Title I School Wide Plan

Revised October 2011

2011 Title I School Wide Plan

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School Population

Odyssey / Georgia Cyber Academy (GCA) is a public charter school for students in kindergarten through tenth grade across the state of Georgia. The school is completing its seventh year of operation. The current student population is 10,040 students and 56% of those students qualify for free and reduced lunch, based on income verification forms. ODY/GCA serves students through Odyssey School brick and mortar program in Newnan, GA, and Georgia Cyber Academy, a statewide virtual program.

All GCA students complete daily lessons using a researched-based online curriculum (written by K12, Inc) and attend weekly classes with certified teachers via the internet, using an online meeting room called "Elluminate".

School Mission Statement

The mission of the Georgia Cyber Academy 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, parent and student satisfaction, and continued institutional growth within the academic community.

Comprehensive Needs Assessment

A comprehensive needs assessment was conducted in 2010 and in April 2011. The needs assessment showed deficiencies in math, specifically highlighted by CRCT results:

Georgia Cyber Academy Spring 2011 CRCT Results

% Meets + Exceeds

	Reading			Math		
	Spr 10	Spr 11	change	Spr 10	Spr 11	change
3rd	90%	89%	-1%	68%	71%	3%
4th	89%	88%	-1%	70%	74%	4%
5th	91%	90%	-1%	64%	72%	8%
6th	95%	96%	1%	75%	71%	-4%
7th	93%	94%	1%	74%	83%	9%
8th	95%	97%	2%	54%	59%	5%
All Grades	92%	92%	0%	68%	72%	4%

% Exceeds

	Reading			Math		
	Spr 10	Spr 11	change	Spr 10	Spr 11	change
3rd	39%	46%	7%	25%	34%	9%
4th	40%	41%	1%	25%	28%	3%
5th	26%	43%	17%	26%	26%	0%
6th	49%	45%	-4%	15%	15%	0%
7th	31%	33%	2%	22%	22%	1%
8th	36%	44%	8%	13%	12%	-1%
All Grades	37%	42%	5%	21%	23%	2%

To provide opportunities for all children in ODY/GCA to meet or exceed Georgia's proficient and advanced levels of student achievement, all ODY/GCA students will be placed in subject area classes in which meeting the Georgia Performance Standards are top priority. Students in grades 3-10 who experience difficulty mastering standards in math, reading, or writing will be placed in one of approximately 20 AIM (Academic Intervention Mastery) homerooms. These students will be identified as eligible based on the following criteria: at-risk CRCT scores, teacher referral, Scantron assessment results, and previous retention. Along with their daily curriculum, students in these classes will receive instruction from regular education subject area teachers in Elluminate online sessions. They will receive specialized, direct and targeted instruction, based on an ILP (Individualized Learning Plan) from their AIM teacher. Title I funds allow more students the opportunity to benefit from these newly created homerooms.

The needs assessment also showed deficiencies in writing, based on results on State Writing Assessments:

	Odyssey/GCA Writing Test Results Students Meeting/Exceeding the Standard							
	Grade 5				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011
GA Average	77%	78%	73%	70%	77%	75%	70%	82%
ODY/GCA Results	61%	70%	70%	72%	67%	60%	61%	70%

Therefore, Title I funds will be used to purchase "Criterion", an online writing program for grades 4-8. All students in grades 4-8 will have access to this writing program. Each of these programs provides immediate feedback based on student submitted writing guided by teacher parameters which are based on grade level state standards. These tools help teachers identify areas of need in writing so that appropriate interventions can be implemented.

These effective instructional methods will increase the quality and amount of learning time. ODY/GCA will use the quarterly Scantron Achievement Series assessments (described in detail in section 4), as well as the CRCT to determine progress.

Schoolwide Reform Strategies

To provide opportunities for all children in ODY/GCA to meet or exceed Georgia's proficient and advanced levels of student achievement, all ODY/GCA students will be placed in subject area classes in which meeting the Georgia Performance Standards are top priority. Students in grades 3-10 who experience difficulty mastering standards in math, reading, or writing will be placed in an AIM (Academic Intervention Mastery) homeroom. These students will be identified as eligible based on the following criteria: at-risk CRCT scores, teacher referral, Scantron assessment results, and previous retention. Along with their daily curriculum, students in these classes will receive instruction from regular education subject area teachers in Elluminate online sessions. They will receive specialized, direct and targeted instruction, based on an ILP (Individualized Learning Plan) from their AIM teacher.

