



2018-2019

Georgia Cyber Academy

Middle School Handbook Addendum

Updated: August 13, 2018

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

WELCOME LETTER FROM PRINCIPAL

Dear Georgia Cyber Academy Middle School Family,

Welcome to the 2018-2019 school year! At Georgia Cyber Academy Middle School, we are focused on student achievement and building a strong community among our staff, students, and learning coaches/parents.

The mission of GCA Middle School is to be the school of choice in the state of Georgia for families and educators. As a community, we must improve student performance by fostering authentic student/teacher relationships in a service-oriented environment which facilitates the pursuit of our students' dreams. As a part of the GCA middle school, we commit to rising up to the challenge by having the mindset of:

- Ownership of learning
- Pride in your work
- Critical thinking

RISE UP!

GCA is Georgia's first and largest virtual school with an enrollment of over 14,000 students! Our Middle school is one of the largest in the state and will serve approximately 3,000 students this school year. Our school has made tremendous strides over the years and will continue to be an innovator in the field of virtual education.

The Middle School Handbook Addendum is an attempt to provide critical information in a single resource. Our staff is ready to assist you in any way possible. Please contact your Family Success Liaison and/or content teacher(s) should you have questions. For more information about our school, you may visit us online at www.gca.k12.com.

Let's have a great year,
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MIDDLE SCHOOL LEADERSHIP DIRECTORY

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Your Family Success Liaison (FSL) is best point of contact and for content questions your content teacher(s)

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GEORGIA CYBER ACADEMY MIDDLE SCHOOL – ACADEMIC CALENDAR 2018-2019

| | |
|-------------------------|--|
| August 10 | First day of school for students |
| August 13-17 | MAP Test/ Pre-Test USA Test Prep in class |
| August 20 | Full implementation of Engagement Plan begins |
| August 30 | Club Open House 12:00 – 12:30 – GCA Event Calendar for link |
| September 3 | Labor Day – School Holiday |
| September 5 | GAA Main Administration Begins |
| September 12 | Progress reports emailed to students/Learning Coaches (by teachers) |
| September 17 | GCA Outing Day across the state |
| September 24 – 28 | Interim Assessment #1 Check |
| September 26 | Math teachers Professional Development* |
| October 5 – 8 | Fall Break – School Holiday |
| October 12 | Progress reports emailed to students/Learning Coaches (by data coach) |
| October 24 | ELA teachers Professional Development* |
| October 29 – November 1 | Interim Assessment #2 Check |
| November 4 | Daylight Savings Time |
| November 14 | Progress reports emailed to students/Learning Coaches (by teachers) |
| November 19 – 23 | Thanksgiving Break |
| December 6 | Staff Professional Development* (MS and HS) |
| December 10-13 | MAP Winter Test |
| December 14 | Progress reports emailed to students/Learning Coaches (by data coach) |
| December 17 – 20 | Final Exam SEM 1 |
| December 20 | End of Semester 1 |
| December 21 – January 2 | Winter Break for students and staff |
| January 3 – 4 | Student Holiday |
| January 3 – 4 | Teacher Work Days (Student Holidays) |
| January 7 | Semester 2 begins |
| January 7 | ACCESS for ELL Begins |
| January 16 | Report Cards available in Infinite Campus |
| January 18 | 1 st semester virtual Honor Roll Assembly by grade level (times/links TBA) |
| January 21 | Martin Luther King Jr. Day (Student/Staff holiday) |
| Week of January 28 | Retention warning letters emailed to Learning Coaches/students |
| February 6 | Progress reports emailed to students/Learning Coaches (by teachers) |
| February 11 - 14 | Interim Assessment #3 |
| February 18 | President's Day – School Holiday for students/staff |
| February 21 | Special Education teachers Professional Development* |
| March 1 | ACCESS for EL administration ends |
| March 10 | Daylight Savings Time |
| Week of March 11 | 2 nd Retention Warning letters emailed to students/Learning Coaches |
| March 11 | Progress reports emailed to students/Learning Coaches (by data coach) |
| March 13 – 14 | Virtual Half-Day Professional Development for staff (No AM sessions) |
| March 22 | ACCESS for ELL Ends |
| March 23 | GAA Main Administration Ends |
| March 25 – 28 | Final Exam – SEM 2 |
| April 1-5 | Spring Break – School Holiday |
| April 8 – 19 | EOG Review Sessions during AM Class Connects |
| April 10 | Progress reports emailed to students/Learning Coaches (by teachers) |
| April 15 – 18 | Testing Staff Professional Development* (teachers report for 1 day only) |
| April 22-26 | Georgia Milestones End of Grade (EOG) - Will report for Face to Face testing, No CCs/Learner Conferences |
| April 29 – May 3 | Georgia Milestones End of Course (EOC) – Will report for Face to Face testing, No CCs/Learner Conferences, recordings will be provided |
| May 7 – 10 | MAP Spring Test |
| May 13 | Progress reports emailed to students/Learning Coaches (by data coach) |
| Week of May 21 | End of year virtual team celebrations |
| May 24 | 2 nd semester Virtual Honor Roll Assembly by GL (links/times TBA) |
| May 24 | Last day of school for students |

