marked incomplete, and the student must complete the work again. In addition, the student will need to meet with his or her teacher(s) for required online meetings via *Class Connect*. These required meetings are used by the teacher to assess student mastery. They are scheduled by the teacher(s) and attendance is required. Acts of plagiarism are monitored and not tolerated. If a student is found to have plagiarized, there will be an administrative meeting held with the student, parent, and school administration. Please read the Acceptable Use Guidelines found in this handbook for further clarification.

Objectionable Content Policy

There may be times when a parent finds certain lessons, books, or materials objectionable for various reasons. If a parent finds objectionable material, he or she should contact his or her GCA homeroom teacher via K-mail. Teachers will work with parents to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met.

Testing and Assessment

GCA students will participate in the state standardized tests as required by the state of Georgia. Testing will be conducted at a variety of sites around the state and proctored by GCA teachers. Efforts will be made to locate a testing site within an hour of your home, but in certain cases it may be necessary to travel longer than an hour. These tests are given over a one- to five-day period depending on the test and student's grade level.

- DIBELS (grades K-5)
- Georgia Milestones End of Grade (grades 3-8)
- Georgia Milestones End of Course (applicable high school courses)
- Georgia Alternative Assessment
- Access for ELLs
- PSAT (10th Grade)

Specific testing dates and locations will be published no later than two weeks prior to the testing window. Please see the section on the "Family Accountability Plan" for information on the consequences of non-participation in mandatory standardized testing.

Assessment security is of utmost importance to GCA. In regard to testing security, GCA follows all Georgia Department of Education guidelines as noted in: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>.

Scantron Performance Series (new students only) is a computer adaptive assessment that allows you and your teacher to quickly assess the current achievement and potential educational needs of your student. Scantron utilizes a web-based model to identify the instructional level of each student by using your student's answers to previous questions to adapt the difficulty of the subsequent question. By using Scantron, you and your teacher will have the performance data necessary to tailor instruction to best meet your student's needs. Students will complete the Scantron Performance Series assessment twice during the school year: in the fall, or upon enrollment, and again in the spring.

Study Island is a web-based standards mastery program that combines highly specific and dynamic content with real-time reporting to create a customized assessment, diagnostic, and instructional program based on our state standards. The content of Study Island is unique to each state and provides assessment and skill practice in the areas of ELA, math, science, and social studies. Students in grades K-8 courses are required to earn all Study Island Blue Ribbons in their respective courses prior to March 31, 2016. Students in grades 3-8 will follow monthly Study Island Pathways in which their ribbons are paced and aligned with their OLS courses. These students will also be required to complete interim assessments that will serve for you and teachers to monitor progress and proficiency.

Students enrolled in EOCT courses are required to complete all USA Test Prep assignments.

Grade Level Acceleration (K-8)

RATIONALE/OBJECTIVE:

Recognizing that students of exceptional potential may benefit from acceleration, GCA administration will establish procedures consistent with best practices which take into consideration the whole child to determine grade acceleration eligibility.

A. GENERAL PROVISIONS:

1. The following items are critical to successful whole-grade acceleration: academic ability, aptitude, achievement, developmental factors/interpersonal skills, attitude, and support.
2. Oversight is provided by the Advanced Learning Program (ALP) staff and implementation of the acceleration process and final decision rests with the GCA school administration.

B. PROCEDURES:**1. Request:**

A formal written request for consideration of acceleration can be initiated by a parent/guardian, teacher, counselor, or school administrator.

2. Review of Data:

- a. The school gathers data and the student's current school administrator or the current administrative designee (Lead Teacher or ALP Coordinator) reviews appropriate student data required by the Request for Consideration of Acceleration.
- b. The decision to proceed with further evaluation shall be made by the student's current principal or designee.
- c. The request for acceleration is not to be pursued if the student data gathered on the Request for Consideration of Acceleration does not warrant it.

3. Individual Assessment:

If the student's current administrator decides to proceed, the school will utilize a multi-faceted review of the student's mental abilities, aptitude, and achievement. The current director will designate a school contact person who coordinates collection of the remaining data. If the current administrator decides not to proceed, he or she should communicate, in writing, this decision to the parent(s)/guardian(s) of the student.