Academic Intervention Mastery Teachers

Features:

The AIM teachers will work in a focused manner with a comparatively small class of academically at-risk students – typically no more than 30-40 students, as compared to 60-70 students in other ODY/GCA teacher homerooms. These teachers will develop and manage the Individual Learning Plans (ILP's) more intensely.

AIM teachers will provide targeted standards-based direct instruction in identified areas of need on a regular basis throughout the year. These sessions will be required for identified academically at-risk students (both those in AIM teacher homerooms and those in the homerooms of other teachers), and will be available to other students on an as-needed basis to cover specific areas of deficit when identified during the year. All direct instruction provided by AIM Teachers will be in addition to instruction in core subjects provided by other ODY/GCA teachers.

Benefits:

- Academically at-risk students will receive additional one on one support by specialized teachers who are trained and credentialed to meet student needs in Math and Reading
- Additional hours of direct instruction in identified areas of need (Math and Reading) will be available to all academically at-risk students on a weekly basis, and available to all other students on an as-needed basis based on their instructional needs (identified using regularly administered Scantron Achievement Series tests and teacher recommendations based on regular monitoring of their Individual Learning Plans)
- Lower homeroom sizes for all ODY/GCA students, based on the additional homeroom support provided to academically at-risk students by the AIM Teachers

Assessment and Program Monitoring

Students who are part of Georgia Cyber Academy will be assessed at the beginning and end of the year by the Scantron Achievement Series assessment. Bi-weekly custom assessments and quarterly benchmark exams using Study Island will track student progress and determine ongoing academic needs.   Study Island is an online instructional and assessment program focused on the Georgia Performance Standards in all core content areas.

Scantron is an online diagnostic assessment tool and standards-based formative assessment. Scantron's assessment solution helps educators meet NCLB requirements and raise the level of student achievement through a unique combination of standards-based district wide assessment and computer-adaptive diagnostic testing. Scantron's solution combines a research-based, content-rich computer adaptive test known as Performance Series and a content-neutral, highly flexible testing product known as Achievement Series that educators use to develop and administer online and paper-based tests.

Assistance for Students not Mastering Standards

Students who do not meet standards on Scantron benchmarks are considered "at-risk" of not meeting standards on the Criterion Reference Competency Test (CRCT), Georgia's state test. The Scantron Performance Series provides GCA administration and teachers with data on students (over half of whom are new to the program each year) that they don't often get from prior year cumulative files or test scores. In the fall of 2008 and again in the spring of 2009, students in grades 3-8 at K12 Virtual Academies across the country took the Scantron Performance Series in mathematics and reading (n= 21,710 in reading; n=22,551 in math.) This exam was implemented to determine annual growth for students in the GCA and to inform teachers of students' strengths and challenges in the fall so that, by spring, strengths could be built on and challenges could be remedied.

Data collected by ODY/GCA shows those students who are considered 'at risk' and who are engaged in the general curriculum tended to perform better on end of year tests with fewer instructional interventions than their non engaged counterparts. It has also been determined that these identified students who receive direct interventions during the school year tend to perform better on state high stakes testing. Students who have been identified as 'at risk' made more gains in both areas than their non-identified counterparts. This is very encouraging. In most instances, 'at-risk' students started out behind their peers in scale score and NCE score, but in all cases, these gaps were narrowed by the spring testing cycle. This is encouraging news to suggest that the additional direct instruction time tied to student-specific needs around state standards, as prescribed by the K12, Inc. National Instructional Model (NIM) does work and is making a difference.

Each Individualized Learning Plan will contain goals focused on math and/or reading skills as per grade level. All teachers will develop an ILP document for every student, identifying at-risk students and record state testing intervention strategies. Teachers will develop differentiated instruction per grade level to target math and reading skills. Performance Series from Scantron is a computer-adaptive test that allows teachers to quickly pinpoint the proficiency level of students, across a range of subjects that correspond with the specific state standards. This

provides for more accurate diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

AIM teachers will be specialists in their subject area and will conduct homeroom classes of no more than 35 students, which will lower the class size of other homerooms allowing for more intensive interactions and interventions by all teachers. One AIM class will be comprised of primarily English Language Learners and will be led by a highly qualified ELL certified teacher.