**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 OMS and any other assignments that are provided by the teachers.*

Learning Coach I Understand and Agree Statements

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. Therefore, it is important that parents of GCA students 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, a **minimum** of 5 ½ hours per day depending on my child's proficiency level and those days must be completed by the last day of school. Students who have poor attendance (not enough 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 Common Core GA Performance Standards.

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, EOG performance and consider other factors, including parental input, when making student advancement decisions. Promotion to the next grade level is based on progress achievement, and verification of work completed, not simply attendance. **8th grade promotion to 9th grade is based on earning at least a 2, 3 or 4 on Math EOG and at least a 3 or 4 on ELA EOG.**

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 scheduled conferences with my student's teacher(s) and that my student will be asked to submit work assignments regularly.

I understand that it is my responsibility to secure an Internet Service Provider. I will receive an Internet reimbursement (if applicable) according to the school policy as described in the district 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 District Handbook and the GCA Middle School Handbook Addendum. I understand the procedures and policies of GCA.

ASSIGNMENTS AND CLASSES

ONLINE MIDDLE SCHOOL (OMS) - The K¹² Online Middle School empowers students to manage their time and stay on pace with their assignments:

- Students will experience a state-of-the-art online classroom featuring a school homepage with everything they need to be successful, right at their fingertips
- Powerful school calendars, class plans, and news allow schools and teachers to share important dates and information and help students know what they should be working on each day.
- A variety of built-in and easy-to-access progress tools that help students know where they are in courses, how they're doing, and what they need to focus on to be successful.

[Click here to view a video about the Online Middle School.](#)

CLASS CONNECT SESSIONS - Due to the complexity of middle school concepts, it is an expectation that students attend Live Class Connect sessions daily. Recordings are also provided of each live class for review purposes but does not replace live class. Without the direct instruction and concept reinforcement from a content teacher, it is difficult for students to master middle school concepts. Teachers will also provide recordings, virtual labs, and other virtual reinforcement to help students understand the middle school concepts. **Beginning and Developing Learners are required to attend all LIVE class connects.**

BLACKBOARD COLLABORATE (BBC) - An online collaboration tool available to teachers and students, which allows for synchronous class meetings where both can participate in two-way audio, text messaging, a shared whiteboard, polling, and more.

BLACKBOARD COLLABORATE LAUNCHER - A software application for that provides a convenient and reliable way to access your **Class Connect** sessions and recordings. Because the initial download may take some time, we recommend that you install the Launcher at least one day before scheduled sessions. Access BBC Launcher instructions here: [Windows/Mac OS X](#)

THE BRIDGE LAW-The BRIDGE (Building Resourceful Individuals to Develop Georgia's Economy) Act, House Bill 400, was signed into law May 2010 to create an atmosphere motivating middle- and high-school students to learn because they see the relevance of education to their dreams and future plans. The implementation of the BRIDGE Act provides middle- and high-school students with career counseling and regularly-scheduled advisement to choose a focused plan of study.

