This handbook sets forth general guidance for parents and students enrolled in the Georgia Cyber Academy. Georgia Cyber Academy is a charter school and is subject to the laws, 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 GCA District Student and Parent Handbook is posted on the school website at https://www.georgiacyber.org .

Important: The District Student and Parent Handbook may be amended at any time and parents will be notified of changes by email. It is our parents’ and learning coaches’ responsibility to maintain correct and updated contact information to be apprised of changes.

Welcome to Georgia Cyber Academy!
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After reading the GCA District Student and Parent Handbook, please discuss the information with your student(s). After reading, we ask that the parent(s)/legal guardian(s), learning coach (if different), and students in 3rd grade and above to electronically sign the acknowledgement using the link provided. The link will be provided through a Handbook DocuSign found in the Stay Strong/Strong Start Course provided by your FSL (Family Success Liaison). If you would prefer to print, sign, scan, and then return by email, please send to enrollment@georgiacyber.org.

**PARENT/LEGAL GUARDIAN ACKNOWLEDGEMENT**
As a parent or legal guardian of a Georgia Cyber Academy student, I acknowledge receipt of the GCA District Student and Parent Handbook and the policies, procedures, and expectations contained within. I have reviewed these documents with my student(s) to ensure understanding of GCA policies, procedures and expectations. I further understand that this handbook may be amended during the year and that such changes will be shared with our families via email and are available on the GCA website. I understand that my failure to complete this acknowledgement will not relieve myself or my student from being responsible for knowing and complying with Georgia Cyber Academy rules, policies, and procedures.

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**LEARNING COACH ACKNOWLEDGEMENT** (only required if different from Parent/Legal Guardian)
As Learning Coach of record of a Georgia Cyber Academy student, I acknowledge receipt of the GCA District Student and Parent Handbook and the policies, procedures, and expectations contained within. I have reviewed these documents with my student(s) to ensure understanding of GCA policies, procedures and expectations. I further understand that this handbook may be amended during the year and that such changes will be shared with our families via email and are available on the GCA website. I understand that my failure to complete this acknowledgement will not relieve myself or my student from being responsible for knowing and complying with Georgia Cyber Academy rules, policies, and procedures.

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**STUDENT ACKNOWLEDGEMENT**
As a Georgia Cyber Academy student, I acknowledge receipt of the GCA District Student and Parent Handbook. I have read these materials and understand all policies, procedures, and expectations. I further understand that this handbook may be amended during the year and that such changes will be shared with our families and are available on the GCA website. I understand that my failure to complete this acknowledgement and pledge will not relieve me from being responsible for knowing or complying with School and District rules, policies, and procedures.

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<th>Name Printed (3rd grade and Up)</th>
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WELCOME AND SCHOOL OVERVIEW

WELCOME
Welcome to the 2020-2021 Georgia Cyber Academy school year. At Georgia Cyber Academy, we are focused on student achievement and building a strong community among our students, parents, faculty and staff. Working together, we will help all our students have an exemplary, individualized, and engaging educational experience this year!

SCHOOL OVERVIEW
Georgia Cyber Academy operates a schoolwide Title One Educational Program serving on average approximately 11,000 students per year. At present, our population encompasses students from every county and school district in the state of Georgia. Our goals for this school year are for students to build a firm academic foundation from which they can move forward to the next grade level successfully or graduate and to create a strong school community. Our rigorous curriculum, coupled with supportive school programs, is designed with these goals in mind. Our entire faculty and staff are eager to support our students on their journey to academic excellence and assisting them in reaching their goals.

ACCREDITATION
Georgia Cyber Academy is accredited by Cognia (formerly AdvancED). Accreditation means that our programs and curriculum meet rigorous standards recognized by colleges, universities and employers.

DISTRICT STUDENT AND PARENT HANDBOOK
Providing support to students and families is a priority at Georgia Cyber Academy. The District Student and Parent Handbook is one of our many forms of support. This handbook contains important calendars, contact information, district and school-specific policies and descriptions of the various programs that we offer. Please read this handbook and become familiar with its contents. At Georgia Cyber Academy, every faculty and staff member are focused on helping you succeed.

MISSION STATEMENT
Georgia Cyber Academy provides an interactive virtual learning environment designed to support individualized and differentiated student-centered educational experiences serving students from kindergarten through the 12th grade.

VISION STATEMENT
Georgia Cyber Academy envisions a learning environment where students are empowered - through the collaborative partnership of its students, parents, learning coaches, teachers, and administrators - to successfully reach their full academic potential and emerge career or college ready, and prepared to assume roles as positive contributors to society.
SCHOOL BELIEFS

Georgia Cyber Academy...

- Is deeply committed to the success and welfare of our students, families and their communities.
- Engages students in rigorous academic standards through a virtual connection.
- Is committed to individualized learning paths and the growth of each student.
- Is constantly evolving and changing to better meet the needs of our students and families.

We believe...

- Quality education begins with a partnership between the student, parents, and teachers.
- All students are on different paths. We meet them where they are and support them in their endeavors.
- High standards and rigor lead to student academic success.
- We are accountable for student success.
- We must adapt to our students’ needs.

The Learning Environment Is...

- Virtual
- Rigorous
- Data-Driven
- Connected
- Engaging
- Individualized

The students are...

- Unique
- Engaged
- Motivated
- Innovative
- Inspiring
- Capable

Our teachers are...

- Student Centered
- Caring
- Engaging
- Data Driven
- Adaptive
- Progressive
ADMINISTRATIVE DIRECTORY

DISTRICT ADMINISTRATION
Angela Lassetter, Superintendent (a.k.a. Head of School)
alassetter@georgiacyber.org

Michael Kooi, Executive Director (school counsel and advocacy)
mkooi@georgiacyber.org

Andre Hopewell, Chief Financial Officer
ahopewell@georgiacyber.org

Jennifer Mitchell, Operations and Compliance District Director
jmitchell@georgiacyber.org

Joy Peterson, School Accountability and Grants Director
jpeterson@georgiacyber.org

INSTRUCTIONAL ADMINISTRATION
Dr. Ahoba Arthur, Instruction, Curriculum, and Assessment Director
aarthur@georgiacyber.org

Maria Waters, Elementary Grades K-5 Principal
mwaters@georgiacyber.org

Rosie Lowndes, Middle Grades 6-8 Principal
rlowndes@georgiacyber.org

Kristen Blanda, Secondary Grades 9-12 Principal
kblanda@georgiacyber.org

Gail Robertson, Instructional Support Services Assistant Director (504 and RtI/MTSS)
grobertson@georgiacyber.org

Marchele Nelson, Advanced & Gifted Program Assistant Director
mnelson@georgiacyber.org

Dr. Lynea Laws, Special Education Academic Program Assistant Director
llaws@georgiacyber.org

Dr. Brandi Eley, Special Education K-12 Instructional Program Assistant Director
beley@georgiacyber.org

Gaetane Borders, Special Education Related Services and Operations Assistant Director
gborders@georgiacyber.org

Madeline Jones, Special Education LIFE Program Principal
mjones@georgiacyber.org

Julie Ferrer, EL/ESOL Program Manager
jferrer@georgiacyber.org

Kevin Goldberg, Assessment Manager
kgoldberg@georgiacyber.org
STUDENT SUPPORT SERVICES ADMINISTRATION
Amina Ross, Counseling and Student Support Services Director
aross@georgiacyber.org
Michelda Watson, Family Engagement and Support Director
mwatson@georgiacyber.org
Lucretia Nolan, Federal Programs Director
lnolan@georgiacyber.org
Christy Pierce, Homeless, Foster and Migrant Liaison (Families Last Names A-L)
cpierce@georgiacyber.org
Chasity Collier, Homeless, Foster and Migrant Liaison (Families Last Names M-Z)
ccollier@georgiacyber.org

BUSINESS ADMINISTRATION
Maria Blencowe, Communications, Marketing, and PR Director
mblencowe@georgiacyber.org
Susan Hammonds, Human Resources Director
Shammonds@georgiacyber.org
Zola Shannon-Mullen, District Registrar
zshannon-mullen@georgiacyber.org
Natasha Williams, Enrollment and Student Records Lead
nwilliams@georgiacyber.org
Amber Rhodes, Student Records and Enrollment Lead
arhodes@georgiacyber.org
Monica Miller,
miller@georgiacyber.org

BOARD OF DIRECTORS
For more information on the Georgia Cyber Academy Board of Directors, including meeting schedules, agendas and minutes please visit: https://www.georgiacyber.org/about/governing-board
Mr. Kenneth Tennyson, Board Chair ktennyson@georgiacyber.org
Mr. Ben Brumfield, Vice Chair bbrumfeld@georgiacyber.org
Mr. Eric Cochling echocling@georgiacyber.org
Mr. Andrew Lewis anlewis@georgiacyber.org
Dr. Juliann McBrayer jmcbrayer@georgiacyber.org
IMPORTANT EMAIL ADDRESSES

Stakeholder feedback, suggestions, or general inquiries: feedback@georgiacyber.org

School culture initiatives and GCA community involvement inquiries: champ@georgiacyber.org

New Enrollment (new students) inquiries: enrollment@georgiacyber.org

Re-registration (returning students) inquiries: registration@georgiacyber.org

Attendance Questions: attendance@georgiacyber.org

Software feedback, including chrome extension and application requests: technology@georgiacyber.org

Curriculum or instructional platform inquiries/problems (courses, Canvas, Jigsaw, Infinite Campus): technology@georgiacyber.org

Hardware issues and inquiries (computer & printer) issues: call (404) 334-4790 *8

Hotspot requests & issues: mmiller@georgiacyber.org (Please type ‘Hot Spot Issue’ in the subject line)

ISP check requests & issues: mmiller@georgiacyber.org (Please type ‘ISP CHECK Issue’ in the subject line)

Testing (Milestones, AP, SAT, PSAT, Access, NWEA) inquiries/problems: testing@georgiacyber.org

Student Records: records@georgiacyber.org

Address Changes: addresschanges@georgiacyber.org

Transcript requests: transcripts@georgiacyber.org

Human Resources: gcahr@georgiacyber.org
TRANSLATION SERVICES

Translation services are available. If you speak another language, language assistance services are available free of charge. Email Julie Ferrer jferrer@georgiacyber.org

- **English**: If you speak another language, language assistance services are available free of charge. Email Julie Ferrer jferrer@georgiacyber.org

- **Spanish**: ATENCIÓN: si habla español, tiene a su disposición servicios gratuitos de asistencia lingüística. Por favor de enviarme un correo electrónico Julie Ferrer, jferrer@georgiacyber.org

- **Vietnamese**: CHÚ Ý: Nếu bạn nói Tiếng Việt, có các dịch vụ hỗ trợ ngôn ngữ miễn phí dành cho bạn. Julie Ferrer jferrer@georgiacyber.org

- **Korean**: 주의: 한국어를 사용하시는 경우, 언어 지원 서비스를 무료로 이용하실 수 있습니다. Julie Ferrer jferrer@georgiacyber.org

- **Hindi**: ध्यान दें: यदि आप हिंदी बोलते हैं तो आपका हिंदी में मदद मांगने का मौका है। Julie Ferrer jferrer@georgiacyber.org

- **Urdu**: اگر آپ کوئی دوسری زبان بولتے ہیں تو، زبان کی امداد کی خدمات مفت استعمال کیں۔ Julie Ferrer jferrer@georgiacyber.org

- **Portuguese**: Se você fala outro idioma, os serviços de assistência linguística estão disponíveis gratuitamente. Julie Ferrer jferrer@georgiacyber.org

- **Polish**: Jeżeli mówisz po polsku, możesz skorzystać z bezpłatnej pomocy językowej. Julie Ferrer jferrer@georgiacyber.org

- **Somali**: Haddii aad ku hadasho luqad kale, adeegyada kaalmada luqadda waxaa lagu heli karaa bilaash. Julie Ferrer jferrer@georgiacyber.org

- **Bangla/Bengali/Bangali**: আপনি যদি অন্য কোনও ভাষায় কথা বলেন, ভাষা সহায়তা পরিষেবাগুলি বিনামূল্যে পাওয়া যায় Julie Ferrer jferrer@georgiacyber.org

- **Japanese**: あなたが他の言語を話すならば、言語援助サービスは無料で利用可能です。 Eメール Julie Ferrer jferrer@georgiacyber.org

- **Arabic**: ملاحظة: إذا كنت تتحدث أي لغة أخرى، فأن خدمات المساعدة اللغوية متاحة لك بالمجان. اتصل بقم jferrer@georgiacyber.org Julie Ferrer

Also, Microsoft Translator [https://www.microsoft.com/en-us/translator/education/](https://www.microsoft.com/en-us/translator/education/) can be used to translate class sessions and presentations, group project conversations, documents, Zoom conferences, and real-time conversations. It can be added to a smartphone or tablet for free.

