



# GEORGIA CYBER ACADEMY

## **Advanced Learner Program Handbook**

**2017-2018**

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 <http://www.gacyber.org/>. Welcome to GCA!

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*“The Advanced Learner Program turns education up a few notches. Teaching ALP students is about challenging their young, talented minds and stretching their abilities with flexible, individualized learning approaches and unique enrichment opportunities.” – K12*

## **Georgia Cyber Academy Vision**

Georgia Cyber Academy 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 with their local communities and beyond.

## **Georgia Cyber Academy Mission**

The mission of 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 with the academic community.

## **Advanced Learner Program Mission**

The Advanced Learner Program at Georgia Cyber Academy seeks to provide developmentally appropriate enriched and/or accelerated curriculum options to identified high achieving students from elementary through high school. The goal of our program is to create opportunities for students to gain a deeper understanding of the subjects in which they excel and to challenge them to go beyond their course work and apply their learning to real life situations in order to meet their personal life-long learning goals.

## **Advanced Learners Program Description**

The Advanced Learner Program (ALP) is a supplemental enrichment program designed to meet the needs of our advanced learners, as well as their Learning Coaches, in a variety of ways including: accelerated course planning, Class Connect enriched sessions, curriculum compacting, topic enrichment, learning coach support, and other activities that incorporate academics, multiple intelligences, and social interaction.

ALP Qualifications are set forth by GCA and are subject to change year to year; therefore, students will need to requalify yearly to stay in the ALP program. Qualification is determined through multiple data points including exceeding standards on End of Year testing, MAP testing results, course performance, and teacher recommendations. Students may also be placed on an ALP team with qualifying documentation from another school or documentation of prior academic achievement.

## **Advanced Learner Program Personnel Duties and Responsibilities**

**ALP Coordinator** – Rebekah Cooper

### **Duties and Responsibilities**

- ALP Handbook- Complete & distribute the ALP Handbook, outlining ALP policies for internal stakeholders.
- Communication of AGL/ ALP policies to leadership and faculty of all three schools
- Role Definition- Clearly define the role of ALP POCs, with input from the school directors.
- Course Ordering & Placement
- Parent Presentations and Training-Coordinate presentations/resources for ALP Parent Meetings.
- Develop & Host PD Sessions- Lead sessions at each of our face-to-face staff PD sessions.
- Resource Sharing- Identify and share resources with ALP faculty; Update SharePoint, district website, and any other social media with ALP resources.
- Enrichment Plan- Develop and communicate the options for students needing enrichment.
- Attend K12 Meetings
- Coordinate ALP Field Trips
- Coordinate ALP Clubs/ Activities
- Coordinate Spelling Bee
- Communication- Lead communication efforts between schools regarding ALP students.
- Meeting Attendance- Attend all school leadership & faculty meetings.
- Assist in Monthly ALP Meetings- Review data, discuss best practices, and address any questions/ concerns.
- Answer student & parent questions

### **Advanced Learner Program Points of Contact**

**Elementary School POC** – Janet Wheeler

**Middle School POC** – Misty Kerr

**High School POC** – Cathy Harper

### **POCs Duties and Responsibilities**

- Works with ALP Coordinator and with teachers to ensure students are offered enrichment within their academic plan
- Collaborates with ALP Coordinator to create PowerPoints for ALP trainings and PDs (resources as needed)
- Attends Grade Advancement meetings
- Attends K12 ALP meetings as scheduled
- Facilitates Monthly ALP Meetings
- Assists with ALP teachers and coordinator in organizing ALP specific field trips
- Facilitates and attend K12 Learning Circles/Book Clubs when appropriate
- Collects and reviews data for ALP students with Coordinator
- Designs and publishes the ALP newsletter for his/her school with the input from faculty and Coordinator

# Elementary School

**\*\*\*Please Note - Qualifications of the K-8 ALP Program** – Qualifications for the Advanced Learner Program are subject to change from year to year.