SUPPORT SESSIONS- Live, small group or 1:1 help sessions (Content Learner Conferences) are taught using Blackboard Collaborate. Learner Conference sessions are designed to provide students with additional practice, specific standards-based feedback and/or general content/platform assistance. It is an expectation that students attend when they are invited. **Beginning and Developing learners are required to attend all live support sessions.**

GRADING, ENGAGEMENT AND ATTENDANCE

GRADING

Grading Structure - 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.

Each team will provide a syllabus containing all content area information.

Numeric Grading – Final grades are reported numerically based on the following grading scale:

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

Gradebook Percentages – Grades are calculated as outlined below:

| | | |
|---|-----|---|
| OMS Coursework | 25% | Discussions, curriculum lessons/quizzes/checkpoints, etc. **Teacher may adjust, add or delete assignments with approval from Chair/AA with <i>no less than 5 assignments/semester.</i> |
| Assessments | 25% | Unit Tests, Teacher-created Assessments, etc. |
| Extended Coursework Activities | 10% | Projects, research papers, essays, labs, etc. |
| Reinforcement Assignments | 10% | USA Test Prep Assignments, Review Activities, Map Skill assignments, Standards Notebook assignments, Study Guides, etc. |
| Class Engagement Compliance | 10% | Student is adhering to their individualized Class Engagement Requirements |
| Final Exam | 10% | Last interim assessment of each semester (counts as grade received) |
| Mandatory Benchmark/Growth/Summative Assessment Participation | 10% | Pre-Test, MAP, Interim Assessments, EOG, etc. THESE EXAMS ARE MANDATORY -THIS SECTION GIVES CREDIT/INCENTIVE FOR PARTICIPATION |

There must be at a minimum five (5) grades per semester in all sections of the grade book except for the Final Exam Section, which will have one (1) grade per semester. Note: A Project/Paper may be broken down into 5 sections if necessary for extended coursework section.

- Mandatory Benchmark/Growth/Summative Assessment Participation grades shall be either 0% or 100%, based on whether the exam was taken or not.
- Students may earn over 100% on any assignment/test/benchmark with extra credit.
- A student's overall cumulative average grade may be over 100% in a grade level's subject area.

- A student’s overall cumulative grade earned in any subject/course shall be reflected on their report card/transcript and accurately reported in Infinite Campus to the second decimal place.
- Teacher graded assignments should be graded within seventy-two hours of submission, Monday-Friday.

Consistent and steady use of OMS, USA Test Prep, STRIDE, MAP Skills and other resources assigned by the content teacher(s) in all subject areas is a critical component in preparing for the End of Grade Testing. It will also provide frequent feedback for both the parent and teacher on how well the student is mastering the Georgia Performance Standards. USA Test Prep is also used for interim assessments for the content areas. Teachers will provide the instructions to accessing these assignments via the Class Connect classrooms and school email.

QUIZZES

- Set at 2 attempts
- Student is invited to a Small Group or 1:1 Content Learner Conference for reteach and 3rd attempt.

LATE plan for assignments other than Interim Assessments

- No higher than an 80% if more than two weeks late.
- Corrections deadline is within 2 weeks of the due date.
- Teacher discretion for one off/emergency situations

*Some assignments will have a hard deadline to be decided by content. For example, study guides or test corrections.

Instructional Cycles – Five Interim Assessments will be given throughout the school year, each aligned to assess the state standards.

Prior to Instructional Cycle 1, students will complete a pretest.

Instructional Cycle 1: August 10 – September 28

Instructional Cycle 2: October 1 – November 2

Instructional Cycle 3: November 5 – December 20

Instructional Cycle 4: January 7 – February 15

Instructional Cycle 5: February 19 – March 29

Instructional Cycle 6: April 8 – May 24

Each Instructional Cycle will include a variety of assignments. Assignments may include but are not limited to: constructed responses, labs, OMS quizzes, OMS tests, tickets out the door, moderated discussion boards, projects, essays, STRIDE, MAP Skills and USA Test Prep assignments.