4. Acceleration:

- a. A Committee, consisting of the student's current administrator or administrative designee, an administrator from any other affected school, a current teacher of the student, the student's guidance counselor, and the student's parent(s)/guardian(s) will review the data collected. While factors of the whole child are considered, the recommendation regarding acceleration is to be determined by the academic instructional needs of the student. If those needs can be met by current placement, acceleration is not recommended.
- b. If the Committee and parents/guardians arrive at a unanimous recommendation for acceleration, the Committee prepares an acceleration plan. If the decision is not unanimous, the student's placement is not changed.
- c. The student's current director reviews the recommendation of the committee and makes a final, non-appealable decision regarding the acceleration. However, in the event that an affirmative above-grade acceleration decision would place the student in a grade level outside the student's current school placement, the director of the school where the student would be placed (if an affirmative above-grade acceleration decision is made) will make a final, non-appealable decision regarding the student's acceleration.

5. Recordkeeping:

Upon the conclusion of the acceleration process, results of the Consideration for Acceleration shall be placed in the student's permanent record, and the review is forwarded to the GCA ALP staff.

6. Monitoring:

School staff to include teachers, ALP Coordinator/staff, and administration will monitor accelerated student placement and performance in accordance with the plan developed by the committee.

Grade Level Retention (K-8)

Promotion to the next grade level is determined by course mastery, school attendance, and teacher approval including verification of work submitted and other areas of accountability. Another factor in determining grade level promotion is grade level mastery of the CCGPS as determined by GEORGIA MILESTONES results, GKIDS, and other GCA required assessments as well as overall school attendance. Students must have acquired the minimum amount of instructional time listed in the attendance policy. If a student was a late enrollee, then the progress and attendance requirement is prorated. These goals should be discussed with the teacher on a regular basis. Progress reports are issued at the conclusion of fall semester and report cards are issued at the end of the school year.

GCA is also required to follow Georgia guidelines for promotions of 3rd, 5th, and 8th graders according to scores on the Georgia Milestones End of Grade standardized test. Refer to the state guidelines on the GA DOE website at <http://public.doe.k12.ga.us/External-Affairs-and-Policy/Policy/Pages/Promotion-and-Retention.aspx> for more details.

Appeals for retention must be submitted to the school director in writing within ten (10) days of official notification of decision to retain. The director will establish a placement committee composed of the director, the student's parent or guardian, and the student's reading and/or math teacher(s). Other individuals with knowledge of the student's academic performance may be invited to attend the placement meeting. For students receiving special education or related services, the Individualized Education Plan (IEP) Committee shall serve as the placement committee. For English Language Learners (ELL) students, the placement committee will include the ELL teacher. The placement committee shall review the overall academic achievement of the student in light of the performance on the criterion-referenced assessment and the standards and criteria as adopted by the board of education and make a determination to promote or retain. A decision to promote must be a unanimous decision.

Retained students are immediately placed on a prescriptive academic plan within the RTI process. The plan devised will consist of goals and strategies tailored towards the needs of the student in order to close academic achievement gaps. The plan is monitored by the teacher, Learning Coach, and the Response to Intervention (RTI) committee. If you have any questions concerning promotion requirements, you are encouraged to talk with your teacher and school administrator, so that you may fully understand promotion requirements and how they affect your child.

Notification of Failure or Retention (K-8 and High School)

All parents of students in danger of failure or retention are notified through conferencing and written notice throughout the school year.

HIGH SCHOOL:

Promotion Requirements:

9th to 10th grade (5 credits minimum required)

10th to 11th grade (11 credits minimum required)

11th to 12th grade (17 credits minimum required)

24 total credits are required to graduate.

Graduation Requirements:

24 total credits (including 100 hours of community service worth one full credit) are necessary to fulfill graduation requirements for GCAHS.

Courses Required for Graduation

Students are required to complete:

4 units of English/Language Arts – a full unit/credit of American Literature and a full unit/credit of Ninth Grade Literature and Composition are required.

4 units of Math - a full unit/credit of Math 1 or GPS Algebra, a full unit/credit of Math II or GPS Geometry, and a full unit/credit of Math III or GPS Advanced Algebra shall be required. The fourth full unit/credit of math must be chosen from the list of GPS/CCGPS/AP or dual enrollment courses.

4 units of Science -a full unit/credit of Biology, a full unit/credit of Physical Science or Physics, a full unit/credit of either Chemistry, Earth Systems, or Environmental Science, and one additional full unit/credit of Science are required.

3 units of Social Studies -a full unit/credit of United States History, a full unit/credit of World History, a ½ unit/credit of American Government/Civics, and a ½ unit/credit of Economics are required.