Dear Parent(s)/Guardian(s),

At Georgia Cyber Academy, we are very proud of our teachers. We feel they are ready for the coming school year and are prepared to help your child do their best in school.

In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

1) Whether the student’s teacher –
   a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
   b. Is teaching under emergency or other provisional status through which State qualifications or licensing criteria have been waived; and
   c. Is teaching in the field of discipline of the certification of the teacher.

2) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Please know that our staff is committed to helping your child reach his or her highest academic potential throughout their school career. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled and are providing quality instruction to your child.

If you wish to request information concerning your child’s teachers’ qualifications, please contact Eve Mooney at 404.334.4790 or by email at gcahr@georgiacyber.org.

Thank you for your interest and involvement in your child’s education.

Sincerely,
Angela Lassetter
GCA Head of School
## 2020-2021 SCHOOL CALENDAR

### 2020-2021 School Calendar as of 7/1/20

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### August 2020

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### September 2020

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### January 2021

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<td><strong>New Year's Day</strong></td>
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<td><strong>Students &amp; QCA non-Institutional Employees holiday</strong></td>
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<td><strong>GCA Employees Return to Second Semester</strong></td>
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<td><strong>Data &amp; Teacher Work Days</strong></td>
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<td><strong>Counseling Virtual PD</strong></td>
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<td><strong>First Day of Second Semester - Students Return</strong></td>
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<td><strong>Subject Course Projects &amp; New Student NFSA IAP Administration</strong></td>
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<td><strong>Hari's Lunar New Year</strong></td>
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<td><strong>Students &amp; QCA-wide Employees Holiday</strong></td>
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### February 2021

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<td><strong>First Day of Spring School Year</strong></td>
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<td><strong>Counseling PD</strong></td>
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<td><strong>Virtual PD</strong></td>
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### March 2021

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<td><strong>Spring Break (1st Semester) Students &amp; QCA Institutional Staff Only Holidays</strong></td>
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<td><strong>SE Virtual Professional Development</strong></td>
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<td><strong>Professional Development (TEaching Focus)</strong></td>
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<td><strong>Spring Break - Virtual School Holiday</strong></td>
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### April 2021

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<tr>
<td><strong>Spring Break (2nd Semester Students &amp; QCA Institutional Staff Only Holidays)</strong></td>
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<td><strong>SE Virtual Professional Development</strong></td>
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### May 2021

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<tr>
<td><strong>GCA Employees Return to Second Semester</strong></td>
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<td><strong>SE Virtual Professional Development</strong></td>
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<td><strong>Virtual PD</strong></td>
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### June 2021

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<td><strong>Counseling Virtual PD</strong></td>
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<td><strong>Summer Break for Faculty</strong></td>
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<td><strong>All Employees Report for FY21-22</strong></td>
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<td><strong>All Employees Holiday</strong></td>
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<tr>
<td><strong>Students &amp; QCA-wide Employees Holiday</strong></td>
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<tr>
<td><strong>Students &amp; QCA-wide Employees Holiday</strong></td>
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**Note:** The dates and events listed above are subject to change based on further developments.
Georgia Cyber Academy operates primarily virtually, however on occasion there are circumstances where employees, contractors, vendors, service providers, parents, students, and community members may need to engage in face to face (in-person) meetings or operational functions.

If in-person interactions take place,

- risk management forms, temperature checks, and the sanitizing of hands will be required prior to attending a GCA training, meeting, conference, activity, and/or prior to entering the GCA offices,
- masks are required of all individuals present at any GCA in-person activity and/or at the GCA offices,
- social distancing guidelines will be communicated and must be followed,
- straws are to be used when consuming liquids so that masks stay in place,
- gloves will be available for those that wish to use them,
- frequent hand sanitizing is highly encouraged throughout the training, meeting, conference, activity, while at the GCA offices,
- and all areas are to be sanitized between use of shared spaces and/or at the end of the day.

If food is provided, served, or consumed where in-person interactions take place then these items shall apply/be followed.

- If food is provided by GCA all preparation and serving practices will adhere to Governor Kemp’s Executive Orders.
- While consuming food strict 8 ft or more social distancing will be enforced while masks are removed for food consumption. When possible, food should not be consumed with others in a shared space.
- All trash from the food consumption must be properly disposed of in the provided receptacles.
- The entire area and items within the area where food was consumed, including chair arms and the top/back of chairs must be sanitized.
- Hands must be sanitized after food has been consumed, all trash has been discarded, and the area where the food was consumed has been sanitized.
IMPORTANT PANDEMIC Academic and Instructional NOTICES

Georgia Cyber Academy is a fully online virtual school and as such our instructional and academic programs are minimally affected by pandemic situations. However, in-person evaluations, services, state testing, events, activities, and field trips may be altered, postponed, suspended, or changed as needed in pandemic situations. We appreciate your understanding and patience should these situations arise.

IF State Milestones Testing is suspended or waived by the state,

- GCA will replace the end of year state EOG assessments with an alternate VIRTUAL summative assessment in grades 3-8. This data point will serve as a replacement for the Milestones Assessment data point in GCA’s retention, promotion, and placement protocol.
- in high school, a summative VIRTUAL final exam will replace the Milestones EOC Assessment in EOC courses, and it will count for 20% of the high school EOC course grade. This is the same format that is used in all GCA high school non-EOC courses.

Senior Graduation and Honors Day may be conducted virtually, postponed, or in very RARE instances cancelled if it is determined that this is the best course to take to ensure the safety and well-being of our students, families, and staff. (Any decision regarding Graduation and/or Honor's Day event changes would be communicated at the beginning of May 2021 in accordance with Federal orders, Georgia Governor’s orders, and in consideration of CDC guidance in pandemic, natural disaster, and/or during state of emergencies situations.)

Special Education IEPs may need to be amended to transfer in-person services to virtual/online services until in-person services can resume. (GCA will adhere to ALL Federal and GaDOE guidance/requirements on protocol for amending and/or conducting IEP services in pandemic, natural disaster, and/or during state of emergencies situations.)

Special Education and other evaluations in some limited cases may need to be postponed during a pandemic until in-person evaluations can resume. (GCA will adhere to ALL Federal and GaDOE guidance/requirements on protocol for conducting IEP and other evaluative services in pandemic, natural disaster, and/or during state of emergencies situations.)

In-person field trips, activities, events, trainings, or tests may be suspended without notice as a precautionary safety measure and/or due to circumstances beyond our control. Virtual/Online options may be substituted for in-person events when possible if these situations occur.
ANNUAL RE-ENROLLMENT

Re-enrollment from year to year **IS NOT** automatic.

**Annual Re-Enrollment**

Every year around February or March, our families will be sent an email inquiring whether they are re-enrolling for the subsequent school year, plan to transfer to another educational environment, or are graduating.

A legal guardian must respond and comply with all required documentation within the stipulated timeframe to receive priority re-enrollment.

Failure to execute all requirements in a timely manner will result in the loss of your student’s place at GCA. After the re-enrollment window closes, in order to return, the student will have to participate in New Student Registration, which can result in the student being waitlisted and potentially unable to secure a seat for the next school year.

**I. If re-enrolling for the next school year, then:**

1) A Legal Guardian or currently enrolled Independent Youth **MUST** confirm the intent to return by completing the re-enrollment process for the next school year.
   
   A) GCA will only recognize a Legal Guardian or currently enrolled Independent Youth identified within the current student data record. Any change to guardianship status requires verification.

2) A Legal Guardian or currently enrolled Independent Youth must successfully complete the re-enrollment process by the deadline.

3) Submit Annual Proof of Residency (POR) – REQUIRED. Proof of residency can include any of the following documents:

<table>
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<tr>
<th>Acceptable Documents</th>
<th>Supplemental Documents</th>
<th>Unacceptable Documents</th>
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<tbody>
<tr>
<td>• Current-year Lease Agreement; address and signature page</td>
<td>• Letter from Housing Authority</td>
<td>• Auto insurance</td>
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<tr>
<td>• Current within 60-days utility bill (gas, electric, water, internet/cable (has to be listed on bill), sewage/trash)</td>
<td>• Letter of Occupancy provided by religious organization as host</td>
<td>• Cell phone bill</td>
</tr>
<tr>
<td>• Current Mortgage statement or Home Purchase Agreement</td>
<td>• Current within 30-days Paystub</td>
<td>• Credit card statement</td>
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<tr>
<td>• Current Residential Property Tax letter</td>
<td>• Current-year Automobile Registration</td>
<td>• Medical bills</td>
</tr>
<tr>
<td>• Current Homeowner / Renters insurance</td>
<td>• Current Car Tag Receipt</td>
<td>• Addressed advertisement</td>
</tr>
<tr>
<td>• Medicaid or DFCS (current) Form Letter</td>
<td>• Current within 30-days bank statement <em>(not credit card)</em></td>
<td>• Personalized envelope/letter</td>
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A) Students must reside in Georgia to attend Georgia Cyber Academy.
B) A notarized residency Affidavit of Residence accompanied by supporting documentation may be submitted in lieu of a legal guardian POR.

**C) IMPORTANT: Computers, equipment, and materials WILL NOT be shipped out of state.**

4) Beginning SY 20-21, the Parent/Guardian Photo Identification is Required. A copy of the legal guardian's state-issued photo identification must be provided. Acceptable photo identification includes: Driver's license, State Identification Card

5) Please submit the student’s most recent Immunization Form (Form 3231)

   A) For SY 20-21, all re-enrolling students have 90-days from the first day of school to satisfy the health records requirements: Please submit the student’s most recent Immunization Form (Form 3231) if an update has occurred within the year or if the record remains outstanding.
B) A Medical or Religious Exemption Immunization Waiver Form may replace a current Immunization Form (Form 3231)

C) Immunizations are still required for the virtual educational environment because students may interact at state testing, meet and greets, in-person events, competitions, graduation, awards functions, specialized educational service sessions, conferences, and on field trips.

D) Immunizations or a waiver are required by law and is designed to keep Georgia students free from many debilitating and life-threatening diseases.

E) Immunization Forms are obtained through your child’s pediatrician, doctor, or medical provider at minimal to no cost. You may also request a copy from the Georgia Registry of Immunization Transactions and Services at 1-888-523-8076; FAX your request to 404-657-7496; or send an email to dph-gaimmreg@dph.ga.gov.

F) It is easier to get these forms at your normal doctor visit and just keep them in a file to upload each year. Ask at the start of your appointment and don’t forget them before you leave.

G) Lead time is usually 10 days or 2 weeks if you do not get a copy of the form at your child’s annual well-child appointment and/or each time they get a flu shot or new immunization.

H) Kindergarten and newly enrolling students are REQUIRED to submit a CURRENT Immunizations Form to document that all required vaccines have been received.
   a. ‘Current’ means within 12 months of the start of school.
   b. A Medical or Religious Exemption Immunization Waiver Form may replace a current Immunizations Form.

I) 7th grade students are REQUIRED to submit a CURRENT Immunizations Form to document that all required vaccines have been received.
   a. ‘Current’ means within 12 months of the start of school.
   b. Immunization Boosters are required for 7th grade enrollment.
   c. A Medical or Religious Exemption Immunization Waiver Form may replace a current Immunizations Form.

J) 11th grade students are REQUIRED to submit a CURRENT Immunizations Form to document that all required vaccines have been received.
   a. ‘Current’ means within 12 months of the start of school.
   b. Immunization Boosters are required for 11th grade enrollment.
   c. A Medical or Religious Exemption Immunization Waiver Form may replace a current Immunizations Form.
   d. Due to the 2019 novel coronavirus (COVID-19) pandemic, the Department of Public Health has revised its rules, postponing the implementation of the high school meningococcal conjugate vaccine (MCV4) booster dose deadline requirement from July 1, 2020, to July 1, 2021. For SY 20-21, GCA will only require the most current copy of the Certificate of Immunization (Form 3231) to be recorded with your student’s record.