Entering Grades – If a student does not complete a mandatory assignment, they will receive a 0% for an incomplete assignment. Teachers will enter 0s each Friday for any missing assignments. All assignments are graded for accuracy, and the student’s actual score will be entered in the gradebook. Teachers will provide feedback on teacher graded work within three school days of receiving the submission. Teachers will have up to five school days for extended writing assignments, where more time for review and feedback are needed.

Interim Assessments/Final Exams – Interim Assessments/Final Exams (IAs) will be administered during the final week of the Instructional Cycle. Interim Assessments 1, 2, and 3 will count as a participation grade in the Mandatory Benchmark/Growth/Summative Assessment Participation category. SEM 1 Final Exam and SEM 2 Final Exam scores will be recorded in the gradebook as a final exam and count toward the student’s final course average. They will be graded for accuracy and the student's actual score will be entered in the Final Exam category of the gradebook.

- USA TP parameters will be set to show the answers after student completes test. (Corrections must include the explanation of why they answered incorrectly)
- Students may take the Interim Assessments ONE time.
- Final exam study guides are REQUIRED to be provided to students

- Teacher will offer Final exam test corrections. The points earned for test corrections will be added to the test score in OMS.
 - Count each correct response as half credit based on the point value of the question on the Final Exam. (4-point question is worth 2 points in correction.)
 - Beginning and Developing Learners will complete Final Exams in Live Class Connect in a breakout room with their web cam and microphone on (if possible). Proficient and Advanced Learners may take in live class or asynchronously within the assigned week.
 - Students must follow the format given by the content teacher for test correction points to be earned.
 - Late policy- student still cannot exceed 70.

LATE Plan for Interim Assessments/Final Exams- Interim Assessments/Final Exams will be given full credit earned if completed within the window in which they are assigned. **OMS accounts will be locked for failure to take the Interim Assessments/Final Exam.** This means the student will not have access to the content courses for a 24-hour period until the Interim Assessment/Final Exam is completed. Final exam - After the due date, the maximum credit the student may earn is a 70%, unless determined otherwise by administration. An example of this: Student A scores a 65 and turned it in late. Student receives a 65 in the grade book. Student B scores an 80 and turned it in late. Student receives a 70 in the grade book. Students who have a current IEP or 504 will receive their testing accommodations during the testing experience.

| Assessment | Dates | | Grading |
|------------------|---------------|---|-----------------------|
| Pretest/MAP | 8/13 – 8/17 | See schedule in CC for administration or contact content teacher(s) | Participation Grade |
| IA 1- Check | 9/24 - 27 | Asynchronous assignment | Participation Grade |
| IA 2- Check | 10/29 – 11/1 | Asynchronous assignment | Participation Grade |
| Winter MAP | 12/10 – 12/13 | See schedule in CC for administration or contact content teacher(s) | Participation Grade |
| Final Exam SEM 1 | 12/17 – 12/20 | See schedule in CC for administration or contact content teacher(s) | Earned grade recorded |
| IA 3 - Check | 2/11 – 2/14 | Asynchronous assignment | Participation Grade |
| Final Exam SEM 2 | 3/25 – 3/28 | See schedule in CC for administration or contact content teacher(s) | Earned grade recorded |
| Spring MAP | 5/7 – 5/10 | See schedule in CC for administration or contact content teacher(s) | Participation Grade |

Commitment to Pacing – Students are encouraged to remain on pace in their course work and to complete course work in the order in which it is assigned.

Pre-Test - Pre-tests are mandatory as these critical assessments help teachers design learning experiences and inform instructional groupings. All students who enroll in the course will be required to complete the pre-test. This pre-test will be entered in to the gradebook as a completion grade only. A grade of 0% will be given as a participation grade in the OMS gradebook to all enrolled students who have not taken the pretest within the assigned time.

Late Enrollees – Students enrolling after the start of each semester will not be required to complete quizzes given prior to their official course start date. However, it is in the student’s best interest to review the material that was covered prior to their entrance to help them with acquiring future concepts. Each content teacher will communicate to the student/LC the actual date student is responsible for assignments.