3 units of CTAE/World Language/Fine Arts- a total of 3 units/credits shall be required.

Students planning to attend a 4 year college/university should take 2 consecutive years of World Language.

4 units of elective credits

½ unit of Physical Education

½ unit of Health

1 unit will be granted upon the completion of 100 community service hours

Grading Scale and Policies:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = 69% and below

Grading Policy

Lower Elementary

Students in Kindergarten and first grade will receive standards based report cards based on the grade level standards as prescribed by the Georgia Department of Education.

Upper Elementary

Students in grades second through fifth will receive grades based on the following criteria:

- Online School Completion – 50%
- Study Island Pathway participation – 25%
- Assessments and Portfolios – 25%

Middle School

Students in grades sixth through eighth will receive grades based on the following categories and percentages:

- Online School Completion – 30%
- Study Island Pathway participation – 35%
- Assessments and Writing – 35%

High School

Students must earn passing grades (A, B, or C) in order to receive credit toward graduation requirements. If students earn a failing grade (F) in a course required for graduation, the course must be retaken, and a passing grade must be earned. Report cards are sent out at the end of the academic calendar year.

Our mission is to provide an exemplary individualized and engaging educational experience for all students by incorporating school and community/family partnerships coupled with a rigorous curriculum within a data-driven and student-centered instructional model. Student success will be measured by valid and reliable assessment data and continued institutional growth within the academic community. In the spirit of the student success measurement component, the following guidelines outline our mastery based grading principles and expectations.

Windows of opportunity

Each six week window of opportunity culminates with an interim assessment. Assignments submitted after the ten day deadline are considered late; however, students will earn a 70 on past due assignments if they demonstrate mastery (a passing score of 70 or above) on the content and standards assessed in that assignment.

In addition to teacher developed and OHS assignments, students will use USA Test Prep to complete pre-tests, remediation activities, and post-tests to demonstrate standards mastery in the following courses:

- 9th Grade Literature
- 10th Grade Literature
- American Literature
- Advanced Composition
- British Literature and Composition
- Advanced Mathematical Decision Making
- Algebra II/Advanced Algebra
- Mathematics of Finance

- | | |
|-------------------------|------------------------------|
| ○ Pre-Calculus | ○ Physics SLO |
| ○ Coordinate Algebra | ○ American Government/Civics |
| ○ Analytic Geometry | ○ World Geography |
| ○ Environmental Science | ○ World History |
| ○ Chemistry | ○ Economics |
| ○ Biology | ○ US History |
| ○ Physical Science | |

Each window will include a variety of assignments including at least one constructed or extended response assignment, formative assessments and one Interim Assessment (IA).

1. Assignments may include but are not limited to: labs, OHS quizzes, OHS tests, discussion boards, projects, essays, research papers and USA Test Prep assignments.
2. What I Need (W.I.N) sessions are designed to provide students with additional practice and specific standards based feedback. Students must attend W.I.N sessions to retake assessments within each window of opportunity until they have earned an average score of attempts that demonstrates mastery of the standards —70%. (Interim assessments excluded). The maximum grade earned on a retake is 70%.

Interim Assessments (IA)

The IA scores will be recorded in the gradebook as an assessment and count toward the student’s final grade. The IA will be graded for accuracy and the student's earned score will be entered into the gradebook in the Assessment Category. If a student does not complete the IA by the close of the window the minimum failing score will be entered in the gradebook in the Assessment Category.

- All students that complete the IA will earn a participation grade in the Coursework Category. Students will not be double penalized for not taking the IA- the minimum failing score (50) will only be entered in the Assessment Category.
- All students that fail to demonstrate mastery on an Interim Assessment will attend W.I.N. sessions and complete USA Test Prep remediation and extension assignments. Students will receive invitations to the small group sessions via CC integration and teachers will also send out BBC call reminders the day of the session.
- Leadership will formatively review course and student data within each window of opportunity to develop and revise teacher action plans based on student achievement. Teachers will actively participate in DDI and PLC groups that will evaluate student achievement, develop action plans and determine the final measure of student achievement.

Grade Reporting

- a. Numerical grades will be assigned based on student’s academic performance at the end of each semester.
- b. The minimum failing score for any assignment is 50%.
- c. Cumulative Course Mid-Term Averages will be posted in IC for Student & LC review
 - i. Semester 1 week of October 7th.
 - ii. Semester 2 week of March 9th.