## Characteristics of the Advanced Learner in Elementary School

Student in the early grades, K-2<sup>nd</sup> and students in 3<sup>rd</sup>-5<sup>th</sup> are identified as advanced learners through a holistic view of the student. Specific behaviors are observed by the teacher and learning coach to help assist in the identification process. Some indicators to begin the identification process include the following.

- Thinks abstractly – that is, he/she grasps advanced mathematical and linguistic concepts and can talk about such complex issues as ethics, morality, and religion
- Has a specific talent, such as the ability to perform mathematical calculations in his/her head or understand concepts like multiplication before they are taught in school
- Is able to concentrate intently on one activity for long periods of time
- Has a large vocabulary and understands words not typically used by his/her peers
- Is a leader who often organizes group activities, such as initiating games with other children
- Is confident in his/her accomplishments and ideas
- Performs well academically
- Is creative and loves to tell stories, draw, or compose songs
- Has a sense of humor and appreciates wit
- Prefers to spend time with older children and adults
- Performs academic work that is two years ahead of his/her grade level
- Is sensitive to other people's feelings

## Elements of the ES ALP Program

Students in grades K-2 are building a solid foundation. By promoting social, emotional, physical and cognitive skills teachers are preparing students to be able to join the ALP team in 3<sup>rd</sup> grade. They are offered extension/enrichment sessions and work to help them continue to move forward.

In addition, we offer the following:

- Weekly online enrichment sessions or enrichment choices within whole group classes
- Additional opportunities both online and in person, such as field trips.
- Additional electives- Art is offered to all students, but ALP students can also take a Foreign Language
- K12 Book Clubs and Learning Circles
- Above Grade Level placement

Students in grades 3-5 that qualify for the Advanced Learner Program will be placed on an ALP team with gifted certified teachers. **Qualifications are set forth by GCA and are subject to change year to year; therefore, students will need to requalify yearly to stay in the ALP program.** Students may also be placed on an ALP team with qualifying documentation from another school or documentation of prior academic achievement.

Additional resources and the ALP newsletter are also available to guide and inform the learning coach of an advanced learner.

## Identification and Qualifications for Above Grade Level (AGL) K-2

The K-2 ALP/AGL program at GCA offers extension and enrichment of the Georgia standards through academic development in a variety of student opportunities. The leadership team at GCA determines the most appropriate environment for advanced learners. Students are identified and placed in ALP/AGL courses based on criteria established by Georgia Cyber Academy.

**Kindergarten** – Kindergarten students will only be assessed for AGL at the recommendation of the teacher within the first 45 days of the first semester. If a kindergarten student is found eligible for AGL, they will be placed in the above grade level course with a first grade gifted certified teacher. Students will be responsible for completing all assignments and assessments in the AGL course. Assessments used with kindergarten AGL students will be done with the kindergarten teacher on webcam.

**Grades 1 and 2** – First and Second grade students who demonstrated mastery and have been recommended by their previous teacher will be assessed for advanced grade level course work (AGL). Students transferring into Georgia Cyber Academy from another gifted program within the state will be placed into the advanced learner program (ALP) with a gifted certified teacher. If a parent requests AGL for their student who was not recommend by the previous teacher or is new to GCA, a meeting will take place between the parent, teacher, Assistant Principal, and ALP Coordinator to determine if further testing is required.

### **Guidelines for K-2 Students Finishing Courses Early**

Students in grades K-2 will receive enrichment/extension work to continue working and developing their skills if they have met the following requirements:

- 100% completion of the OLS
- 100% completion of ALL Portfolios

An end of course assessment must be administered and approved by ALP Lead to show mastery. This assessment should be given in BBC, and when the student has a webcam available, it must be turned on so that the teacher can view the student taking the assessment. In addition, students must meet all of the requirements below. NOTE: If a teacher is uncertain that the student is taking the assessment independently, the teacher may require the student to take the assessments in person; this may require arranging for another GCA teacher who lives closer to meet the student at a mutual public location (such as a library). If all these requirements are met, please assign the student enrichment/extension work. If you need assistance with providing this for the student, please contact the ES ALP POC.