Use of Resources

ODY/GCA students considered "at-risk" of not meeting state standards, will also have access to receive *Coach Connected.* These online assessment tool also contains comprehensive review and practice that is carefully aligned to the new Georgia Performance Standards. Research has shown that the number of students who met or exceeded standards on state tests have increased by as much as 50-100% with the regular usage of Coach resources. *Coach* is a thoroughly tested, research-based tool that helps students meet educational standards and expectations, improves their educational outcomes, and raises their scores on today's high-stakes tests. *Coach Connected* will be integrated by ODY/GCA teachers into their direct instruction to facilitate preparation for state testing and to further ensure coverage of GPS standards during student sessions.

Tools that have been proven to improve the quality of instruction by ODY/GCA teachers will be purchased and provided to all teachers (example: WACOM Boards for use in Elluminate instructional sessions). These "Bamboo Pen" Wacom boards will allow teachers to clearly and visually communicate with all students in their Elluminate classrooms.

Title I funds will also be used to provide the following online student resources: www.tumblebooklibrary.com, www.yourteacher.com, www.edhelper.com, www.usatestprep.com, and the teacher resource www.teachercreated.com.

Elementary and Middle School Math Directors

Based on our school's highest identified area of need, these positions will serve as the leaders and overseers of Math instruction and curriculum for their respective departments. They will continuously evaluate and provide feedback on ODY/GCA's Math curriculum, instruction, and assessment, provide professional development for all ODY/GCA teachers, and work to continuously integrate GPS updates from the Georgia DOE into ODY/GCA's Math curriculum and instruction. Math directors will also mentor, evaluate, and train all Math teachers, develop and maintain best practices and oversee ongoing and continuous alignment of curriculum.

Parent Resource Coordinator

Title I funds will be used to hire a Parent Resource Coordinator to assist families with academic learning by providing strategic services that identify and address the social-emotional-environmental issues that interfere with the educational process (this position is not currently provided for in Odyssey's charter). Working with parents/guardians, teachers, school principal/principal's designee, and community based resources, the Parent Resource Coordinator implements strategies that promote students' positive school adjustment. The Parent Resource Coordinator will also work in coordination with other federal programs including those under the School to Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and the National and Community Service Act of 1990 as appropriate.

In addition, funds will be utilized to purchase additional teacher materials for in-person, instructional outings and staff development for all teachers. These materials include: hands-on manipulatives, supplemental instructional materials and expendable supplies, and the "Wise Skills" curriculum for elementary, middle and high school.

Family Support Team

GCA has implemented a Family Support Team to provide guidance, resources and support to all GCA families. Title I funds will be used to hire learning coaches called "Family Support Liaisons" (FSLs), who will be part of the Family Support Team. These FSLs are very successful learning coaches themselves and will support families who are struggling to meet GCA and state standards of excellence. They will work side-by-side with teachers and administrators and will be an integral part of helping GCA students be successful and achieve their academic goals. Thirteen FSLs will be hired to work 20 hours per week with one grade level each. Two full-time "Lead FSLs" will also work with families and will also provide leadership and guidance to all FSLs.

Instruction by Highly Qualified Professional Staff

All Title I teachers must be highly qualified under the *No Child Left Behind Act (NCLB)* and Odyssey believes that all children should have equitable opportunities for quality instructional programming with regards to highly qualified teachers.

To assess the needs and quality of teachers in terms of equity to ensure a 100% highly qualified faculty, ODY/GCA's goal is to continue to maintain and improve teacher quality.

Currently all teachers in the ODY/GCA program are highly qualified, but some in the "brick and mortar" Odyssey program are still in progress on achieving that goal.

Recruitment activities will be planned that emphasize face to face interactions with candidates. Candidates will be interviewed by the curriculum specialist, school director, and teachers (if appropriate).