SEMESTER ONE

- a. First semester ends December 18, 2015.
- b. No new assignments will be assigned to students after December 11th with the exception of Interim Assessment #3 (Final Exam).
- c. Interim Assessment #3 (Final Exam) review sessions will occur December 7th - December 11th.
- d. The Interim Assessment #3 (Final Exam) window will open December 14th and close December 18th.
- e. Interim Assessment #3 (Final Exam) the minimum failing score (50) should be entered in the gradebook on December 16th to alert students of the impact of the missing final.

SEMESTER TWO - SENIORS

- a. Deadline for senior assignments is May 6th by 4:00 p.m.
- b. Final Exam Review sessions will occur April 25th - April 29th.
- c. Final Exams will be administered May 2nd- May 6th.
- d. Teachers will enter the minimum failing score (50) on missing final exams on May 4th to alert seniors of the impact on the final grade.

9-11 EOC Courses

- a. All assignments are due by May 20th at 4:00 p.m.
- b. EOC Review sessions will occur April 11th - 15th and April 18th - 22nd. {Teachers attend EOG testing during this time – students will review independently with CC Recordings }
- c. EOC Face to Face Test Administration will occur April 25th- April 29th.
- d. Teachers will enter the minimum failing score (50) on missing final exams on May 18th to alert students of the impact on the final grade.

9-11 NON-EOC Courses

- a. All assignments due by May 20th at 4:00 p.m.
- b. Final Exam Review Sessions will occur May 9th - May 13th.
- c. Final Exams will be administered May 16th - May 20th.
- d. Teachers will enter the minimum failing score (50) on missing final exams on May 18th to alert students of the impact on the final grade.
- e. Final Grades will be reported on end of semester report cards at the end of each term and reflected on student transcripts.

Medical Excuses

In the event that a student's medical condition prohibits academic engagement, valid medical documentation must be provided to the assistant administrator within 5 days of initial absence. The administrator will determine the need for an extension and communicate the decision with the student, learning coach, and all teachers.

Test Out for Course Credit

- a. Subject area teachers will recommend *Test Out for Course Credit* options based on the following criteria: students' previous performance in the given subject area, student interest, teacher and/or Advanced and Advancing Learner Program (AALP) coordinator recommendation, or scores on standardized assessments.
- b. Student and/or learning coaches can formally request evaluation for this option in writing by contacting the district AALP, Michelle Todd.
- c. Students will be responsible for any fees associated with exercising this option.

Grading Scale

Grades are calculated based on the following grading scale:

90-100	A
80-89	B
70-79	C
50 -69	F

Honors classes are given .5 quality points and AP courses are given 1 quality point.

Gradebook Percentages

Two Semester Courses

Semester 1

- Performance Assignments 30% {projects, labs, papers, essays, discussions, etc.}
- Formative Course Assessments 40% {Unit Tests and Interim Assessments}
- Course Engagement Activities 30% {W.I.K. USA Test Prep quizzes, OHS quizzes, OHS checkpoints, live student participation}

Semester 2

- **80% of Student Final Course Average:**
Performance Assignments 30% {projects, labs, papers, essays, discussions, etc.}
Formative Course Assessments 40% {Unit Tests and Interim Assessments}
Course Engagement Activities 30% {W.I.K. USA Test Prep quizzes, OHS quizzes, OHS checkpoints, live student participation}
- **20% of Student Final Average:** Georgia Milestone End of Course Test **OR** SLO Post-Test

One Semester Courses

- **80% of Student Final Course Average**
Performance Assignments 30% {projects, labs, papers, essays, discussions, etc.}
Formative Course Assessments 40% {Unit Tests and Interim Assessments}
Course Engagement Activities 30% {W.I.K. USA Test Prep quizzes, OHS quizzes, OHS checkpoints, live student participation}
- **20% of Student Final Average:** Georgia Milestone End of Course Test **OR** SLO Post-Test

ACCEPTABLE USE GUIDELINES

This document describes the policies and guidelines for the use of the Georgia Cyber Academy program and exists to ensure that all GCA students are aware of and understand their responsibilities when accessing and using GCA resources.

GCA reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to GCA instructional computing resources. GCA instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by GCA.

As a parent of a student enrolled in GCA, 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 considered a violation of the Student Code of Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in:

- Removal of your access to GCA instructional computing resources, which could result in your inability to complete learning activities
- Suspension or expulsion from GCA
- Involvement with law enforcement agencies and possible legal action

Accountability

Posting anonymous messages is not permitted unless authorized by the teacher. Impersonating another person is also strictly prohibited.