**In grades K-2, there may be one-off situations which should be referred to the ALP Coordinator who will work with the K-2 Administration, the teachers, and parents to determine the best placement for the student.**

### **Identification and Qualifications for Above Grade Level (AGL) 3-5**

In the spring, the Elementary School Director, AAs, ALP Coordinator, and ALP POC will gather data including but not limited to grade reports, DIBELs, Benchmark testing scores, teacher recommendations, and EOG scores to determine the ALP qualifications for the following year. Above grade level invitations will be sent out after these qualifications are set. Qualifications are subject to change from year to year.

Once students receive an invitation to enter or continue in the Above Grade Level program, parents must sign a waiver (or survey) indicating they agree to the placement and understand the requirements.

### **Requirements for K-5 Students accepted into an Above Grade Level Course:**

- AGL students are required to complete ALL requirements for above grade level courses as well as any state testing for on-grade level courses. Students who take above grade level courses are required to take the on-grade level EOG per the Department of Education.
- AGL students must maintain a passing grade in their on-grade level courses and complete all assignments and assessments required. Failure to be compliant in all courses for an AGL student could result in removal from the AGL program.
- Attend Live CC sessions, as dictated by their ILP, for above grade level courses or watch the recordings when not able to attend live. Attendance completion or recording attendance survey is mandatory.

- Follow the Monthly Instructional Calendar (MIC) for the above grade level course.
- Take (complete and submit) all above grade level assessments and AGL Portfolios (if applicable).
- Maintain a score of “Meets” for grades K-1 and a B average (80) for grades 2-5 in each course at all times.
- Students who fail to meet and maintain the AGL requirements will be removed from the AGL program at the end of the first semester and placed in the on-grade level course. The student will then be required to complete the second semester of the on-grade level course(s).
- AGL students who begin the second semester, may be removed from the program by the end of January if not meeting requirements pending a conference with the teacher, parent, AA and/or the ALP Coordinator.
- This is a year-long commitment. Students will not be permitted to drop this course once enrolled after the first two weeks of school.

## **Above Grade Level (AGL) ES Logistics**

- A parent or teacher submits a request for a student to be reviewed for AGL course placement to the AA and ALP coordinator.
- The AA, ES Lead, and ALP Coordinator will collect and review the data on the student in question and discuss the appropriate options for the student.
- Students must be approved by ALP Coordinator to work on AGL courses.
- When students are approved, the ALP Coordinator will order their AGL courses.
- The GL lead will place the student in the AGL .2 course(s) as well as in the correct AGL TVS classroom.
- The HRT will change the expected progress for their on grade level courses for those subjects only to 0%.
- AGL students will only be in the AGL course(s) in Infinite Campus.
- AGL students will be in AGL course(s) AND on grade level course(s) in TVS.
- AGL students will only be responsible for coursework for the AGL course(s).
- AGL students in 3-5 will be tested on grade level for the EOG. For this reason, AGL students will be invited to on grade level review sessions in the spring.

During Semester 1, if a student is not meeting expectations for AGL courses, the administrative team will meet to discuss the student’s progress. One possible consequence of not meeting expectations could be removal from the AGL course back to an on grade level course. If you have any questions or concerns, please contact Rebekah Cooper at (404) 334-4790 ext. 849.

## **Electives for ALP/AGL K-5**

### **Foreign Language**

If a student is on the ALP team for grades 3 - 5, they qualify for two electives (one is Art) and their foreign language options are Spanish, German, Latin, or French. The K12 elementary courses are the appropriate courses for the elementary student. There are two courses per foreign language; for example, Elementary French I and Elementary French II are offered as a sequence. Student receive one foreign language per year, and once ordered, they cannot change their course or change foreign language. Students can move into the middle school foreign language course after two years of the same elementary language course.