ODY/GCA is fortunate in that there is significant demand for the unique teaching positions available in the GCA program. For the FY11 school year, GCA received more than 1000 employment applications for less than 80 teaching positions, allowing the school to be very selective in choosing experienced and highly qualified teachers to add to the school.

Professional Development

The goal of our professional development program is to enable all children to meet Georgia performance standards. ODY/GCA provides ongoing professional learning segments to teachers on a weekly, monthly and quarterly basis. Identified professional learning needs are established through initial and ongoing surveys and reflection exercises. ODY/GCA uses an integrated approach when delivering the outlined identified needs. For example, technology training is delivered during every session due to the use of technology in our model.

A three year professional development plan has been developed and is in effect for the 2010 through 2013 school years. This plan was designed based on a professional development needs survey and targets the following areas:

- Equity Training - Due to our diverse population (students, parents and staff) ODY/GCA will facilitate a learning session focused on building community amongst differences, specifically covering common and unique situations that occur during the year.
- Math Instruction (grades 3-10) - to provide ongoing training in the area of mathematics instruction. This includes best practices in teaching in an online environment while staying focused on the Georgia Performance Standards in Math.
- Writing Instruction (grades 2-8) - to provide ongoing training in the area of writing instruction. This includes best practices in teaching in an online environment while staying focused on the Georgia Performance Standards in Language Arts.
- Technology - to provide ongoing training in the area of technology both for work productivity, efficiency and delivery of instruction for students.
- Recognizing and Supporting Exceptional Students - To deliver ongoing professional learning to teachers regarding the diverse needs of our students and the understanding the role of the teacher.
- Data Driven Instruction and Assessment - to provide ongoing professional learning opportunities surrounding testing, assessment and data.

Strategies to Increase Parent Involvement

Parent involvement is the centerpiece of our Title I School Wide program. Parents who teach their GCA student at home are called "Learning Coaches". Because of this, our parents already play an integral role in their child's education. ODY/GCA stress shared accountability between the school and the Learning Coach for high student achievement. Our goal is to build the Learning Coach's capacity for using effective practices to improve their own child's academic achievement.

To oversee and support Learning Coaches in this way, Title I funds will be used to hire a Family Engagement Coordinator. The coordinator will be working closely with families to assist in many ways. This coordinator will provide welcome and orientation sessions for new learning coaches and families. He/she will be responsible for monthly parent newsletters and conducting weekly Elluminate sessions to provide strategies for parents on how to further help their child at home. This coordinator will also work closely with the Title I Coordinator and with the Community Relations Manager to develop strategies to increase parent involvement.

The Family Engagement Coordinator will serve as a liaison between parents and teachers as well. Parent involvement is a vital component of both the success of the student and the school. The Parent Involvement coordinator will ensure that all levels of staff from the teachers to the general office personnel understand how to reach out to and communicate with parents to build ties between parents and the school.

Transitioning Preschool Children to ODY/GCA

The coordinator will reach out to statewide programs that interact with incoming kindergarten students. Early childhood programs such as Head Start and Even Start may have interacted with students and parents prior to enrolling in ODY/GCA. Shared information between programs will enable ODY/GCA teachers to provide additional support and work closely with any family whose child is entering ODY/GCA from Head Start or other early childhood programs.

Teachers and Decision Making

Teachers will make decisions on the assessment and course of remediation for academically at-risk students and document this on the ILP (Individualized Learning Plan). Students will receive specialized, direct and targeted instruction, based on an ILP from their AIM teacher.

The teachers and administrators at ODY/GCA continually disaggregate assessment data throughout the year in order to better meet the needs of the students. Some examples are listed below:

- A variety of formative and summative assessment data is disaggregated (CRCT, Scantron pre/post assessments, reports from various online computer programs such as Coach Connected and Study Island).
- All data from these assessments is broken down by school, grade level, student subgroup, and subject area. This provides teachers with concise data in a quick reference type format that is readily available to use on a regular basis.
- As a means to encourage teachers to play an active role in the decision making process, regular staff meetings are held to discuss ways to enhance the academic programs and decisions are readily made as a group.
- Since the classroom teacher is on the front line on a daily basis, the administrative staff encourages regular communication so that ideas and suggestions can be made as a means to enhance the overall academic program at ODY/G CA. These ideas are shared at staff meetings and through emails to the entire staff. No idea or suggestion is too small to share!
- Lead Teachers serve on ODY/GCA's School Leadership Team, which drives the data-driven decision making process in place, and is ultimately responsible for all decisions regarding assessment and improvements to the instructional program.