- Use only your own user name and password, and do not share these with anyone.
- Do not interfere with other users' ability to access GCA's Online School 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.
- Change your password(s) frequently, at least once per semester.
- 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-GCA commercial activities, non-GCA product advertising, or political lobbying on a GCA-owned instructional computing resource.
- Do not use GCA instructional computing resources to sell or purchase any illegal items or substances.
- Do not upload or post any software on GCA instructional computing resources that are not specifically required and approved for your assignments.
- Do not post any MP3 files, compressed video, or other non-instructional files to any GCA server.

Inappropriate Behavior

Inappropriate behavior includes:

- 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 threats.
- Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.
- Creating a Vroom and posting link during teacher class connect inviting other students
- Any disruptions during class connect time including inappropriate language, posting pictures/ images to whiteboard, disrespect for teachers or other students.

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 GCA.

- Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with GCA.

Network Etiquette

At GCA, parents and students are expected to follow the rules of network etiquette, or “netiquette”. The word netiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards:

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

Use of Copyrighted Materials

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

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

Academic Integrity

All work submitted is assumed to have been completed by the student. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit, revoked access to course(s), and suspension or expulsion from GCA.

Plagiarism

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. Specific examples of plagiarism that will not be tolerated are:

- Copying or rephrasing another student’s work
- Having someone else write an assignment or rephrasing any part of an assignment (not just proofreading it)
- Directly copying student aids (for example, Cliff’s Notes), critical sources, or reference materials in part or in whole without acknowledgment
- Indirect reproduction of student aids, such as Cliff’s Notes, Cole Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment

Source Citation

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you’re citing

information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

Monitoring

GCA reserves the right to review any material transmitted using GCA instructional computing resources or posted to a GCA instructional computing resource to determine the appropriateness of such material. GCA may review this material at any time, with or without notice. E-mail transmitted via GCA instructional computing resources is not private and may be monitored.

GCA Indemnification Provision

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

Nothing in this policy negates any obligation the student and parent have to use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the parent or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Attending Blackboard Collaborate (Class Connect)

Blackboard Class Connect offers technical support at the following web address: [Blackboard Support](#). Using the Help Desk and the Technical Support features will provide answers to the more common computer setup issues. If you have searched the site and did not find the answer to your computer issue, please call Blackboard Collaborate Support Tech Support at 866-388-8674 and choose option #2.

Class Connect Conduct for Parents and Students

Please always sign in using your first name and last initial.

Students:

- Arrive promptly at the scheduled time for the Class Connect session.
- Whiteboard and microphone privileges are assigned at the discretion of the teacher.
- Direct messaging conversions should be limited to the content of the lesson.
- Respectful and courteous behavior towards others is expected at all times.
- Non-participation or stepping away without the teacher's approval is seen as an absence from the session.
- If there are multiple students in your home, each student needs to log in to a session individually.
- Students and parents are expected to follow the netiquette previously described.
- Students will not be allowed to cause disruptions to learning during class connect sessions including use of inappropriate language, posting pictures or images to whiteboard, disrespect of teachers or other students (if a student is causing disruption to learning, they are removed from class connect session and parents contacted).

Please keep in mind that individual teachers may have expectations that are specific to their classrooms.

Teachers are Mandated Reporters

Certain individuals, including teachers, school counselors, school psychologists and administrators, are mandated by law to report suspicions of child abuse or neglect. Failure to do so can result in legal liability

for school staff. Teachers at GCA are trained to report such suspicions through the state department of Family and Children Services. More information can be found at <http://dfcs.dhs.georgia.gov/general-information>

Student Code of Conduct

The goal of Georgia Cyber Academy (GCA) is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior. Students share with the school community responsibility for developing GCA into a school that exemplifies high standards and excellence. GCA’s Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The policies outlined in the school handbook coincide with the code of conduct. Every student at GCA is required to understand these policies in order to understand the consequences outlined in the code of conduct. These policies include: non-discrimination, attendance, work assignment turn-ins, communication, progress guidelines, and standardized testing attendance.