In Grades K-2, the student must meet these requirements for FL to be ordered:

- The student must be compliant: keeps appointments for conferences and DIBELS, submits portfolios, logs attendance daily, and completes all required assessments.
- Reads on or above grade level (DIBELS Benchmark) and is in all “on grade level” courses.
- Meets or exceeds the expected progress in OLS in ALL subjects.
- Finishes a course early and needs additional enrichment.

# Middle School

**\*\*\*Please Note - Qualifications of the K-8 ALP Program** – Qualifications for the Advanced Learner Program are subject to change from year to year.

## Characteristics of the Advanced Middle School Learner

- Knows the answers
- Attentive and listens with interest
- Has good ideas
- Works hard and enjoys completing the task at hand
- Answers the questions with a depth beyond his/her peers
- Is in the top 95% of his/her group
- Learns with ease
- Understands ideas
- Expresses strong feelings and opinions, especially about topics and subjects of interest
- Already knows the answers
- Thinks and expresses abstract ideas effectively

## Qualifying students have:

- Demonstrated mastery in the subject area of Reading/ELA.
- Developed a keen interest in the communicative arts or mathematics
- Experienced success with handling academic rigor associated with advanced level coursework.
- Have demonstrated a desire to move at an accelerated pace.

## Elements of the Middle School ALP program

Because the middle school is organized in teams, students who qualify for the ALP program will be placed on the appropriate grade level ALP team with gifted certified teachers. While the students will take the same ELA, Math, Science and Social Studies courses as their general education peers, ALP courses and class connects are differentiated through deeper content coverage, enrichment, and/or acceleration depending on the content mastery of the students.

In addition, we offer the following:

- Weekly online enrichment sessions or enrichment choices within whole group classes
- Additional opportunities both online and in person, such as field trips.
- Additional elective choices- Art is offered to all students, but ALP students can also take a Foreign Language (Spanish, German, Latin, Chinese, or French). The foreign language courses are offered through PowerSpeak Software and are self-directed courses are not teacher supported.
- K12 Book Clubs and Learning Circles
- GCA Middle School Clubs
- Beta Club- invitations will go out at the end of the year to those that qualify
- Duke TIP Program- invitations will go out at the beginning of the year based on EOG score results
- Above Grade Level placement and Accelerated Math

## Identification and Qualification for the Middle School ALP program

In the spring, the Middle School Director, AAs, ALP Coordinator, and ALP POC will gather data including but not limited to grade reports, Benchmark testing scores, teacher recommendations, and EOG scores to determine the ALP qualifications



for the following year. Teams will be set up based on these qualifications. Returning families will be notified of ALP team placement during their Welcome Calls from their homeroom teacher. If a family would like to be removed from the ALP team placement, they can submit a request in writing to the homeroom teacher who can forward it to the ALP POC and he/she will remove the student as requested and place him or her on a general education team. New students will need to notify the Strong Start Specialist, homeroom teacher, the MS ALP POC, or the ALP Coordinator of their desire to be placed on an ALP team. Once the request is received, the new student's documentation will be reviewed by the ALP Coordinator who will then make the recommendation for placement.

### **Requirements for ALP team placement:**

- If a student meets the current year's qualifying test scores, has demonstrated consistently high academic performance in course work and benchmark testing, and is recommended by his/her teachers, he/she will be placed in the ALP program. **Students must meet the qualifications year to year.**
- If a student has standardized test scores from their previous brick and mortar school from the school year directly before entering GCA demonstrating abilities in the 95<sup>th</sup> or above percentile or the equivalent, he/she can submit the scores to the ALP POC or Coordinator for review.
- If a student has qualifying gifted paperwork from the previous year, he/she can submit the paperwork to the ALP POC or Coordinator and will be placed on the ALP team.
- If a student was working above grade level or in accelerate math courses the previous year and demonstrated mastery at that level, he/she will be placed on the ALP team.