6) Please submit the student’s most recent 3300 Form – Eye, Ear, Dental, and Nutrition Screening Form
   A) A 3300 Form is REQUIRED to be on file for all students.
   B) For SY 20-21, all re-enrolling students have 90-days from the first-day of school to satisfy the health records requirements: Please submit the student’s most recent Eye, Ear, Dental, & Nutrition Screening Form (Form 3300) if an update has occurred within the year or if the record remains outstanding.
   C) These are very important as a student’s hearing, vision, nutritional requirements, and dental status may change from year to year and this can drastically impact a student’s ability to learn.
   D) 3300 Forms are obtained through your child’s pediatrician, doctor, or medical provider at minimal to no cost. (They will denote information from prior tests completed at a medical visit and/or screening. The screenings and/or tests may not be free depending on where they were obtained and/or your insurance plan.)
E) It is easier to get these at your annual doctor and/or dental visit and just keep them in a file to upload each year at re-enrollment. Ask at the start of your appointment and don’t forget to pick them up before you leave.

F) Lead time is usually 10 days or 2 weeks if you do not get a copy at your student’s annual well-child appointment and/or each time they get a flu shot or new immunization.

G) More than one 3300 Form may be submitted if sections are filled out by multiple medical/healthcare/dental professionals. Most often people submit two forms, one from their student’s dentist and one from their student’s doctor. However, you may submit up to four 3300 Forms to satisfy all sections of this item.
   a. A pediatrician, general doctor, or healthcare professional may fill out the eye, hearing, and nutrition sections.
   b. An optometrist or ophthalmologist may fill out just the eye section on a separate form.
   c. An ENT (ear, nose, and throat doctor) or audiologist may fill out just the hearing section on a separate form.
   d. A nutritionist may fill out just the nutrition section on a separate form.
   e. A dentist may fill out the dental section on a separate form.

7) Please submit a Financial Information Form
   A) This form is used ONLY for the purpose of securing additional federal and state funding.
   B) This information is only submitted to state and federal program authorities upon request for the purpose of securing additional school funding.
   C) The additional funding secured by your filling this form out annually is used to purchase additional academic support tools, fund family engagement and support programs, hire additional support personnel, fund additional student activities, lower class sizes, etc.
   D) Only forms completed within six (6) months of the start of the next school year are considered valid by the State.
   E) Failure to complete this form may result in less funding which could result in the loss of some academic support programs and materials, as well as, many engagement activities.

II. If NOT re-enrolling your student for the next school year, the legal guardian should complete the following by the indicated deadline:
   1) Follow the email directions for relinquishing your student’s place at GCA.
   2) Fill out a Records Transfer Request Form indicating where you student’s records should be sent
      OR submit a Declaration of Intent to Homeschool form if you will not be attending another school.
   3) Return student computer(s), printer, materials, and any other equipment supplied by GCA. Return labels will be emailed to the email address on file, as well as mailed to the current address on file. If you need additional or replacement labels, contact your FSL.

III. If the student is on track to graduate, then the legal guardian should complete the following by the indicated deadline:
   1) Congratulations!
   2) We hope that you join us for all the GCA graduation activities that will be held in Atlanta.
   3) Request your transcript by emailing transcripts@georgiacyber.org or through Naviance to be sent to the military, colleges, universities, technical schools, certification programs, and/or employers. For Processing Time, select Hold for Grades if you want to wait until semester grades have posted to your transcript before it is delivered.
IV. If the student is a **SENIOR AND WILL BE LESS THAN 21 years of age PRIOR TO THE START OF THE NEXT SCHOOL YEAR** and **IS NOT** on track to graduate OR is in danger of **NOT** successfully completing enough credits to graduate, then the legal guardian should complete the following steps by the indicated deadline:

1) Complete the re-registration application via your Parent Portal account in Infinite Campus.
2) Don’t get discouraged! Your student may just require a little more time to complete the required number of credits to successfully graduate.
3) **ENCOURAGE YOUR STUDENT TO KEEP WORKING!!!!** We are verifying credits every minute prior to graduation. Many students are able to successfully complete all credit requirements if they just put forth that last bit of effort right before the graduation verification deadline.
4) Talk to your student’s counselor about a plan for graduation. **WE ARE THERE TO HELP!!!!**
5) If you Re-enroll and your student does successfully graduate, please let us know so that we can remove them from our next year’s roster and then follow the directions for the ‘On Track to Graduate’ process stated above.

V. If the student is a **SENIOR AND WILL BE 22 years of age PRIOR TO THE START OF THE NEXT SCHOOL YEAR** and **IS NOT** on track to graduate OR is in danger of **NOT** successfully completing enough credits to graduate, then the legal guardian should complete the following steps by the indicated deadline:

1) Complete the re-registration application indicating your student will not be re-enrolling.
2) Don’t get discouraged! Your student may just require a little more time to gain the required academic foundational skills. Not everyone was meant to follow the same path.
3) **CONTACT YOUR STUDENT’S COUNSELOR!** There are options and we can help your student find a successful path forward.
4) Request your transcript by emailing transcripts@georgiacyber.org or through Naviance to be sent to GED programs, certification programs, and/or employers. For Processing Time, select Hold for Grades if you want to wait until semester grades have posted to your transcript before it is delivered.
5) Return student computer(s), printer, materials, and any other equipment supplied by GCA. Return labels will be emailed to the email address on file, as well as mailed to the current address on file. If you need additional or replacement labels, contact your FSL.

More information may be found on our website [https://www.georgiacyber.org/enrollment](https://www.georgiacyber.org/enrollment) or by contacting an Enrollment & Records Specialist at enrollment@georgiacyber.org or 470-400-7887.
GETTING STARTED

PROGRAM INFORMATION

Georgia Cyber Academy (GCA) is designed to meet the needs of a diverse range of students who seek a rigorous academic program through a flexible online school experience, with access to school services such as clubs, activities, counseling services, and college advising. Students at GCA attend school online using our robust learning management system (Canvas LMS), which hosts online courses and course management tools for students, teachers and parents. The Canvas LMS offers a single place where students can access any information related to their academic life at GCA. Students use the Canvas LMS to:

- Access their courses
- Access supplemental tools and resources
- Take assessments
- Review grades for courses within Canvas*
- Manage their course schedule
- Interact with faculty, staff and peers in an online community

*Note: Infinite Campus is the student’s Official Grade Book and is updated with all grades weekly.

HOW CLASS SESSIONS WORK

All GCA classes are conducted using a combination of asynchronous and synchronous (“real-time”) components. The combination of asynchronous and synchronous assignments may vary based on the course.

Courses contain asynchronous reading assignments, activities, assessments and videos, as well as synchronous ‘live’ class sessions conducted by the teacher at predefined times. All live core content class sessions are recorded, so students may access sessions for review, as needed. We have both required and encouraged ‘live’ class sessions depending on a student’s academic proficiency level. Small group and 1:1 class sessions are not recorded, since those are individualized to a particular student’s academic needs.

Central to these synchronous sessions is the online classroom technology our teachers use, which provides a whiteboard for live online instruction, the ability to conduct multi-student discussions and collaborative activities, and space for instructional slides, as well as file and video sharing. This technology enables teachers and students to engage in live virtual discussion as if they were in a physical classroom. Attendance requirements for ‘live’ class sessions is based on the student’s academic proficiency level, their timeliness at completing assignments/assessments, and/or their adherence to school procedures and policies. In cases where a scheduling conflict prevents a student from attending a required ‘live’ class session, students must notify their Compliance Specialist in advance, provide an acceptable excuse if applicable, and they must watch the recording. It is highly encouraged that students either attend live class sessions or watch the recordings of the live class sessions regardless of whether they have earned full flexibility or not. Students who are required to attend ‘live’ class sessions will be counted absent if not in attendance. Note: Watching recordings does not remove the missed session(s) (i.e. absences) that students may accrue during the school year if the absences are not excused.

Our faculty members also use ‘live’ class session tool for small group remediation sessions, one-on-one tutoring sessions, and parent-teacher meetings. These particular ‘live’ class sessions may or may not be recorded at the discretion of the host.
STUDENT ONBOARDING PROGRAM
To facilitate a successful virtual education experience for your student, Georgia Cyber Academy has implemented a student onboarding program, Strong Start, to ease new students into the online learning environment and to prepare them for the start of school. This program will only commence AFTER the student has completed the enrollment and admissions process. Typically, the program begins mid-July and must be completed before your student can attend classes. However, onboarding may differ, depending on the student’s grade level and when they start school. Please expect a welcome e-mail and phone call from your Family Success Liaison (FSL) before the first day of school.

Stay Strong is our on-boarding program for our re-enrolling existing students. This program will introduce existing students to new curriculums (if any), platform changes (if any), procedural/policy amendments (if any), and inform them of the school’s expectations for the upcoming school year as well as be a resource for the entire year. This will better prepare them for the start of school and allow many of the typical start of school tasks to be completed prior to the first day of school. Your FSL will contact you before the start of school with instructions of how to access the Stay Strong course.

During the first month of school, students and parents should plan to attend a Learning Coach Live Help and Technology Training virtual session, as well as their teachers’ scheduled course orientations. A recording and/or documents of the Learning Coach Live Help and Technology Training virtual session will be posted on the Georgia Cyber Academy website located at www.georgiacyber.org/calendars.

ROLE OF PARENT/LEARNING COACH
Georgia Cyber Academy students access their learning resources online. While school faculty and staff support student learning, there is still a need for support and guidance from an adult who is physically present with the student to supervise and monitor progress throughout the school day and year. Georgia Cyber Academy refers to this “at home” role as Learning Coach. Most frequently the Learning Coach is a parent, but it can also be a tutor or other designated adult responsible for the student’s day-to-day learning supervision. Parents are asked to identify the designated Learning Coach, who faculty/staff will communicate with throughout the school year.

The primary duties of the learning coach are to enter their student’s attendance daily, read their GCA emails at least once daily, answer all communications within 24 hours, complete all paperwork requests, complete all surveys, keep the student’s information up to date, monitor their student’s assignment completion and grades daily, ensure that their student attends all required live classes, monitors their student when taking assessments and tests to ensure that no ‘additional help’ is provided that might mask whether a student truly understands the concepts or not, and communicate with their student’s teacher(s), counselor, and FSL whenever they feel that a student is struggling or needs additional support. Students who are required to attend ‘live’ class sessions will be counted absent if not in attendance, regardless of parent entered attendance.

LIVE INTERACTION (student to teacher/administration & parent/guardian/LC to teacher/administration)
Live interaction and conversation through chat, video, mic, or via phone is required to some extent for all students. Depending on the proficiency level of the student that can be more or less live interaction. Students who login to class and are consistently not responsive to teachers may be referred to the counseling department, a behavior interventionist, and/or their principal to determine what barriers might exist to preclude participation and how any issues may be addressed. Learning coaches (parent/legal guardian or designated adult) are required to some extent to converse with staff regarding their student on a regular basis as well.
Our faculty teach online live classes just like in a traditional school model. Students that attend live classes interact with the teacher and other students. All classes are recorded, so students can refer to them if needed. Additionally, there are online live small groups, instructional support classes, and open offices. There is a combination of online and off-line work and projects to complete and turn in with due dates.

Students that are struggling to master standards/skills or have demonstrated a proficiency level below their assigned grade level are required to attend live classes on a set schedule. These students would submit excuses for their absences just like in a traditional school.

Students that are doing well and have demonstrated a proficiency level that is consistent with or above their assigned grade level, are following school policies, and completing all assignments/tests on time are afforded more flexibility and may view recorded classes when they miss live classes instead of being required to attend all live sessions on a set schedule.

Field trips, face to face social events, online clubs, and all-school in-person events/outings are optional, but highly encouraged.

If a student is having difficulties learning the material or being compliant to school policies, there will be additional interaction required. Parents/legal guardians/learning coaches should be prepared to attend all conferences and meetings regarding discussions/concerns/issues/academic decisions about their student as may be required. These conferences and/or meetings may be held in person, by telephone, and/or by video conference.