STUDENT RIGHTS AND RESPONSIBILITIES:

GCA Students have the right to.....	GCA Students have the responsibility to
The right to function and work in a positive learning environment free from disturbances created by self or others.	The responsibility to understand and accept that student learning is the primary purpose of our school and during instructional time to behave in a manner that promotes opportunities for optimal teaching and learning.
The right to participate in safe school outings.	The responsibility to respect the right of others to have a safe school environment in the presence of other students or people.
The right to have individual beliefs, ideas, cultures, religious practices, and differences respected.	The responsibility to accept the uniqueness of others.
The right to be treated with courtesy, fairness, and respect.	The responsibility to treat others with courtesy, fairness, and respect.
The right to have personal or school property respected.	The responsibility to respect and secure private and public property.
The right to participate fully in school life when all the established requirements have been fulfilled.	The responsibility to assure that participation in all aspects of school life is open to everyone.
The right to a clear understanding of what is expected of them.	The responsibility to know their role in the school community and to help others to understand their role.
The right to a fair hearing in cases involving the application of academic or disciplinary regulations.	The responsibility to understand and utilize the school’s procedures for resolving concerns, conflicts, and disagreements.

BEHAVIOR GUIDELINES

Student Offense	School Action
<p>Truancy: A student is considered truant after 5 unexcused absences have accumulated and with no contact between the parent/guardian and the school.</p>	<p>Failure to attend 5 days without excuse will result in charges of truancy reported to the home school district.</p>
<p>Academic Honesty (Plagiarism, Cheating on Coursework and/or Standardized Testing)</p>	<p>GCA students are required to attend, complete, and submit all work as their own for all school course assignments and state standardized testing. GCA teachers closely monitor academic integrity in all areas of student work and attendance. If a student is found to have plagiarized, cheated, or falsely identify themselves, the GCA teacher or test examiner will intervene immediately to further research the possible infraction. A meeting may be scheduled by GCA faculty or staff with GCA Administration, and disciplinary consequences may result.</p>
<p>Assault, Verbal/Threats/Intimidation</p>	<p>School suspension or expulsion may occur.</p>
<p>Inappropriate behavior or actions during online (Class Connect) Sessions</p>	<p>The GCA teacher has full control over privileges within the online sessions. A student misbehaving may be removed from the session without warning. The student will have a follow-up conference regarding this matter and disciplinary consequences may follow. The school has the right to trace the IP address and retrieve contact information from any person signing into the online classrooms.</p>
<p>Inappropriate Use of the Computer A specific set of procedures, conditions, and legal restrictions guide the use of school-owned computers. Parents should review appropriate usage of computers with their students before using school computers. Parents are the responsible adult for logging into the computer. Parents should maintain your <i>user password</i> confidential and not tell others.</p>	<p>Dependent upon the misuse of the school computer, the Head of School will determine the disciplinary consequences, including loss of privileges or expulsion.</p>
<p>Disrespectful Behavior, Inappropriate conduct and/or Insubordination Students and parents must comply with the reasonable directives of school personnel in a timely and cooperative manner. Students or parents who refuse to comply with a reasonable directive, or who use a profane means of expression toward school personnel, are assigned a range of consequences.</p>	<p>School suspension or expulsion may occur.</p>
<p>Dress, Hats, and Backpacks/handbags GCA students are to dress tastefully and appropriately for weather conditions during outings or other school events. Parent support is important in the effort to maintain a productive academic atmosphere.</p> <ul style="list-style-type: none"> • Shirts and blouses must cover the midriff, chest and back, and substantially cover the shoulders. • Pants, skirts, and tops should be high enough and long enough so that no portion of the posterior or undergarment is revealed. • Footwear is required at all times during school events. • Clothing or bags bearing imprinted messages or images must not promote a life-style that is inconsistent with good taste, educational values, and wellness. 	<p>Students may be asked to change clothing, turn inside-out, or leave the premises.</p> <p>Backpacks, bags, or handbags may be subject to search at school events, outings, or testing.</p> <p>An administrative meeting may follow.</p>
<p>Weapons</p>	<p>Georgia law calls for student expulsion from school at the discretion of the Head of School for any</p>