Coordination of Resources

We anticipate being able to begin with 18-25 AIM teachers, directly serving 600-900 students as "case manager" and providing instruction to thousands more students throughout the year. AIM Teachers will be integrated on teacher teams in their respective departments, and will serve as a resource for the students and teachers on their teams (in addition to serving their own students).

These funds also provide for one Title I Coordinator who will oversee the implementation of the program, working in concert with the Academic Administrator and Elementary and Middle School Directors. The Title 1 Coordinator will collaborate weekly with the classroom teachers, Special Education Director and RTI (Response to Intervention) Coordinator. The purpose of such meetings is to discuss and formulate additional strategies to enable students served to meet the Georgia Performance Standards.

The Title 1 Coordinator, in conjunction with the GCA administrative staff, will collaborate and coordinate services with other GCA programs including the special education department, Title II, and other federal programs that may be operating at GCA. Consultation and collaboration will be ongoing with managing staff from K12, Inc throughout the planning and implementation of this Schoolwide plan.

All programs that apply to this school wide plan were coordinated with during its development. As a K-10 LEA, many federal and state services do not apply to ODY/GCA.

Effective Timely Assistance for Students

Students who are part of Georgia Cyber Academy will be assessed quarterly by the Scantron Achievement Series assessment in order to track student progress and determine ongoing academic needs.   Students who do not meet standards on Scantron benchmarks are considered "at-risk" of not meeting standards on the Criterion Reference Competency Test (CRCT), Georgia's state test.

AIM teachers will provide targeted standards-based direct instruction for these at-risk students in identified areas of need on a regular basis throughout the year. Academically at-risk students will receive additional one on one support by specialized teachers who are trained and credentialed to meet student needs in Math and Reading.   Additional hours of direct instruction in identified areas of need (Math and Reading) will be available to all academically at-risk students on a weekly basis, and available to all other students on an as-needed basis based on their instructional needs (identified using regularly administered Scantron Achievement Series tests and teacher recommendations based on regular monitoring of their Individual Learning Plans)

AIM teachers will participate in periodic professional development to identify learning difficulties and the appropriate assistance for identified difficulties.   Teachers will conduct quarterly parent conferences to discuss how the student is progressing based on students' assessment results, how the parent can further help the student, and any other learning opportunities that may be available to the student. All assessment results and a guide for interpretation of those results will be provided during these quarterly conferences.

Data Collection, Analysis, and Distribution

AIM teachers will participate in periodic professional development to identify learning difficulties and the appropriate assistance for identified difficulties.   Teachers will conduct quarterly parent conferences to discuss how the student is progressing based on students' assessment results, how the parent can further help the student, and any other learning opportunities that may be available to the student.

All assessment results and a guide for interpretation of those results will be provided during these quarterly conferences. Baseline data and progress will be posted to "The Big Think", the information and communication site to which all parents have access. On this site and on the school website, we will post our subject and grade level goals, subject area initiatives and benchmark data.

Provisions for the Collection and Disaggregation of Data on the Achievement and Assessment Results of Students

A Data and Assessment Director position will also be funded through the implementation of this program. This Director will be responsible for the following tasks:

- Manage and/or create additional assessment tools (diagnostic and benchmark) and build school practices to identify specific under-achieving students and diagnose their needs
- Use those tools (and state test data) to identify weak areas of learning for sub-groups of students and schools, and look to see if new interventions (in curriculum, practices, or 3rd party interventions) improve learning performance over time
- Use state test data and other information to evaluate learning environment effectiveness on a regular basis
- Communicate to internal and external constituents, information about program effectiveness and progress, both regularly and on an as-needed basis by providing copies and explanations of assessment results to parents via school meetings, letters, and newsletters; and to board members and the community

Provisions for Seeking Statistically Sound Results for Each Category for Which Assessment Results are Disaggregated

The state mandated assessments, including the CRCT (Criterion Referenced Competency Test) and State Writing Assessments, meet reliability and validity requirements, and are therefore, statistically sound and research-based. Annual results are routinely compared to previous results to identify trends or patterns in the performance data. (refer to tables showing progress and goals in section 1).