Milestones Assessments are mandatory and require face to face/in-person participation. Opt-outs are not permitted.

Other exams may be mandatory and may require face to face/in-person participation or be monitored virtually on camera and mic. For other mandatory exams, opt-outs are not permitted. These exams include but are not limited to Interim Assessments, Beacon Assessments, GAA, ACCESS, WIDA, NWEA MAP Assessments, i-Ready Diagnostics, WriteScore exams, Final Exams, CogAT, etc.

GCA requires all students to be on camera, with their mic on, and their device monitored for the entirety of most assessments/tests/exams, regardless of proficiency level. Students’ faces must be unobstructed and visible on camera during the entirety of the testing/assessment/exam period. If the student is not monitored on camera, then face to face/in-person participation will be required to take these tests/assessments/exams as well. Assessments/tests/exams may be invalidated by the teacher or administration if the student is not on camera and mic the entire time the student is taking the assessments/tests/exams. In most cases the student may be allowed to take a make-up assessment/test/exam when this occurs. If a valid monitored assessment/test/exam is not submitted within the prescribed time period, then the student will receive a zero for the assessment/test/exam.

**SCHOOL PROPERTY AND SUPPLIES**

Georgia Cyber Academy provides academic support tools, equipment, and assistive technology when warranted and at its sole discretion. At present, all the programs/curriculums that GCA currently utilizes are online without a need for physical books and/or equipment. Georgia Cyber Academy provides loaner computers and printers to
families upon request (see below under section Computer Policy). Hot spots for internet service may be provided to families in financial need provided that their student attends class and is compliant to all GCA requirements, rules, procedures, and policies (see below in section Hot Spots and Internet Service Provider (ISP) Supplement Program). These materials are school property and must be kept in good condition. Damage incurred to school property beyond normal wear and tear is subject to disciplinary action and/or replacement of equipment at the family’s expense.

All school property must be returned when a student fails to show up upon enrollment and/or is withdrawn from the school. It must be returned clean and in good condition. Failure to return school property upon request will be considered theft by conversion under Georgia law and the school reserves the right to pursue criminal and civil charges against anyone who violates this provision in order to reclaim school property or collect restitution for such property after attempts to collect the equipment have been exhausted. PLEASE KEEP THE BOXES AND PACKING MATERIALS THAT SCHOOL PROPERY WAS SHIPPED IN FOR FUTURE RETURNS.

Facilities that are used for Georgia Cyber Academy outings are considered school property, and the same expectations we have for equipment and materials apply to the Georgia Cyber Academy outing facilities.

Parents are responsible for the repair or replacement of all lost, stolen, or damaged school property. A list of property to return will be provided to parents upon withdrawal or graduation if it exceeds a computer, printer, and hotspot. A list will not be provided for a computer, printer, and/or hot spot as those must be returned upon withdrawal or graduation for all students. All property and equipment must be returned in good, working condition upon withdrawal from the program. Please contact 404-334-4790 *8 and request a shipping label to return equipment.

Any printed materials that may be provided are copyrighted, and unauthorized copying of those materials is a copyright infringement.

Materials/equipment provided by GCA cannot be sold or transferred and are to be used solely by the student in his or her studies while enrolled in the school. Parents are to comply with this rule and all the terms and conditions of the School Property section of this handbook.

Basic school supplies such as paper, pencils, pens, erasers, highlighters, notebooks, binders, folders, markers, crayons, colored pencils, glue/glue sticks, scissors, rulers, protractors, compass, calculators, etc. are the responsibility of our families. A suggested school list will be provided for each grade level at the beginning of the school year. Please email your FSL or homeroom teacher if one was not received.

**Loaner Computer and Printer**

Georgia Cyber Academy requires all families to have a minimum of one dedicated computer per student and one printer per household that meet the minimum specifications necessary to access the GCA Online School (GOLS). Georgia Cyber Academy provides loaner computers and printers to families upon request. Families must also have internet access to participate in the school. A high-speed Internet connection is necessary. If a RELIABLE high-speed internet service connection is not available where you reside, then there is no way to participate in our virtual education program as we have no control on a given location’s infrastructure. Dial-up internet access will not provide adequate access to the GOLS. Internet access is verified during the enrollment process and throughout the school year. Hot spots or reimbursement for internet service may be provided to students that have a financial need (see below in section Hot Spots and Internet Service Provider (ISP) Supplement Program). It is at the school’s discretion whether to provide a Hot Spot or ISP Reimbursement to assist families that have a financial need with securing internet service.
IMPORTANT NOTE: At the sole discretion of Georgia Cyber Academy hot Spots, computers, or printers may be turned off, locked, or issue a request that they be returned during the summer months. Georgia Cyber Academy does not necessarily provide computers, printers, or internet assistance during the summer months unless a student is actively enrolled and fully participating in GCA’s summer remediation program, Credit Recovery Courses, Summer School, Dual Enrollment Courses, and/or its Special Education Extended School Year Program.

Minimum technical specifications are as follows:
- Chrome, Windows-based, or Apple computer
- Reliable High-Speed Internet Connection with a recommended minimum 3 Megabits per second download speed Internal or external microphone
- Internal or external speakers
- Internal or external web camera
- Google Chrome Browser
- Firefox Browser
- Adobe Acrobat Reader

Georgia Cyber Academy will provide a computer to any student and a printer to any enrolling family upon request. Please contact your Family Success Liaison if you need a computer or printer.

Computer kits include a computer, mouse, power cord, protective sleeve, and headphones with a microphone. All references to computers include the peripheral equipment/items aforementioned. PLEASE KEEP THE BOX AND PACKING MATERIALS FOR FUTURE RETURNS.

Printers include a power cord, paper tray, and one set of ink. All references to printers include the peripheral equipment/items aforementioned. PLEASE KEEP THE BOX AND PACKING MATERIALS FOR FUTURE RETURNS.

Computers and Printers are school property and must be kept in good condition. Damage incurred to computers and printers beyond normal wear and tear is subject to disciplinary action and/or replacement of the computer at the family’s expense. Families will be invoiced for equipment that is damaged beyond normal wear and tear and given the opportunity to pay for its replacement prior to a collection agency being involved.

Computers and printers must be returned when a student fails to show up after enrollment, graduates, transfers, and/or is withdrawn from the school. A return label and box, if needed, will be provided, so that no additional expense is incurred by our families. Please contact 404-334-4790 *8 and request a shipping label to return equipment. All school property must be returned clean and in good condition. Failure to return school property upon request will be considered theft by conversion under Georgia law and the school reserves the right to pursue criminal and civil charges against anyone who violates this provision in order to reclaim school property or collect restitution for such property after attempts to collect the equipment have been exhausted. Families that fail to return equipment will be invoiced for the equipment and given the opportunity to pay for its replacement prior to a collection agency being involved or police report being filed.

Printer Ink and Computer Paper
Georgia Cyber Academy does not provide printer ink or paper.

Loaner Hot Spots and Internet Service Provider (ISP) Supplement Program
Families who meet the requirements listed below are eligible to receive either a hot spot or an ISP supplement checks to help off-set the cost of internet service for their student(s). It is at the sole discretion of the school which type of internet assistance is provided to families with a financial need.
The requirements for receiving a hot spot or an ISP supplement are:
1. Family participates in the GCA Online School per requirements.
2. Family has a Georgia Cyber Academy loaner computer.
3. Family has completed a family income form after July 1st of the current school year and qualifies for financial assistance.
4. Family is compliant in academics, attendance, records and all other GCA requirements.
5. Family must have a current student address on file. Failure to provide an updated student address with required proof of residence will result in the forfeiture of the hot spot or in the ISP check being voided and the check will not be re-issued.
6. ISP Checks are only provided if a family does not have a GCA issued Hot Spot.
7. If multiple families reside in the same residence, only one family will receive the hot spot or ISP supplement.

If issued a loaner hot spot, it must be returned when a student fails to show up after enrollment, graduates, transfers, and/or is withdrawn from the school. A return label and box, if needed, will be provided, so that no additional expense is incurred by our families. Please contact 404-334-4790 *8 and request a shipping label to return equipment. All school property must be returned clean and in good condition. Failure to return school property upon request will be considered theft by conversion under Georgia law and the school reserves the right to pursue criminal and civil charges against anyone who violates this provision in order to reclaim school property or collect restitution for such property after attempts to collect the equipment have been exhausted. Families that fail to return equipment will be invoiced for the equipment and given the opportunity to pay for its replacement prior to a collection agency being involved or police report being filed.

ISP checks are only issued if the hot spot provider does not provide internet coverage in the area where the student resides (the student address of record).

If an ISP check is warranted, then it will be mailed twice per school year at the rate of $12.99 per month (per household) for the school year ISP supplement payments are made at the end of January and at the end of June or July and it is the responsibility of the legal guardian to ensure that all information listed in their student’s Infinite Campus account is accurate for mailing purposes. ISP checks are issued to the legal guardian on record.

Eligibility for the ISP supplement begins the first full month after the family receives the loaner computer package. To receive the supplement when issued in January or June/July, the student must be enrolled in the school at the time of supplement processing to be eligible to receive it. Please be aware that if an ISP check is lost, Georgia Cyber Academy does not automatically reissue a check to the family. If a check is not received or is lost in the mail, parents need to notify the Georgia Cyber Academy office within thirty (30) days of checks being mailed to open an inquiry. At the discretion of Georgia Cyber Academy, non-compliant students may have ISP supplements denied. Checks not cashed within ninety (90) days will not be reissued.

IMPORTANT NOTE: At the sole discretion of Georgia Cyber Academy hot Spots may be turned off during the summer months. Georgia Cyber Academy does not necessarily provide internet assistance during the summer months unless a student is actively enrolled and fully participating in GCA’s summer remediation program, Credit Recovery Courses, Summer School, Dual Enrollment Courses, and/or its Special Education Extended School Year Program.
ACADEMIC FOCUS: CURRICULUM AND INSTRUCTION

Georgia Cyber Academy (GCA) is committed to providing a rigorous Georgia Standards of Excellence (GSE) based curriculum and a solid system of support for all students. Georgia Cyber Academy students are provided with coursework in: Mathematics, English Language Arts, Science, and Social Studies. K-8th grade electives include required PE/Health (K-8th), required Art (K-5th), required Computer Science (6th-8th), optional Spanish (K-8th), optional Writing Fun (1st – 8th), optional Computer Science (K-5th), and optional Art (6th-8th). Two electives per semester are provided for grades 9-12 and vary by academic course path and individualized goals. Georgia Cyber Academy also provides supplemental tools and resources for standards-based review/practice to include, but are not limited to: iXL, Wowzers, MindPlay, Newslea, Spelling Classroom, Wordly Wise, Legends of Learning, Writable, Book Taco, Type to Learn, Edmentum (Study Island & Exact Path), BrainPOP, i-Ready, MobyMax, Classworks, USA Test Prep, NWEA Accelerate, Prodigy, and Education Galaxy. The provided supplemental tools and resources offered vary by a student’s grade level, individual learning plan, and required interventions.

All students take two electives as indicated in the preceding paragraph. Electives are all taken for a grade. 100% of elective courses must be completed.

Students may also take additional optional electives (more than 6 courses/subjects) if they scored proficient or distinguished on all sections of the previous year’s Milestones assessments and/or are part of the Gifted & Advanced program. For 1st-3rd students and 4th-8th grade students without previous year’s Milestones assessment scores, the students must demonstrate on grade level proficiency on all NWEA MAP to participate in additional optional electives (more than 6 courses/subjects). These additional optional electives (more than 6 courses/subjects) may be offered synchronously or asynchronously. Also, additional optional electives (more than 6 courses/subjects) will be taken for a grade.

Kindergarten students must be part of the Gifted & Advanced program to be allowed to take additional optional electives. Additionally, all students taking additional optional courses/subjects must maintain an 80 or above in all academic contents, turn assignments in on time, be compliant to attendance & engagement policies, and follow all school policies. Students will be removed from additional optional courses/subjects for failure to attend all required classes and/or to maintain adequate progress in any subject. Additional options include:

- Kindergarten Advanced & Gifted students – Spanish, Computer Science
- 1st through 5th grade students – Computer Science
- 1st through 8th grade students – Spanish
- 1st through 8th grade students – Writing Fun
- 6th - 8th grade students – Art
- 8th grade Advanced & Gifted students – High School Spanish (for HS credit)
- Advanced & Gifted Students may have additional options based on their individual Gifted Educational Plans

Georgia Cyber Academy encourages students to complete assigned lessons within each content area course, since courses in the subsequent grade levels assume completion of lessons in the prior grade. A lesson is completed when the student has mastered the objectives, as measured by the lesson assessment. Learning Coaches and students should work very closely with their teachers to decipher the best course of action when determining the time management of lesson and assessment completion.