### **Above Grade Level Cohorts/Courses and Qualifications (AGL) 6-8**

In addition to ALP team offerings, students may also qualify for AGL. Above grade level invitations are sent out at the end of the year. Qualifications are based on teacher collaboration and Georgia Milestone scores. Qualifications are subject to change from year to year.

Once students receive an invitation to enter or continue in the Above Grade Level program, parents must sign a waiver (or survey) indicating they agree to the placement and understand the requirements.

### **AGL Course Offerings**

- Accelerated Math
- AGL Math grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>
- AGL ELA grades 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>
- 9<sup>th</sup> grade Literature and Composition (Carnegie Credit Course)
- HS Physical Science (Carnegie Credit Course)
- HS Spanish (Carnegie Credit Course)
- Accelerated Algebra/Geometry (Carnegie Credit Course)
- Honors Algebra I (Carnegie Credit Course)

### **Requirements for Middle School students accepted into an Above Grade Level Course:**

- AGL students are required to complete ALL requirements for above grade level courses as well as any state testing for on-grade level courses. Students who take above grade level courses are required to take the on-grade level EOG per the Department of Education except for HS Physical Science which is required to take the EOC. Ninth grade literature and composition students will need to take BOTH the 8<sup>th</sup> grade EOC AND the 9<sup>th</sup> grade literature and composition EOC per the Department of Education.
- AGL students must maintain a B or higher in their on-grade level courses and complete all assignments and assessments required. Failure to be compliant in all courses for an AGL student could result in removal from the AGL program.
- Attend Live CC sessions for above grade level courses or watch the recordings when not able to attend live. Attendance completion or recording attendance survey is mandatory.
- Students who fail to meet and maintain the AGL requirements will be removed from the AGL program at the

end of the first semester and placed in the on-grade level course. The student will then be required to complete the second semester of the on-grade level course(s).

- AGL students who begin the second semester, may be removed from the program by the end of January if not meeting requirements pending a conference with the teacher, parent, AA and/or the ALP Coordinator.
- This is a year-long commitment. Students will not be permitted to drop this course once enrolled after the first two weeks of school.
- 8<sup>th</sup> grade students taking high school courses will have the opportunity to either accept or deny the Carnegie Credit for those courses. If a student wishes to deny the credit, he/she must submit the Carnegie Credit Waiver by June 1<sup>st</sup>.

### **Above Grade Level (AGL) MS Logistics**

- The AA, ES Lead, and ALP Coordinator will collect and review the data to determine the qualifications for AGL invitations.
- The ALP Coordinator sends the identified families the invitations to participate in the following year's AGL course. Students who are already working AGL will continue as long as they are successfully meeting the requirements.
- The ALP Coordinator will collect the names of those who have signed the waiver and those that are already working above grade level and order the appropriate AGL courses through Allison Yawn. The same list will be used to remove the on level courses for these students so they do not have duplicate content courses.
- The MS ALP POC will place the student in the AGL .2 course(s) in IC and the MS Systems AA will load those IC placements into TVS.
- AGL students will be tested on grade level for the EOG. For this reason, AGL students will be invited to on grade level review sessions in the spring.

During Semester 1, if a student is not meeting expectations for AGL courses, the administrative team will meet to discuss the student's progress. One possible consequence of not meeting expectations could be removal from the AGL course back to an on grade level course. If you have any questions or concerns, please contact Rebekah Cooper at (404) 334-4790 ext. 849.