Students who are part of Georgia Cyber Academy will also be assessed quarterly by the Scantron Achievement Series assessment in order to track student progress and determine ongoing academic needs.

Scantron is an online diagnostic assessment tool and standards-based formative assessment. Scantron's assessment solution helps educators meet NCLB requirements and raise the level of student achievement through a unique combination of standards-based district wide assessment and computer-adaptive diagnostic testing. Scantron's solution combines a research-based, content-rich computer adaptive test known as Performance Series and a content-neutral, highly flexible testing product known as Achievement Series that educators use to develop and administer online and paper-based tests.

Provisions for Public Reporting of Disaggregated Data

Assessment results are communicated to all stakeholders by using a variety of methods. They are as follows:

- Parents receive a copy of assessment results along with an explanation during teacher-parent conferences.
- Assessment results/updates are shared at all staff and board meetings.
- A monthly newsletter listing various performance results is sent home to parents. A copy is also given to all board members.
- AYP and other important assessment results are posted on the Odyssey School and GCA websites.

School Improvement Provisions

ODY/GCA recognizes that our School Wide Transition Plan is subject the school improvement provisions of section 1116.

McKinney-Vento (Homeless) Act and Migrant Education

ODY/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. Students who may be experiencing homelessness and are in need of assistance are directed to contact ODY/GCA s McKinney-Vento (Homeless) liaison. ODY/GCA teachers are also responsible for reporting homeless status to the liaison. The Homeless Liaison for ODY/GCA is Teren Jackson, Family Resource Coordinator. She can be reached at tjackson@gacyber.org.

ODY/GCA also participates in the Migrant Education Program (MEP). During registration, ODY/GCA screens for potential migrant students and sends those student names to the MEP regional office. After those students are evaluated, the MEP office informs GCA/ODY of any students who need service. Migrant students in ODY/GCA are then provided additional support and supplies to help with their education.

Overall Benefits of the Plan

- Significant increase in standards-based direct instruction areas of needs to all ODY/GCA students

- Increase in 1:1 support and ILP-management for ODY/GCA's most academically at-risk students

- Lower homeroom and class sizes for all ODY/GCA students (decrease by as many as 8-10 per teacher)

- Improve quality and alignment of Math curriculum and quality of Math instruction

- Identify and improve effectiveness of various instructional approaches based on in-depth research-based achievement data review

- Increase parent voice in school decision-making

- Online writing program for all students in grades 3-8

Please see attached PDF copies of ES, MS, and HS parent survey results for 2010-2011.

2011-2012 GCA School-Parent-Student Compact

Georgia Cyber Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, entire school staff, and the students will share the responsibility for improved student academic achievement. This includes the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

School Responsibilities

As a school wide Title I school, GCA will:

1. Provide instruction and academic support to assist all students in meeting the Georgia State Standards.
2. Provide student opportunities to practice grade level skills in a supportive, successful environment.
3. Provide parents reasonable access to staff.
   - Teachers will reply to phone or email messages within 24 hours.
   - Phone conferences can be arranged to address any student concerns
   - (The Title I Coordinator, Shirley Waldow, is also available for conferences. Her contact information is *swaldow@gacyber.org.)*
4. Provide quarterly meetings to review the student's goals, progress and assessment results.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitor progress weekly and submit daily attendance
- Communicate any questions or concerns in a timely manner.
- Review and respond as appropriate to communication and resources offered by the school.
- Utilize parent training sessions for information on curriculum, instructional strategies and tips.
- Notify my teacher of any changes to email address, phone number, or mailing address.
- Insure that the student attends and completes all required testing.

Student Responsibilities

We, as students, agree to share the responsibility to improve our academic achievement and meet Georgia's high standards.

Specifically, we will:

- Communicate with my parent/learning coach any questions or concerns related to the program so that help can be provided.
- Attend weekly required and optional Class Connect sessions.
- Attend conference calls or other meetings with my teacher.

By signing the last page of the handbook you are acknowledging that you have read and understood the above School-Parent-Student Compact