The GCA Online School (GOLS) is designed to collect and record data that substantiates the academic progress of each student. Therefore, it is mandatory that GOLS is used to collect assignment/assessment data that reflects the standing of the student. Any academic activities the student engages in each school day should be recorded
by the Learning Coach as attendance and must be entered into Nucleus (our attendance module) by the Learning Coach each school day. This data serves as one of the primary tools for determining advancement into subsequent course levels in conjunction with the minutes automatically captured from student attendance in required online class sessions; together they count as attendance.

It is essential that parents of Georgia Cyber Academy students understand that, by enrolling in Georgia Cyber Academy, they agree to ensure that their students participate in the academic programs as designed, including completing all coursework, recording attendance, participating in required interactions with assigned teachers/staff, checking their email daily, and participating in school and state-mandated assessments.

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

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

Objectionable Content
There may be times when a parent finds certain lessons, books, or materials objectionable for various reasons. If a parent finds objectionable material, he or she should contact his or her content teacher via e-mail. Teachers will work with the parents to find alternative lessons to meet the lesson objectives. An assessment for the alternate lesson must be completed to ensure that the concepts/skills of the lesson have been mastered.

Instructional Time
The student may have live class requirements, conferences, assignments, and/or assessments between 8am and 4pm, Monday through Friday excluding school holidays. A student’s grade level, courses, specific programs, provided services, and their proficiency level determine the amount of online time that may be required and the structure of that time.

Per SBOE Rule 160-5-1-.02, Georgia Cyber Academy students must participate in school learning activities for a minimum of 180 days per school year.
Per SBOE Rule 160-5-1-.02, the minimum number of hours required per school day are as follows:

- Kindergarten: 4.5 hours per day
- 1st through 3rd grade: 4.5 hours per day
- 4th through 5th grade: 5.0 hours per day
- 6th through 12th grade: 5.5 hours per day
For Kindergarten through 12th grade, time does include Math, Social Studies/History, Social Sciences, English/Language Arts, Science, Foreign Language, Art, PE/Health, Computer Science, and other elective courses, as well as, support activities such as tutoring, state testing, and Academic Support Services (per IEP). Time may also include Educational Field Trips, Testing, Counseling, Health Screenings, and extended learning time activities; however, additional attendance guidelines for these activities may be outlined in the GCA District Handbook. Also, school sponsored non-instructional activities may count toward attendance hours.

**NOTE**: Attendance hours must be logged by the Learning Coach daily in accordance with GCA procedures and guidelines. Failure to follow attendance logging procedures may result in withdrawal from GCA. Students who are **required** to attend ‘live’ class sessions will be counted absent if not in attendance, regardless of parent entered attendance.

**Live Interactive Class Sessions (Synchronous)**

We believe synchronous learning is important because it provides students the full benefits of our highly qualified instructors. The synchronous interaction provides immediate instructor and student feedback, reduces the feeling of isolation, fosters a sense of community with the learners and offers a forum for student collaboration. By incorporating live and interactive learning opportunities in the online environment, teachers are leveraging synchronous learning to enhance learning and promote engagement.

Our synchronous sessions are personalized for the individual learner’s needs. We feel it is important to allow the teacher flexibility to determine what should be covered, what students should be targeted, and when the sessions should be held to reach these students. Detailed information on our Engagement Policy and Live Interactive Class Attendance requirements can be found below.

**Live Interactive Class Sessions Engagement Guidelines**

Georgia Cyber Academy (GCA) provides students with a balance of flexibility and appropriate levels of academic support. GCA students will be held accountable for attending live class connect sessions based on their individualized proficiency level (see chart below). Students identified as *Beginning* or *Developing* are required to attend live class connect sessions to receive intensive teacher support. All new students will be classified as *Beginning* for at least their first semester to ensure that the student acclimates well to the virtual environment and are compliant to program requirements.

Recordings are provided to all students for review; however, live class connect attendance may be *REQUIRED*. Full flexibility students (Proficient) are encouraged to attend live class sessions but may watch recordings if that better fits their schedule. Students who are not participating in the class session may be removed from the room and will not be counted as present for that session. Flexibility is earned at the proficient and distinguished levels as determined by the Georgia Milestones or Milestones replacement exam if GMAS is suspended and NWEA assessments. Students who miss required class sessions may be referred for progressive discipline, including a referral to the Academic Review Board (see details below) and up to withdrawal from GCA. Students who are **required** to attend ‘live’ class sessions will be counted absent if not in attendance.

If a student has an emergency that conflicts with a required class session, it is imperative that he or she contact their Compliance Specialist within three (3) days. This refers specifically to students classified as Beginning or Developing Learners.
### Instructional Levels

<table>
<thead>
<tr>
<th>Instructional Level</th>
<th>EOG Cut Score*</th>
<th>Interim Assessment Score</th>
<th>NWEA Growth Assessments</th>
<th>Course Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>Distinguished Learner</td>
<td>&gt;92%</td>
<td>Above grade level</td>
<td>&gt;90%</td>
</tr>
<tr>
<td>Proficient</td>
<td>Proficient Learner</td>
<td>80-92%</td>
<td>On grade level</td>
<td>80-89%</td>
</tr>
<tr>
<td>Developing</td>
<td>Developing Learner</td>
<td>68-79%</td>
<td>1 year below grade level</td>
<td>75-79%</td>
</tr>
<tr>
<td>Beginning</td>
<td>Beginning Learner</td>
<td>&lt;68%</td>
<td>&gt;1 year below grade level</td>
<td>&lt;74%</td>
</tr>
</tbody>
</table>

*grades 4-8 only

Notes on Full Flexibility: If students are granted flexibility from attending live class sessions, then it is possible to do most assigned schoolwork from recorded class sessions. That said, even full flexibility students must occasionally interact with their teachers, school personnel, and other students on team projects between the hours of 8am and 4pm. Mandatory tests are also given between the hours of 8am and 4pm and the student must attend during those times. School conferences, as well as, FSL calls/meetings, IEP, and MDR meetings are typically scheduled during the 8am to 4pm school day, too.

Once a student is granted flexibility, they must demonstrate the ability to manage that privilege without it negatively impacting their academic performance. They must maintain grade level proficiency as demonstrated through varying data points, turn all assignments in on time, and take all required assessments or flexibility may be withdrawn. However, prior to being granted flexibility from live classes students must demonstrate proficiency in all core subjects per the state Milestone’s assessments. Therefore, it is possible for students to earn a great deal of flexibility in how they structure their school day, but there will be times that they are required to be present during the hours of 8am and 4pm.

New students are required to attend live classes for at least a semester in order to fully acclimate to the virtual academic environment before flexibility is considered. If new students have scored 3-Proficient Learner or 4-Distinguished Learner on all the previous year’s Milestones exams, then after the first semester they may be granted flexibility from attending live classes. However, that would depend on how well they have acclimated to the virtual environment and they would still have to review the recordings for missed live classes.

Regardless of whether a student is struggling or typically does well academically, there may be times that extra support is required to master a skill or concept. When students are invited to a small group reinforcement session or tutoring, they are required to attend the live session even if they have full flexibility.

To avoid absences, families are asked to schedule appointments around required class sessions. Please communicate any special circumstances to their Compliance Specialist AND your teacher.

Learning coaches/parents/legal guardians may submit excuses for absences following the GCA Board Attendance Policy located in the Appendix of this document to their Compliance Specialist.

Students will additionally be held accountable to the attendance and truancy process regarding work completed, student logins, and attendance logged by Learning Coaches. Students failing to attend required ‘live’ classes will be counted as absent regardless of the attendance logged by the parent or learning coach. The GCA staff will also encourage students to remain compliant and engaged.

IMPORTANT: By enrolling your student at Georgia Cyber Academy, you are agreeing to ensure your student is actively engaged in class and that they are completing/submitting their own work, on time, and in compliance with the assignment’s guidelines. Students are expected to respond to all questions and/or prompts from the
teacher during the session to the best of their ability. Students are expected to complete any work assigned during the session or by the assigned deadline. If a student is unable to attend a ‘required’ session live, they will watch the recording even though watching the recording will not excuse the absence. If this class participation agreement is not followed, the student will be referred to the Academic Review Board.

<table>
<thead>
<tr>
<th>Number of Missed Required Live Sessions</th>
<th>Notification</th>
<th>Displayed on Portal Dashboard</th>
<th>Status of Engagement per the GCA Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-</td>
<td>✔</td>
<td>Always Engaged</td>
</tr>
<tr>
<td>1-4</td>
<td>-</td>
<td>✔</td>
<td>Usually Engaged</td>
</tr>
<tr>
<td>5</td>
<td>System alert</td>
<td>✔</td>
<td>Usually Engaged</td>
</tr>
<tr>
<td>6-9</td>
<td>-</td>
<td>✔</td>
<td>Often Engaged</td>
</tr>
<tr>
<td>10</td>
<td>System alert</td>
<td>✔</td>
<td>Often Engaged</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>✔</td>
<td>Often Engaged</td>
</tr>
<tr>
<td>12-13</td>
<td>Phone Call</td>
<td>✔</td>
<td>Somewhat Engaged</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>✗</td>
<td>Somewhat Engaged</td>
</tr>
<tr>
<td>15</td>
<td>System alert</td>
<td>✗</td>
<td>Rarely Engaged</td>
</tr>
<tr>
<td>16-19</td>
<td></td>
<td>✗</td>
<td>Rarely Engaged</td>
</tr>
<tr>
<td>20</td>
<td>Email from ARB Coordinator to meet with School Administrator</td>
<td>✔</td>
<td>Not Engaged</td>
</tr>
</tbody>
</table>

*Students must attend REQUIRED live class sessions in their entirety in order to be counted present.

<table>
<thead>
<tr>
<th>Teacher attempts to re-engage non-responsive students</th>
<th>Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Email</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Phone</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Conference</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>ARB Referral</td>
</tr>
</tbody>
</table>

The Academic Review Board (ARB) will determine whether the student will be withdrawn or placed on probation. If needed, the Family Support Liaison will process the withdrawal and the student and Legal Guardian will be notified by email of the withdrawal for non-compliance. If a probationary period is granted, the engagement of the student will be reviewed by the Academic Review Board at the end of the probationary period and a decision on withdrawal or re-engagement will be made.

**Important Notes:** Students attending extracurricular or other outside programs (including religious based) will still be held accountable for attending ‘required’ live class sessions. Students traveling, regardless of the time zone they are in, are still held accountable for attending ‘required’ live class sessions, turning assignments in on time, and taking assessments at the assigned time (all stated times are based on Eastern Standard Time Zone).

Trips/vacations will not be accepted as excuses for missing ‘required’ live classes or completing assignments late. Excused Absences are an exception to these provisions although arrangements must be made to make up missed classes and assignments during the timeframe from which the student was absent.
Live Interactive Class Sessions Conduct for Parents and Students
When in a teacher’s Zoom conference or online classroom, it is required to sign in using your first name and last initial. In certain cases, other naming conventions may be required, and those directions should be strictly followed.

Guidelines for Parents and Students:
• Arrive promptly at the scheduled time for your live interactive class sessions.
• Whiteboard and microphone privileges are assigned at the discretion of the teacher.
• Direct messaging conversations should be limited to the content of the lesson.
• Respectful and courteous behavior toward others is always expected.
• Non-participation or stepping away without the teacher’s approval is an absence from the session.
• If there are multiple students in your home, each student needs to log into a session individually.
• Students and parents are expected to follow the etiquette previously described.
• Students are not allowed to type their full name, address, email address, or phone numbers in the chat box or share that information during live class sessions.
• Students will not be allowed to cause learning disruptions during live class sessions including: use of inappropriate language (typed or oral), posting pictures or images to the whiteboard (unless specifically requested), posting web links (urls) in the chat box or on the white board, disrespect of teachers or other students. If a student is causing a disruption that negatively impacts the learning environment or engages in behavior that is prohibited, they will be removed from the live class session and their parents will be contacted.