<p>Weapons are not permitted in any facility used by GCA during school events or outings. This includes during any standardized testing times. Georgia law includes as weapons firearms, knives, cutting tools, or any instrument capable of inflicting bodily injury. This means a small pocket knife in a school setting is considered a weapon and can result in a serious disciplinary action.</p>	<p>student who possesses a weapon on school property. This action is serious because of the serious nature a weapon poses.</p>
<p>Vulgar/Obscene Language, Gestures, Displays To establish and maintain an atmosphere of propriety and decorum, students are to refrain from inappropriate, vulgar, and obscene language use, gestures, and displays.</p>	<p>Depending on the severity and/or degree of exposure to others, vulgar/obscene language, gestures, or displays will result, at a minimum, in a conference with school administration. School suspension or expulsion may occur.</p>
<p>Sexual Harassment Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical conduct of a sexual nature, or display of materials that evoke responses not in keeping with the atmosphere intended for the classroom or the work place.</p>	<p>School suspension or expulsion may occur.</p>
<p>Harassment/Non-Discrimination GCA maintains that a positive learning and working environment is free from any form of harassment. Everyone should be free from interference, intimidation or disparagement. Respect for the rights, dignity and integrity of others is essential for the well-being of our school. Any action that does not reflect such respect for others is damaging to each member of the school community. Harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.</p>	<p>School suspension or expulsion may occur.</p>
<p>Forgery/Misrepresentation/Counterfeit The forgery, alteration, or counterfeit of an excuse note, school form, or other document and/or record is prohibited. Forgery includes, but is not limited to, the alteration of time, date, or other information bearing the signature or initials of a parent or faculty member, or attempting to use a forged note. Signing or typing a parent's/guardian's name on a note or email upon their oral consent constitutes forgery. Impersonating a parent or any other person is impermissible and cause for discipline.</p>	<p>School suspension or expulsion may occur.</p>
<p>Damaged School Property and Graffiti The GCA community provides excellent equipment and materials for learning as well as outings for students. When a student is participating at a GCA school outing, the outing space is considered school property. Everyone is responsible for using the equipment and instructional materials in ways that will preserve their appearance and function. Actions that diminish the quality of school district property detract from teaching and learning.</p>	<p>Students are required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school district property will include labor, materials, consulting fees, and other costs associated with replacing or restoring the damaged property. Acts of destructive damage and graffiti are reported to police authorities. Disciplinary consequences, including loss of privileges or expulsion, are considered in addition to the satisfaction of financial obligations.</p>
<p>Tobacco Possession is prohibited by school policy and state law for students during school related activities.</p>	<p>According to district policy and state law, students may not possess or use tobacco products (including cigarettes, chewing tobacco, dip, snuff, or cigars) while on school grounds or during school related activities or functions. Disciplinary consequences, including loss of privileges are determined by administration.</p>
<p>Illegal Drug and Alcohol usage is prohibited by school policy and state law.</p>	<p>Acts of suspected possession or intoxication are reported to police authorities. Disciplinary consequences, including loss of privileges or expulsion, are considered by administration.</p>

Disciplinary Action

Discipline referrals to the administration are reviewed individually, consistent with the Code of Student Conduct. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available:

External/Out of School Suspension (OSS): this will result in shut-off of the online school and inability to count progress and attendance. This could affect student promotion.

Expulsion: Expulsion procedures are implemented with students whose behavior constitutes a serious and/or chronic disruption to maintaining “a school climate that encourages learning.” In the case of expulsion, the student is withdrawn from GCA and remanded back to the home school district with explanation of the expulsion.

Specific consequence: This may vary depending upon the offense and administrative review. An example may be detention from an online club that the student was participating or detention from an upcoming school outing.

Removal from GCA

Students may be removed from GCA due to disciplinary action, truancy, non-attendance, failure to participate in state-mandated assessments, or attendance in another public or private school. Students are provided all necessary due process rights before removal. GCA administrators and teachers may recommend expulsion to the Board of Trustee’s Expulsion Hearing Committee for student violation of school policies. Students and parents are made aware of the date and time for an expulsion hearing before the Expulsion Hearing Committee. Public schools in the state may refuse admission to a student who has been expelled from GCA.

By signing the Signature Page found at the end of this handbook, parents confirm that they understand and agree to the contents of this page:

I Understand and Agree

The purpose of this section is to set expectations for GCA parents. Students' success is a primary goal of GCA and that can only be achieved if you, the parent, are successful. To that end, it is important that parents of GCA children understand and agree with the following curricular and attendance requirements:

I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. The state requirement is 180 days per year, between 4 ½ -5 ½ hours per day depending on my child's grade level, (Please see the Instructional Time section of the Parent/Student Handbook for more information) and those days must be completed by the last day of school. Students who have poor attendance (insufficient hours recorded over time in the system) are considered excessively absent and may be withdrawn from GCA.