No matter the enrollment date, students are required to take Interim Assessments/Final Exams, since the assumption is student would have been in a previous school and therefore responsible for the standards.

Extra Credit – Extra credit will be limited to the weight of one coursework assignment as decided by content grade level. It is offered to all students.

Grade Replacement/Retakes – A student may be offered **no more than three attempts on any mandatory classwork assignments**. Students may earn the opportunity to retake an assessment (i.e. quiz or unit test) by participating in a learner conference, completing an additional assignment or remediation module in the OMS or USATP, or attending a review session. **Students will not be allowed to retake an interim assessment.**

Mid-Semester Grades – Progress reports will be emailed by each content teacher every 9 weeks per the Department of Education’s Title I engagement recommendation. Data Coach will email learning coaches/students every 9 weeks an update on contents, PE, Health and Art (if taken), High School Spanish (if taken, only offered to 8th grade ALP students). Therefore, students/LCs will receive grade updates every 4.5 weeks. These grades will be posted in Infinite Campus at the end of each semester.

1st semester:

- 9/12/2018 - Each content teacher sends progress report
- 10/12/2018 - Data Coach send 9-weeks report (includes, Health, PE, Art)
- 11/14/18 – Each content teacher sends progress report
- 12/14/18 - Data Coach send 9-weeks report (includes, Health, PE, Art)

2nd semester:

- 2/6/2019 – Each content teacher sends progress report
- 3/11/2019 - Data Coach send 9-weeks report (includes, Health, PE, Art)
- 4/10/2019 – Each content teacher sends progress report
- 5/13/2019 - Data Coach send 9-weeks report (includes, Health, PE, Art)

Final Semester Grades – The midpoint of the school year marks the end of semester 1 and the end of the school year marks the end of semester 2. The grades at the end of EACH semester are reported on the student’s final transcript. First semester ends January 2 and second semester ends May 24. Grades at the end of the first semester are reported on the first semester report card. Grades at the end of the second semester are reported on the second semester report card.

ENGAGEMENT/ATTENDANCE

Defining the Plan – To provide students with a balance of flexibility and appropriate support, teachers will invite students to Learner Conferences based on their instructional needs. Students may receive different levels of support in each of their classes, according to their instructional levels and performance.

| Instructional Levels | | | |
|----------------------|-----------------------|--------------------------|----------------|
| Instructional Level | EOG Cut Score | Interim Assessment Score | Course Average |
| Advanced | Distinguished Learner | > 92% | > 90% |
| Proficient | Proficient Learner | 80 – 92% | 80 – 89% |
| Developing | Developing Learner | 68 – 79% | 75 – 79% |
| Beginning | Beginning Learner | < 68% | < 74% |

Teachers review the whole picture of an individual student when making Instructional Level decisions, taking both IA scores and course averages into account. Teachers will always seek to provide students with the highest level of support needed and may determine that a student needs to move from one group to another for greater support at any time during the school year, based on the needs of the student. It is recommended that students only move to groupings of less support/greater flexibility following the administration of an IA 3 (Mid-term). The 1st instructional cycle level grouping will be based on previous year’s EOG scores. If there are no scores available student will be considered Developing. For rising 7th and 8th graders ELA EOG will be used for ELA and SS instructional level

placement and Math EOG will be used for Math and SCI instructional level placement. RTI (Response to Intervention) students will be assigned to Beginning as their performance indicates a higher level of academic support.

| Synchronous Sessions | | |
|-------------------------------|--|---|
| Session Type | Instruction Provided | Requirement |
| Targeted Instructional Groups | Introduction of new content, structured work time, review of essential standards | Required session for Beginning and Developing Learner Strongly recommended for Proficient and Advanced Learner |
| Content Learner Conference | Individual direct instruction, small group, or targeted group | Required for Beginning and Developing Learner Strongly recommended for Proficient and Advanced Learner |

All students are provided recordings for the targeted instructional group sessions. These are for review purposes for our beginning and developing learners. Proficient and Advanced learners may use for review as well.