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

Asynchronous Engagement Expectations
All students will be held accountable to the truancy process regarding work completed, student logins, and attendance logged by Learning coaches. In addition, students must maintain a high level of academic performance to receive flexibility from attending live class sessions and asynchronous participation.

To remain in good standing, all students must meet or exceed expectations in the following four areas:
1. Logging into the GCA Online School (GOLS) daily.
2. Remaining on pace with coursework.
3. Taking all assessments/tests/exams within the stipulated time period.
4. Maintaining high performance as evidenced by overall average per course.

HIGH SCHOOL COURSE SELECTION
Course Prerequisites
Many of our higher-level courses require successful completion of lower level courses. For students to enroll in a course with an established prerequisite, the student must provide documentation of successful completion/ earned credit for the prerequisite. Please see the High School Course Catalog on our website for a listing of course prerequisites: www.georgiacyber.org/high-school/high-school-courses.

Middle School Students Taking High School Courses
Middle school students are permitted to take high school courses for high school credit provided they have met the Advanced & Gifted criteria for doing so. These courses may count for both middle school full-time load requirements and for the high school diploma requirements. If counted for high school diploma credit, the
grades will be visible on the student’s permanent high school transcript. All requests for middle school students
to take high school coursework are subject to approval by the Advanced & Gifted Assistant Director and/or the
Special Programs Director.

Honors Courses
Honors courses feature their own specific requirements that are as follows:

- Teacher and Counselor recommendations are required for students to enroll in an Honors course.
- Students requesting Honors placement without recommendation and/or fulfillment of the following
  criteria are permitted upon receipt of a signed acknowledgement form.
  - Have earned a B+ (85% or above) grade in the prior course within that subject or course path.
  - Have earned a Level 3 or Level 4 (Proficient or Distinguished) on EOC or EOG in the corresponding
    subject or course path for at least 2 years prior.
  - If prior EOC or EOG data is not available, have earned at least a Level 3 or 4 on NWEA MAP Projected
    Proficiency for that content area. NWEA MAP assessment must be taken on camera to validate
    placement.
  - Have a history of completing work and assessments on time.
  - Student and parent must sign Honors Memo of Understanding.

Advanced Placement Courses
Advanced Placement (AP) courses feature their own specific requirements that are as follows:

- Teacher and Counselor recommendations are required for students to enroll in an AP course.
- Students requesting AP placement without recommendation and/or fulfillment of the following criteria
  are permitted upon receipt of a signed acknowledgement form.
  - Have earned a B+ (85% or above) grade in the prior course within that subject or course path.
  - Have earned a Level 3 or Level 4 (Proficient or Distinguished) on EOC or EOG in the corresponding
    subject or course path for at least 2 years prior.
  - If prior EOC or EOG data is not available, have earned at least a Level 3 or 4 on NWEA MAP Projected
    Proficiency for that content area. NWEA MAP assessment must be taken on camera to validate
    placement.
  - Have a history of completing work and assessments on time.
  - Student and parent must sign AP Memo of Understanding.
  - It is the expectation that all GCA students enrolled in AP courses will be prepared for success on and
    should plan to take the AP exam.

Dual Enrollment Courses
Georgia Cyber Academy students may take dual credits beginning in 11th grade, meaning students are dually
enrolled with GCA and at a college or university. Students should speak with their counselor and attend a Dual
Enrollment Information Session for details on this program, criteria for placement, and assistance in course
selection. Additional information regarding Dual Enrollment can be found at
https://www.georgiacyber.org/school-life/counseling/dual-enrollment-counseling

Students should be aware that dual enrollment will not always count as college credit at other post-secondary
institutions. It is the responsibility of students to check the policies of their intended colleges on transfer credits.

Students at Georgia Cyber may also participate in the Post-Secondary Graduation Option, which assists them in
completing a college degree, diploma, or certificate while in high school through the dual enrollment program.
Dual enrollment students will have elevated permissions on their GCA provided devices to accommodate their various course requirements. If you have specific technology requests, please email technology@georgiacyber.org and include a copy of your course syllabus.

CTAE Elective Pathways
Career Pathways refer to a prescribed order of courses that are intended to develop student’s academic and occupational skills within a career category. Throughout the course of study, students will gain an understanding of the relationship between what they learn in school and what employers, colleges and universities expect of high school graduates wishing to enter a specific career field.

Students take courses in the prescribed order within the chosen pathway to allow for maximum success as the student progresses to the upper-level courses. Students are expected to complete all prerequisites prior to enrolling in upper level courses. Prerequisites will be enforced in all courses. Courses with prerequisites should not be taken at the same time.

Students may take CTAE elective courses as early as 9th grade depending on their individualized high school graduation plan.

Work Based Learning
The Work-Based Learning Program is a structured experience that connects the student’s career goal and classroom learning with a productive work environment. Work-Based Learning provides students with opportunities for instruction not only in academics but also in occupational skills, career exploration, and guidance in identifying employment and educational goals. Students have the opportunity to connect what they learn in school with work-site application, enabling a smooth transition into the workforce and/or postsecondary education. Students must be 16 years of age, have a 2.0 GPA, as well as a chosen CTAE Pathway. For more information, please contact our Work-Based Learning Coordinators.

National Collegiate Athletic Association (NCAA) Requirements
Courses taken with GCA are not NCAA eligible. Students who are seeking NCAA eligibility should contact their GCA High School Counselor. Counselors will send reminders throughout the year asking students to contact them if they are interested in being NCAA eligible.

All students have an assigned school counselor. Please reference the GCA website at www.georgiacyber.org/school-life/counseling for the district counseling department directory and other counseling information.

GCA Approved Programs for Additional Academic Credit (Optional)*
Students are permitted to take courses through outside programs to earn academic credit. The course must be approved by the student’s high school counselor prior to registration in order to count for transfer credit. Tuition/Course Fees for optional additional courses are not covered by GCA.

Approved Programs:

- Georgia Virtual School (GVS) - Georgia Virtual School is a program of the Georgia Department of Education’s Office of Technology Services. The program is SACS CASI accredited and operates in partnership with schools and parents to offer middle school and high school level courses across the state.
• **The Keystone School** - The Keystone School is an online high school that serves a wide range of students who need flexibility. Call 1-800-255-4937 to speak with a Student Services Representative from 8AM – 8PM Monday-Friday. You will be guided through course selection and payment options.

• **BYU Independent Study** - BYU Independent Study is an online education program that offers high school courses. Students are able to enroll at any time. BYU Independent Study provides 3 different types of courses. The 3 types are Paper/Online, Online, and Instructor-Guided Online Courses. Online courses are taught by certified instructors. Registration: By phone 1-800-914-8931 or online.

• **National High School** - National High School is a 100% online school that provides courses for credit recovery/credit transfer and NCAA classes. There are certified teachers provided for each online class. There will be 24/7 access to the online classroom and live online lectures weekly. It generally takes 8 weeks to complete a course for 1 credit or 4 weeks to complete a 1/2 credit course.

*Please note, any courses taken through another school other than GVS would be in addition to the student’s six (6) regularly scheduled required GCA courses. As these courses would be additional optional electives, tuition/course fees are not covered by Georgia Cyber Academy.*

*In specialized cases where GCA does not offer the course that a student needs to complete a particular academic course path, GCA at its sole discretion may allow students to take one or more of their six (6) required courses through Georgia Virtual School at no additional cost to the student. Typically, this is utilized for some AP and CTAE courses.*

**Course Audits**
Auditing a course allows a student to take a course without the benefit of a grade or credit for the course. Generally, a student who audits a course does so for the purposes of self-enrichment and academic exploration. Currently, Georgia Cyber Academy does not allow students the option of taking coursework for audit. All courses taken at Georgia Cyber Academy and courses approved from another institution will appear on the official transcript, with a numerical grade. The only exception to this will be for late enrollees, as determined by administration.

**HIGH SCHOOL TRANSFER CREDIT**
**Transfer Credits for Courses Taken Prior to Enrollment**
Georgia Cyber Academy (GCA) allows the transfer of high school course credits for full-time students, provided an official transcript is submitted from the accredited school where the credit was earned. GCA will determine which credits are recognized and in which subject credit is awarded. Students transferring to GCA from other schools are subject to the diploma requirements found in this handbook.

Official transcripts are analyzed by GCA School Counselors and GCA Registrar. Students will receive notification of transfer credit decisions and posting of credits when the analysis is completed. Official transcripts from other institutions that have been presented for admission or evaluation become part of the student’s academic file and are not returned or copied for distribution.
GCA Procedures for Awarding Homeschool and Non-Accredited School Course Credit

Georgia Cyber Academy does not automatically accept course credits earned in homeschool or through a non-accredited school. GCA has three categories of courses from non-accredited sources to determine credit: 1) course with a corresponding EOC, 2) course that satisfies an elective credit for graduation, and 3) a course that satisfies an academic course requirement for graduation.

The GCA Homeschool Transcript Form must be submitted as an application for credit and should explain in detail what the course curriculum covered. The High School Placement Counselor will evaluate the GCA Home School Transcript Form to compare the course description provided on the form to the Georgia course description and determine if 1) the course lines up with state standards and if course credit can be awarded, 2) further assessment is needed, or 3) whether the student needs to take the EOC or not for course credit. GCA at its sole discretion may require an exam be taken to assess the validity of a student’s mastery of the standards for a given homeschool or non-accredited school course prior to awarding transcript academic course credit.

Students transferring from a homeschool or non-accredited school are placed on a probationary period of one semester in the grade that coincides with the number of credits submitted on the GCA Homeschool Transcript (with a maximum of seven per year) or Non-accredited School transcript. If the student has not taken OR passed the appropriate corresponding assessments at the end of one semester, the student’s credit standing will be re-evaluated and they may be required to complete additional diagnostic tests to determine their exact level of proficiency and mastery of standards in any given subject and may not be awarded the respective transferring graduation credits, depending on the results of the diagnostics taken. After the student’s first semester at GCA they will either continue in the grade that they were originally placed in based on transferring transcripts or they will be moved into the grade level based on the final number of credits awarded and the results of the diagnostic assessments taken.

All homeschool and non-accredited school courses accepted for credit will be excluded from GPA calculations and the GCA transcript. The accepted homeschool and non-accredited school credits will be reflected on the transcript, but not the homeschool and non-accredited school grades as they cannot be validated to be consistent with GCA’s grading system. The Home School Transcript Form and/or Non-accredited School Transcript information will be an extension of the GCA transcript for informational purposes.

Awarding Credit for Courses with a Corresponding EOC:

- Credit will be awarded for homeschool and non-accredited school courses with the receipt of a passing EOC score of 70 or greater. Only the EOC course awarded credit will be depicted on the GCA transcript, however no grade will be placed on the transcript. “NG” for No Grade will be reflected on the GCA transcript by the corresponding EOC course credit. The NG does not affect credit total or the student’s GPA in any way.
- If a student takes the EOC and does not score a 70 or better, then the course will not be counted for EOC course credit. However, it will be reflected as an elective credit on the student’s transcript with “NG” for No Grade. The NG does not affect credit total or the student’s GPA in any way. The student will be required to take the EOC course again through GCA for EOC course credit to satisfy their graduation requirements.

Awarding Credit for Courses that Satisfy an Elective Credit for Graduation:

- If a thorough course description is submitted on the GCA Home School Transcript Form or Non-accredited School Transcript, elective credit will be awarded. The Homeschool or Non-accredited school grade will be excluded from GPA calculations and the grade will not be depicted on the GCA transcript. “NG” for No Grade will be reflected on the
transcript by the corresponding course credit. The NG does not affect credit total or GPA in any way.

**Awarding credit for courses that satisfy an academic course for graduation:**

- Counselors will use their expertise along with the assistance of content area experts to determine if the student has mastered the curriculum. After comparing the submitted course description to the Georgia course description, the counselor may request further assessment from the respective subject area Lead Teacher to ensure content was covered and mastered. A formal assessment may be required to receive academic course transcript credit.