I accept the responsibility to supervise my student in using the K12 curriculum and Georgia Standards of Excellence. Any other work accomplished by the student is supplemental to, and not in place of, the K12/GCA curriculum lessons. GCA does not consider it acceptable to leave a student home alone or unsupervised all day to complete coursework. I am expected to follow the guidance and support of GCA faculty and staff in implementing the K12/GCA program with my student.

I understand and agree that student progress is an expected part of the GCA program, in addition to the attendance hours logged. Teachers will review progress and consider other factors, including parental input, when making student advancement decisions. Promotion is based on progress achievement and verification of work completed, not simply attendance.

I understand that daily attendance must be confirmed and entered by an adult.

I understand that public school enrollment includes participation in the required state testing program, and I agree to provide transportation to/from testing when it occurs. My child will fully participate in all testing at his/her grade level.

I understand that I am required to participate in regularly scheduled conferences with my student's teacher(s) and that I will be asked to submit work assignments regularly.

I understand that it is my responsibility to secure an Internet Service Provider. I will be reimbursed (if applicable) according to the school policy as described in this handbook.

I understand that GCA is a full-time public school program and that my student may not be enrolled in any other full-time or part-time public, private, religious, or charter school.

I understand and agree that my child will review the contents of the Acceptable Use Guidelines and Student Code of Conduct. I have reviewed the GCA school handbook and understand the procedures and policies of GCA.

LIABILITY RELEASE AGREEMENT

(Print Minor's Legal Name)

(Please indicate if there is more than one child per family participating, and if so, provide their legal name(s)):

_____, _____, _____,
_____ (collectively referred to as "Minor") wishes to participate in
_____ "Activity" sponsored by GCA and/or K12 Inc.

The Sponsors and the undersigned parent or legal guardian of Minor agree that the Activity may pose risks, including possible illness, injury, as well as similar and dissimilar risks ("Risks"). The undersigned is fully aware of the Risks and other hazards inherent in the Activity and is participating in the Activity voluntarily and assumes the Risks and all other risks of loss, damage, or injury that may be sustained while participating in the activity. GCA and K12© make no representations or claims as to the condition or safety of the land, structures, transportation, or surroundings that may be involved in the Activity, whether or not owned, leased, operated, or maintained by the Sponsors. It is understood that the Sponsors do NOT provide any insurance coverage for the Minor's person or property, and Minor's parent(s) or guardian(s) acknowledge that they are responsible for the Minor's safety and the Minor's own health care needs, and for the protection of the Minor's property.

In exchange for allowing the Minor to participate in these Activities offered by the Sponsors, the Minor, by and through the undersigned; the undersigned and their respective heirs, personal representatives, and estates agree(s) to release from liability and hold harmless the Sponsors and any agent, officer, or employee of the Sponsors acting within the scope of their duties for any injury to the Minor's person or damage to the Minor's property. I authorize the Sponsors to take any action, including seeking medical care, necessary in its judgment, if I am not present or reachable in the event of an emergency. The undersigned acknowledges that as a part of this Release, he or she shall be 100% liable to pay for all medical expenses resulting or to result from any injury incurred during, or as a result of, participation in the Activity. If any term of this agreement or the application to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder shall not be affected thereby, and each and every remaining term of this agreement shall be valid and enforced to the fullest extent permitted by law. In the event of any need to enforce this agreement, the Sponsors shall be entitled to its attorney fees and costs. This agreement is governed by Georgia law.

I, the undersigned, state that I am the parent or legal guardian of the Minor. I have fully read and understand the above terms and conditions and that they apply to said Minor and to myself, and that no oral representations, statements, or inducements apart from the foregoing written agreement have been made to the undersigned. This document is binding on me, the said Minor, and any person suing on behalf of said Minor.

Minor's Address:

Date:

Parent/guardian name (print)

Parent/guardian name (sign)

REQUIRED SIGNATURE PAGE

Dear Parents and Students:

You have just reviewed the GCA School 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 school is equal to your effort and desire. Please complete the survey questions as acknowledgement of your understanding of the GCA handbook within 30 days of your enrollment in the school.

Please note: You will receive a k-mail regarding your receipt of the 2015-16 GCA Handbook. Please confirm (via a survey sent to you in k-mail) that you have read and understand the content of this handbook. By completing the survey, you are also agreeing to the terms in the School-Parent Compact (located in this handbook).

**Failure to complete required agreement survey will result in the accumulation of 1 FEP (see Family Academic Engagement Plan)*