Synchronous Engagement Expectations – Beginning and Developing Learners will be expected to attend all required sessions (Targeted instructional group and/or Learner Conferences) on their Class Connect schedule. Sessions will be labeled Required or Optional, but again, targeted instructional group and content learner conferences are strongly recommended for Proficient and Advanced students.

1. Each day the goal is for the content teacher to send a BBC call during warm-up to those beginning or developing students who are not present to remind them to log into class; At the end of the day the content teacher will email the beginning or developing students who were not present at least for 25 minutes; (all Learner Coaches are copied on emails sent to students)
2. When a student misses five (5) class connect sessions, an email will be sent by a lead teacher to the student and family regarding maintaining regular class connect attendance. This includes all required sessions, not just five from one course.
3. Once a student misses ten (10) required class sessions, families are notified through email and telephone by the Academic Review Board, which consists of school administration. Families are also contacted by their Family Success Liaison by phone.
4. After fifteen (15) missed required class connect sessions, the student will be referred to the Academic Review Panel. At that point, the Academic Review Board will contact the Learning Coach to schedule a meeting regarding possible withdrawal due to student disengagement.

To be considered engaged for a class, students will be in the session for at least 25 minutes of the 50-minute class. Students who are not participating in class will be removed from the session (which will be recorded on the BBC attendance report) and will not be counted present for that session.

Asynchronous Engagement Expectations – All students will be held accountable to the truancy process regarding work completed, student logins, and attendance logged by Learning Coaches. This process will be monitored by Family Compliancy Liaison.

Academic Review Board

The Academic Review Board, consisting of school level professionals and administrators, will:

- Review all cases of withdrawal for non-compliance.
- Be available to advise teachers and Family Success Liaison personnel on students with extenuating circumstances.
- Support the disciplinary decision-making process for students who are non-compliant or skipping classes.
- Contact families and hold conferences.

Board Structure – The ARB will consist of:

- The Principal and/or Assistant Administrators and/or lead teachers

Advanced Learning Program Specifics

ALP Grading Specifications – Along with the above guidelines, ALP (Advanced Learning Program) teachers will collaborate with the ALP POC to develop gradebook categories and weights that reflect the school policy, incorporate the rigor expectations of ALP courses, and allow for teacher autonomy based on the specific course design.

Upon entering an ALP course, students will be held accountable to a signed ALP expectations agreement (Rebekah Cooper will provide, but each teacher will have their own survey to account for their students) which will reflect an understanding that assignment due dates are firm, and that students must comply with the pacing guidelines to complete and submit work on time according to their class plan in order to remain compliant with the structure and expectations of an ALP level course.

ALP Expectations:

- Meet at least 1/week with content teacher- usually group
- Students have access to all class connects. Attendance to the content classes is strongly suggested as this will continue to support the student to grow and move forward from proficient to advanced.
- Assignment due dates are firm. Student may work ahead but must keep up with actual due dates.
- The main component missing is the added rigor in questioning, discussion, explaining your thinking, and collaboration. These things will be addressed in discussion boards, Go Formatives, etc. where students must answer the questions that would be posed in class. Content Learner Conferences could be used as a time to answer and collaborate on a Problem Based Question that reviews the week's work.
- Maintain a 80% < average
- 80 % or below on assignments (Essays, projects, etc.) requires a rewrite/redo.
- A student may be offered no more than two attempts on any mandatory classwork assignments. Students may earn the opportunity to retake an assessment (i.e. quiz or unit test) by participating in a reteach/retake Learner Conference. Students will not be allowed to retake an interim assessment.
- Teacher discretion for added assignments.