- If the counselor and/or Lead Teacher determine Georgia standards HAVE been met and mastered, academic course credit will be awarded. However, the Homeschool or Non-accredited School grade will be excluded from the GPA calculations and the grade will not be depicted on the GCA transcript. “NG” for No Grade will be reflected on the transcript by the corresponding course credit. The NG does not affect credit total or the student’s GPA in any way.

- If the counselor and/or Lead Teacher determine that Georgia standards HAVE NOT been met and mastered, elective credit will be awarded for the Homeschool or Non-accredited School course. However, the Homeschool or Non-accredited School grade will be excluded from the GPA calculations and the grade will not be depicted on the GCA transcript. “NG” for No Grade will be reflected on the transcript by the corresponding course credit. The NG does not affect credit total or the student’s GPA in any way. The student will be required to take the academic course again through GCA for academic course credit to satisfy their graduation requirements.

**Transfer Credits for Outside Courses Taken While Enrolled**

Any credits taken outside of GCA must be pre-approved by administration and/or school counselors to be considered as potential transfer credit and must be taken through an accredited institution.

**Transferring GCA Credits to Another School**

Course credits earned at Georgia Cyber Academy are transferrable at the discretion of the receiving school, which has the right to award or deny credit transfers based on their policies.

**COURSEWORK**

**Accessing Your Assignments**

One of the advantages to online learning is that all your assignments have been created ahead of time and are available within the course. There are no surprises; because you have a course schedule, you may work ahead. Lessons are conditionally released (unlocked) upon completion of the prior lesson.

**Submitting Your Assignments**

Save all assignments that are completed and submitted to your instructor, just in case. Always save a copy of what you submit either on a flash drive or on your computer’s hard drive. Also, students are provided with a Google account so that work may be saved to their Google Drive to be accessed on any device. If there are ever technical issues, you have the assignments ready to submit again if needed. If a problem arises during submittal, email your teacher the assignment with a screen shot of what occurred. Otherwise all assignments
should be submitted within the course. All assignment due dates are set and communicated using Eastern Standard Time (EST). Any assignment received after the due date and time according to Eastern Standard Time will be considered late.

**Grade Response Time**
Please allow a turn-around time of 3-5 school days after submitting an assignment during the Fall and Spring semesters and one school day during the summer semester, although you will often receive your grade sooner. For major projects, teachers may indicate a longer turn-around time for grading. Teachers will notify students when additional time is required to assess assignments such as projects. Keep the turn-around time in mind when planning your schedule so you can turn in assignments and still allow time for feedback.

**GRADING**
Our mission is to provide an exemplary individualized and engaging educational experience for all students by incorporating school, family and community partnerships, coupled with 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.

**Numeric Grading Scale**

**Kindergarten**
Kindergarten grades are determined by students acquiring a proficient understanding of mastery-based standards. Students receive a final grade of Pass (P) or Fail (F) for each standard. Kindergarten students are monitored for adherence to their Individualized Class Engagement Requirements and for their completion of all mandatory assessments.

**1st through 12th grades**
Final Grades are reported numerically based on the following scale:

- **A** = 90-100+
- **B** = 80-89
- **C** = 70-79
- **F** = 0-69

Grades at or above seventy percent (70%) are considered passing. Students taking high school courses will earn 0.5 credit for each semester grade at or above seventy percent (70%).

**Gradebook Composition**
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. A project/ paper may be broken into up to five (5) sections for the extended coursework section.

- Mandatory Benchmark, Growth, and Summative Assessment Participation grades shall be either 0% or 100%, based on whether the exam was taken or not AND within the time period allowed.
- Students may earn over 100% on any assignment, test or 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 will be reflected on their report card and transcript and accurately reported in Infinite Campus to the second decimal place.
Grades are calculated as outlined below:

<table>
<thead>
<tr>
<th>Gradebook Category</th>
<th>Elementary*</th>
<th>Middle</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework**</td>
<td>45%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Assessments**</td>
<td>15%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Extended Coursework**</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Reinforcement Assignments**</td>
<td>20%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Class Engagement Compliance</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Mandatory Benchmark, Growth, Summative</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Assessment Participation</td>
<td>N/A</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Grades 1-5  ** Teacher may move, adjust, add, or delete previously assigned work with at least 5 days notice/lead time to students

Late Work
At Georgia Cyber Academy students are responsible for accessing and completing daily assignments, as outlined in each course calendar. Due dates for assignments are posted in each course calendar to ensure that students are informed of appropriate pacing.

All coursework/assignments must be completed and submitted no later than the assigned time OR by 11:59 pm EST on the posted due date if no specific time is denoted by the teacher.

- Temporary zeroes are entered as grades for each assignment not submitted by the due date. The temporary zeroes will be calculated into the overall course scores for assignments that remain unsubmitted during the allotted late work policy window.
- Students are permitted to complete all coursework (excluding assessments) up to five (5) school days after the due date for FULL credit WITH PRIOR PERMISSION from school administration. Assignments received after the actual due date WITH PRIOR PERMISSION and within the granted grace period, will count for full credit. The new grade will replace the temporary zero in the grade book. It is at the sole discretion of the school administration whether permission is granted to accept work late and only when substantiation of extenuating circumstances is provided. This information will be documented in the student record.
- All students are permitted to complete all coursework (excluding assessments) up to five (5) school days after the due date for partial credit. Assignments received after the actual due date WITHOUT PRIOR PERMISSION, but within the granted grace period, will count for partial credit with a maximum score not to exceed seventy percent (70%). The new grade will replace the temporary zero in the grade book.
- Coursework received more than five (5) school days after the due date will not be accepted for grades, unless prior arrangements have been requested. Permanent zeroes will be entered as grades for these
assignments and for assignments not received by the permanent zero deadline.

- IMPORTANT NOTE regarding assessments – NWEA MAP, Interim Assessments, Unit Tests, Beacon, WriteScore, final exams, and other assessments as determined by the school must be completed within the class period(s) scheduled. Extended time will be followed. In some cases, it may be appropriate for assessments to be given early if a student completes work at a faster pace than their assigned class.

Due date extensions on assignments may be permitted under some extenuating circumstances with advance approval from school administration. Extenuating circumstances may include, but are not limited to conflicting student work schedules (Counseling AND Principal approval required), hospitalizations, debilitating illness, conflicting medical treatments, new parenting responsibilities (Counseling AND Principal approval required), APPROVED travel (Superintendent approval required), conflicting academic competitions

For students with Individualized Education Plans or 504 Plans, the plan accommodations and requirements regarding extended time will be followed.

Note: This is a change from previous years. Work will not be accepted after the five (5) school day grace period following coursework due dates. Students will not be able to complete missing work at the end of the semester.

Extra Credit
Extra credit may be offered at the discretion of the teacher. Any extra credit opportunities will be offered to the entire class, not to individual students. Examples of extra credit opportunities include:

- Study Guides
- Enrichment Projects

High School Course Failure and Repeat Credit
Failed courses will be recorded as an ‘F’ and/or with the failing numerical grade on the student’s transcript and a zero-quality point will be computed for the course in determining the GPA. Students are permitted to re-take failed courses. Courses required for graduation must be re-taken and passed. If a student re-takes a course, the initial failing grade and the subsequent repeated grade will appear on a student’s transcript and both grades will be factored into the student’s overall GPA.

Grade Appeals
Course Grade appeals must be submitted in writing to the school principal within thirty (30) days of the term end date. Upon receipt of the appeal, the school principal will lead a review internally among faculty, staff and administration.

A grade appeal may only be disputed for the following reasons:

- The grade was issued in error. This includes situations where there was a miscalculation of grade points that resulted in a lower grade for the appeal. The student must clearly demonstrate the miscalculation. It also includes situations such as missing records, mistaken grade entries, etc.
- The student’s documentation that he or she previously received a higher grade on a similar assignment at the same level of competency.
At least ten (10) business days are required for the principal and his/ her team to review a grade appeal request and issue an official decision. Appeal requests are permitted once per student, per term and all decisions are considered final.

**High School Grade Point Averages (GPA)**

For high school students, GPAs are determined by adding the total number of semester grades earned and dividing by the number of semester courses taken. Semester averages will be depicted on the transcript as well. Earned grades greater than 100% will be shown on the high school transcript as what the student earned. The cumulative GPA is determined by adding all semester grades earned and dividing by the number of semester courses taken. Courses taken outside of Georgia Cyber Academy are not included in the GPA if not taken at an accredited school. High school courses taken while in middle school are included in the GPA and are shown on the transcript unless the Learning Coach has opted out of this option.

**Report Cards and Progress Reports**

One of the many features available to students and parents/ learning coaches is a current report of academic progress, grades and attendance information. A parent/ learning coach or student may log in to the system at any time and view the information. Formal progress reports are distributed twice each year at the midpoint of each semester. A report card will be issued at the end of each semester and will be available in Infinite Campus. Report cards should be retrieved through Infinite Campus and will not be mailed to the student’s home. If you need assistance with your Infinite Campus account, please contact your Family Success Liaison.

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**PROMOTION and RETENTION**

**K-8 Promotion and Retention**

K-8 promotion and retention is determined by multiple data points including but not limited to: content grades, NWEA MAP assessments, Interim Assessments, Beacon Assessment, Reading Assessment, Write Score Assessments, i-Ready tests, Final Exams, and Milestones scores or a replacement for Milestones should the state test be suspended or waived. A historical perspective is also considered. Note: The Milestones results are more heavily weighted as this is our only teacher proctored assessment. Parents are provided an opportunity to appeal all retention decisions. See the GCA Promotion and Retention Policy in the Appendix or on our website at: [https://www.georgiacyber.org/resources/policies](https://www.georgiacyber.org/resources/policies).

**High School Grade Level Assignment/Placement**

Grade level placement is based on the total number of credits the student has earned. Students must earn the number of required credits prior to the start of the school year. Mid-year grade level changes are not permitted.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Credits Needed for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th</td>
<td>5 – 10.5</td>
</tr>
<tr>
<td>11th</td>
<td>11 – 16.5</td>
</tr>
<tr>
<td>12th</td>
<td>17 or more</td>
</tr>
</tbody>
</table>
Georgia Cyber Academy Graduation Requirements
Students are required to complete 23 Total Credit Hours:

- **4 units of English/Language Arts** (a full unit of American Literature and Ninth Grade Literature and Composition are required)
- **4 units of Math** (Math 1 or GPS Algebra 1, Math II or GPS Geometry and Math III or GPS Advanced Algebra shall be required, the fourth unit of math must be chosen from the list of GPS/CCGPS/AP or dual enrollment courses)
- **4 units of Science** (a full unit of Biology; one of Physical Science or Physics; one unit of either Chemistry, Earth Systems or Environmental Science and one additional science unit are required)
- **3 units of Social Studies** (a full unit of United States History; one unit of World History; ½ unit of American Government/Civics and ½ unit of Economics are required)
- **3 units of CTAE/World Language/Fine Arts**: A total of 3 units shall be required. If a student plans to attend a 4 year college/university the student should take 2 consecutive years of the same World Language
- **4 units of elective credits**
- **½ unit of Personal Fitness**
- **½ unit of Health**

Honors Graduate Requirements

- **Summa Cum Laude**: Graduates who have maintained a cumulative grade point average of 4.0 or better.
- **Magna Cum Laude**: Graduates who have maintained a cumulative grade point average of 3.75 or higher and have at least two units of Advanced Placement or Dual Enrollment credits.
- **Cum Laude**: Graduates who have maintained a cumulative grade point average of 3.75 or higher.
- **Valedictorian** is the summa cum laude graduate who has the highest SAT or ACT equivalent score (super score) among the summa cum laude graduates.
- **Salutatorian** is the summa cum laude graduate who has the second highest SAT or ACT equivalent score (super score) among the summa cum laude graduates.

ASSESSMENTS
Assessments are a necessary tool by which we can identify students’ strengths and weaknesses in order to better individualize their educational plan and supports and they are used to inform classroom instruction. These tools also assist us in determining a student’s level of academic mastery and may play a significant role in grade level placement decisions.