### **Electives for 8<sup>th</sup> grade ALP**

In the middle school, there is a designated Spanish teacher who will offer high school Spanish I for a Carnegie Credit. On the first day of school, the ALP Coordinator will send out an invitation to sign up for the high school Spanish course. Students will have until the Thursday of the first week of school to sign up. Placement will come on a first come, first serve basis. If the course fills up, a waiting list will be created. The ALP Coordinator will take the responses to the sign up and order the course through Allison Yawn. The MS ALP POC will place the students in the course in IC and the MS Systems AA will take the list and load the students in TVS. Students will start the Spanish course the second week of school. Students will have until the 4<sup>th</sup> week of school to drop the course. Students choosing to drop the course must submit their request in writing to either their homeroom teacher, the MS ALP POC, or the ALP Coordinator no later than 4 pm on the 4<sup>th</sup> Friday of the school year.

### **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 administrator 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.

# High School

## **The ALP Coordinator will work with the HS ALP POC to provide the following:**

- Provide an AP Test Site Network
- Communicate PSAT opportunities- Work with district testing coordinator to prepare for and administer the PSAT.
- Communication on AP Test Sites- Communicate preferred sites, registration dates, etc. to families in advance and follow-up to ensure all students who wish to test, are able to secure a site.
- Develop & Host AP Bootcamp- Prepare a series of intensive, online AP Test Review sessions before the exam period.

## **Elements of the HS ALP/AP Program**

Students, parents, teachers, and counselors will work together to determine the most appropriate track and course placement for each student. Unlike elementary and middle school, the high school ALP program consists of individual content courses that are offered at the honors and/or AP level. In addition, students may also take college courses in the Dual Enrollment program that will satisfy both their high school and college credits. Honors and AP courses will allow students to explore content related topics at a deeper level as well as move through the curriculum at a pace appropriate to the ability level of the students.

## **AP Course Offerings:**

- AP Language/Composition
- AP Literature/Composition
- AP Biology
- AP Environmental Science
- AP Statistics
- AP Calculus AB
- AP World History
- AP US History
- AP US Govt. (half credit)
- AP Computer Science Principles

## **Honors Course Offerings:**

- American Literature/Comp Honors
- Ninth Grade Literature Honors
- World Literature Honors
- Biology Honors
- Chemistry Honors
- Physics I Honors
- GSE Algebra I Honors
- GSE Algebra II Honors
- GSE Accel Alg I/Geom A Honors
- GSE Accel Geom B/Alg II Honors
- United States History Honors
- World History Honors

## **Dual Enrollment**

Please see our website for more information: <http://www.gacyber.org/move-on-when-ready.html>

## **Additional High School Offerings:**

Governor's Honors Program- contact Amy Morgan  
Senior Beta Club- contact Russell Long for information.  
National Honor Society- contact Leslie Clark  
Robotics Team- Christopher Bryan  
Math Team- contact Denise Delk  
Model UN- contact Lessie Solomon

## **Identification and Qualification for the High School honors/AP program**

In the spring, teachers will recommend students for honors or AP courses for the following year. Counselors, the ALP Coordinator, and the ALP POC will gather data to determine if the student qualifies for either the honors or AP course he/she is requesting. The prerequisites and criteria for each of the honors and AP courses are outlined in the course catalogue. Counselors will place students in honors and/or AP courses based on the recommendations from teachers and the ALP Coordinator. Students can also nominate themselves to take advanced courses by contacting their homeroom teacher.

Students in AP and Honors courses may be held to different expectations with regards to late work and grading. Please see the course syllabi for details.

## **Requirements for High School students accepted into AP Courses**

- Students will need to sign the AP agreement waiver outlining the expectations of the program.
- Students will attend the AP orientation if they are enrolled in an AP course.
- Because of the rigor and pace of AP and honors courses, curriculum content teaching and assignments will begin the first day of school. Students will be expected to begin work or catch up if they have a later enrollment.
- AP Courses are a year-long commitment. If a student decides the course is too rigorous, he/she must drop within the first 15 days of class.
- Students are expected to participate the AP boot camps offered January through April to prepare for the AP exams in May.
- Students are responsible for registering for their AP exams. The ALP Coordinator will provide a list of prior schools who have offered the AP exams to GCA students and instructions on how to contact them to register.