To remain in good standing, all students must meet or exceed expectations in the following three areas:

1. Logging into the OMS daily
2. Remaining on pace with coursework
3. Maintaining high performance as evidenced by overall average per course- = or < 80

At five (5) weeks, student grades will be reviewed. Any students who have grades below 80% in a content, will receive a warning letter and will be placed on a probationary plan for four (4) weeks. At the end of the of the nine (9) weeks, if the student has not increased grades to 80% or higher, the ARB team will review and decide if that student will be removed from the ALP team.

| # of Days with No Course Login | Staff Taking Action | Action Taken |
|--------------------------------|--|---|
| 1 - 5 | Content Teacher | Email, BBC, students who are not meeting coursework expectations |
| 6-9 | Lead Teacher | Content teacher escalates to lead teacher. Lead teacher calls Learning Coach to discuss barriers/issue; Save as an IC contact log note. Contact FSL to have them a part of the conversation, if possible. |
| 10 | Lead Teacher | Communicate to ARB |
| | Academic Review Board (Principal and/or AAs) | Review recommendation from lead teacher and make a determination to contact family for possible removal from ALP to a general education team. |

TESTING REQUIREMENTS

GCA students are required to attend state required testing. All students in grades 3-8 will take the Georgia Milestones End of Grade in April. A change as of 2017 – 18 is 6th and 7th graders will only take Language Arts and Math Milestones. 8th graders will take Language Arts, Math, Science, and Social Studies Milestones. If a student does not attend required testing (with exception of a medical excuse), the student may be withdrawn from GCA.

TEST PREPARATION - GCA students have access to Internet-based resources to prepare for state mandated testing. These include: Course work, USA Test Prep, STRIDE, MAP Skills and other resources.

INFINITE CAMPUS - Infinite Campus is used for mid-semester and final grade reporting, transcript and Individualized Learning Plan (ILP) data. Parents can access the Infinite Campus parent portal by [following these directions](#) to create an account. You can also [view this helpful step-by-step video](#). Contact your Family Success Liaison should you need assistance.

MAP (Measures of Academic Progress) - To determine students’ instructional levels and to measure academic growth throughout the school year in Mathematics, Reading/ English Language Arts, and Science. MAP Growth tests are unique in that they adapt to your child’s level of learning. If your child answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This results in a detailed picture of what your child knows and is ready to learn—whether it is on, above, or below their grade level. Since MAP Growth tests provide immediate and accurate information about your child’s learning, it’s easy for teachers to identify students with similar scores that are generally ready for instruction in similar skills and topics, and then plan instruction accordingly. MAP Growth reports also provide typical growth data for students who are in the same grade, subject, and have the same starting performance level. This is an online test.

August 13 -17, 2018
 December 10 – 13, 2018
 May 7 – 10, 2019

RESOURCES AND SUPPORT

COMMUNICATIONS—Teachers regularly contact students and learning coaches via email to communicate important information related to student progress. Students and learning coaches should check email several times throughout the day with a minimum of twice per day (1 time in the morning and 1 time before logging off.) At the

beginning of each week, Mrs. Lowndes, your principal, will email the Middle School Assembly recording. Please listen to this with your student each week for important announcements and other information. Each month Mrs. Lowndes will email a Middle School Newsletter. Also, there are Parent Universities held throughout the school year. Please review the GCA Event Calendar for those times/dates/links. [GCA Event Calendar](#)

CHILD FIND QUERY (CFQ) – Questions used to identify resources and supports which students may need during high school matriculation. During the welcome call from one of your content teachers you will be asked a series of questions to complete this query.

LEARNER CONFERENCES -Regular individual or group conferences with student’s content teacher(s) to provide support in areas such as: progress, standards mastery, OMS quiz retakes or other identified areas of concern

STRONG START- The Strong Start program is required for all new Georgia Cyber Academy families. The purpose of the Strong Start program is to help families get started and be successful with their virtual school experience. For more information, visit the [Strong Start](#) website: gca.k12start.com

INDIVIDUALIZED LEARNING PLAN (ILP) - A collaborative planning experience between students, learning coaches and FSLs/content teachers working together as a team. The team charts student progress toward academic goals, monitors progress toward graduation, and determines the resources and tools needed for a successful middle school experience.

WITHDRAWALS – If you intend to withdraw, please email your Family Success Liaison (FSL) and she/he will assist you with the process.