Students are required to take many assessments/tests/diagnostics/exams on camera & microphone. Teachers may also use our device management platform to monitor GCA devices during the assessment window. It is at the sole discretion of the teacher and/or school administration whether a student is required to take assessments/tests/diagnostics/exams on camera regardless of their proficiency level. If a student is required to take an assessment/test/diagnostic/exam on camera and fails to do so, then they will earn a zero (0) for that assessment/test/diagnostic/exam. Note: All Kindergarten through 3rd grade students are required to take all assessments/tests/diagnostics/exams on camera and/or microphone as may be applicable.
All students are required to attend tests/assessments/diagnostics/exams when they are assigned, or they will receive a zero (0). Students with excused absences will be given a make-up exam. Students may receive both a performance mastery grade as well as a participation grade for all tests/assessments/diagnostics/exams.

Students may be required to retake a test/assessment/diagnostic/exam if there is concern and/or indicators that the student did not take adequate time to perform the assigned task, did not take the test on camera, may have been assisted in performing the assessment in a manner that was not specifically permitted, and/or that the results may not have been the student’s own work. The determination of whether a student needs to retake a test/assessment/diagnostic/exam is at the sole discretion of the teacher and/or school administration. If a student is required to retake a test/assessment/diagnostic/exam, then a zero (0) will remain as the student’s grade until the test is retaken. If a student is found to have cheated on an exam, then the student may receive a zero (0) for the test/assessment/exam or may be given the opportunity to retake the test/assessment/exam for a score not to exceed 70% at the sole discretion of the teacher and/or school administration.

If the validity of an assessment/test/diagnostic/exam result is in question the student may be required to retake the exam in-person at the sole discretion of the school’s administration.

Testing for the Georgia Milestones Assessment System (End-of-Grade and End-of-Course exams), Georgia Alternate Assessment (GAA), and ACCESS for ELLs are mandatory for applicable students. They must be taken in person at the assigned location and time and on the assigned date.

NWEA MAP tests (3 x a year) and final exams (2 x per year per course/subject at the end of each semester) are taken online and at a specific time. These tests will be monitored on camera. These assessments are mandatory.

iReady Diagnostics are required and will be proctored on-line through video and microphone. When assigned these diagnostics are mandatory.

Beacon assessments are proctored on-line through video and microphone. When assigned, these assessments are mandatory.

WriteScore is taken twice per year and is proctored on-line through video and microphone. When assigned, these assessments are mandatory.

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a mandatory summative assessment that takes place over the course of a school year. At times, it requires online student-teacher interaction through video and microphone. This is not an in-person exam.

NWEA Reading Fluency assessments (grades K-3) may require student teacher interaction and are proctored on-line through video and microphone. These tests are mandatory.

Interim Assessments and Final Exams are proctored on-line through video and microphone. These tests are mandatory.

ACCUPLACER, AP, SAT, ACT, PSAT, ASVAB, etc. are optional, but must be taken in person at an assigned time.
These may be required to participate in specific programs.

Gifted Testing is by invitation only and may be given in person and/or online proctored by camera and microphone at the sole discretion of the school administration and/or according to specific testing requirements. The testing is optional, but a ‘Gifted’ designation may be required to participate in specific programs and/or activities and cannot be acquired without participation in Gifted Testing.

There may be additional required tests/assessments/diagnostics/exams depending on the grade level, course, and/or a student’s special circumstances that are monitored on camera and/or are taken in person. A student’s special circumstances may include but is not limited to those that may be required for RtI/MTSS monitoring, to participate in the Advanced & Gifted Program, to be considered for AP/Dual Enrollment classes, and/or as may be required per a student’s IEP.

All students have a set amount of time to complete tests/assessments/diagnostics/exams unless extended time is allowed per a student’s IEP and/or 504 Plan. Students who receive accommodations for extended time are typically expected to submit their tests/assessments/diagnostics/exams on the same due date as other students as extended time usually refers to the number of minutes allowed to complete an assessment. However, students are provided all necessary provisions as noted in their IEP and/or 504 Plan even if extended time, in rare instances, refers to an amended due date.

Pre-tests
Pre-tests are mandatory; 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 the gradebook as a completion grade only. A grade of zero (0%) will be given as a participation grade in the gradebook to all enrolled students who have not completed the pre-test within two weeks of enrollment. Students will earn a 100% participation grade for completing the pre-test within one week of enrolling in the course.

Quizzes
Quizzes will be administered throughout the course to assist teachers in assessing student mastery as well as to guide instruction. Students will have two (2) attempts to pass quizzes provided that they attend a small group or 1:1 session to review the material again before the 2nd attempt. If a student performs poorly on a quiz, he or she will have one (1) additional attempt to demonstrate mastery. After the first attempt, the student may be invited to a small group or given an asynchronous assignment to complete as part of reteach/relearn before the second (2nd) and final attempt. The student must attend re-teaching session and/or complete the asynchronous assignment before the second attempt is allowed.

Interim Assessments
Interim Assessments (IAs) will be administered during the final week of the Instructional Cycle during live class sessions. All students are required to take the Interim Assessments monitored on camera regardless of their proficiency level.

Interim Assessments will be recorded in the gradebook as both an assessment and a participation grade. They will be graded for accuracy and the student’s actual score will be entered in the Assessment category of the gradebook. Students will not be allowed to re-take an Interim Assessment.
All students have a set amount of time to complete tests/assessments/diagnostics/exams unless extended time is allowed per a student’s IEP and/or 504 Plan. Students who receive accommodations for extended time are typically expected to submit their tests/assessments/diagnostics/exams on the same due date as other students as extended time usually refers to the number of minutes allowed to complete an assessment. However, students are provided all necessary provisions as noted in their IEP and/or 504 Plan even if extended time in rare instances necessitates an amended due date.

**Final Exams**

Final Exams are the summative assessment for each semester. Sometimes Final Exams are referred to as Interim Assessments (IAs), especially during first semester of a year-long course/subject. If a Final Exam is referred to as an Interim Assessment, then it will be the *LAST* Interim Assessment administered in the semester. All students are required to take their Final Exams monitored on camera regardless of their proficiency level.

Final Exams will be recorded in the gradebook as both an assessment and a participation grade. Final exams will 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. Students will not be allowed to re-take a Final Exam.

All students have a set amount of time to complete tests/assessments/diagnostics/exams unless extended time is allowed per a student’s IEP and/or 504 Plan. Students who receive accommodations for extended time are typically expected to submit their tests/assessments/diagnostics/exams on the same due date as other students as extended time usually refers to the number of minutes allowed to complete an assessment. However, students are provided all necessary provisions as noted in their IEP and/or 504 Plan even if extended time in rare instances refers to an amended due date.

**Georgia Milestones Assessment System (GMAS)**

All Georgia Cyber Academy 3rd through high school grade level students are required to attend various state-mandated summative assessments each year. *Opt-outs are not permitted*. Students having an approved excused absence will be required to make-up missed tests on an alternate day during the approved testing window or re-test during the summer if that is an option. Students may be withdrawn for truancy for not attending state mandated tests. Students may be retained for failing to take state mandated tests. Students may fail to be awarded credit for a high school course for failing to take state mandated tests.

*NOTE: If a family has students in multiple grade bands, then it is possible that the family may have students assigned to BOTH the morning and the afternoon testing windows during the Milestones Assessment period, thus occupying most of that family’s day. If a family has students in both 3-8 grades and in high school, then the Spring and/or Summer Milestones Assessment window may require participation over the course of two weeks depending on the high school EOC tests required.*

Students in Grades 3-8 take an End-Of-Grade (EOG) Assessment in English/ Language Arts and Mathematics, while students in Grades 5 and 8 are also assessed in Science and Social Studies.

Students in grades 3 through 8 are required to receive a reading determination of Grade Level or Above on the Georgia Milestones End-of-Grade Assessment in reading and to attain an achievement level of “Developing Learner”, “Proficient Learner”, or “Distinguished Learner” on the mathematics and ELA sections of the Georgia Milestones End-of-Grade Assessment to be promoted to the next grade level.
All K-8 students that failed math or reading/ELA are offered summer remediation to assist in closing academic gaps in knowledge/skills.

For grades 3, 5, and 8, if a student takes the Georgia Milestones End-of-Grade Assessment and does not score proficient or distinguished in reading, mathematics, and/or ELA, we offer help for the student to reinforce academic skills needing additional attention and an opportunity to take the Georgia Milestones End-of-Grade Assessment again. A student who does not score at grade level on this second administration of the Georgia Milestones End-of-Grade Assessment or who does not take the second administration of the Georgia Milestones End-of-Grade Assessment may be retained.

Note: The Georgia DOE does not offer Science or Social Studies EOG summer retest opportunities. The Georgia DOE does not offer 4th, 6th, or 7th grades the opportunity to retake EOGs during the summer. The Georgia DOE does not offer 3rd graders the opportunity to retake the math EOG during the summer. *GaDOE makes the decision which retests are offered. Georgia Cyber Academy has no say in the matter.*

High School and middle school students take an End-Of-Course (EOC) Assessment for each of the ten high school courses listed in the EOC course table below at the completion of that subject, *unless a dual enrollment college final or AP exam exemption is allowed per GaDOE guidelines.*

- All students enrolled in Ninth Grade Literature and Composition, Coordinate Algebra, Algebra I, Analytic Geometry, Geometry, and Biology **MUST** take the EOC regardless of the course level (i.e. AP/IB) or the course grade awarded by a postsecondary institution (i.e. Dual Enrollment).
- **Allowed EOC Exemptions through AP/IB**
  American Literature and Composition, United States History, and Economics.
- **Allowed EOC Exemptions through Dual Enrollment**
  American Literature and Composition, Physical Science, United States History, and Economics.

Typically, the EOC tests are administered at the completion of the course, regardless of the grade level. These assessments serve as the final exam for the course and count as twenty percent (20%) of the student’s final course grade. Students that fail an EOC taken during the Spring administration may retake the EOC that they failed a 2nd time during the following summer testing administration.

*If state EOC tests are suspended or waived for any reason, then a replacement final exam will be given in their place and the final exam will count 20% of the EOC course grade in place of the state EOC test grade.*

Please see the table below for a listing of EOC courses:

<table>
<thead>
<tr>
<th>English/Language Arts</th>
<th>9th Grade Literature &amp; Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American Literature &amp; Composition</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I or Coordinate Algebra</td>
</tr>
<tr>
<td></td>
<td>Geometry or Analytic Geometry</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>United States History</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTES:** Students who are testing to validate credits from a home school or unaccredited private
Students testing for course completion have two opportunities to test before a zero is factored into their grade for their EOC score.

**Advanced Placement (AP) Course Exams**

AP Exams are offered for all AP courses.

*For the possibility of earning college credit for an AP course, a student must take the AP exam for that course and pass at the level required by their receiving college, university, and/or technical school.*

AP students, also, take an AP Final Exam. AP students can take the Georgia Milestones EOC Assessment in lieu of the AP final exam for the following courses unless the EOC has already been taken for a lower level HS course:

- AP Microeconomics
- AP Macroeconomics
- AP United States History
- AP American Literature and Composition

That said, if a student chooses not to take the AP Exam, then they will not receive college credit for the course. Typically, colleges and universities require a score of 3 or higher on the corresponding AP exam to receive college credit, although some require a 4 or 5 to receive college credit. Please check with your intended college or university to determine their credit rules regarding AP courses.

It is assumed that students in AP courses are not taking the Georgia Milestones EOC assessment in the exempted courses allowed by the state and are taking the AP exam for that course unless they notify a GCA teacher, counselor or administrator otherwise.

A Georgia Milestone EOC assessment grade may only count in one course. For example, a student who takes the US History Georgia Milestone EOC assessment may not count that Georgia Milestone EOC assessment grade in both a US History course and an AP US History course. Also, if a student is taking the course a second time, the first Georgia Milestone EOC assessment score cannot be counted as the Georgia Milestone EOC assessment grade.

**Testing Site Assignments**

Georgia Milestones End-Of-Grade (EOG) and End-Of-Course (EOC) testing will be conducted in-person at multiple testing sites throughout the state. The tests will be proctored by Georgia Cyber Academy faculty and staff over a one to five-day period, depending on the test and the student’s grade level.

Students will be notified in advance of their testing site assignments and testing dates and times. Students are assigned a test site based on proximity to their primary address on file. Every effort is made to secure a test site within forty-five (45) miles of a student’s home, but it is not always possible due to the availability of feasible sites and/or the number of students within a given area.

**Important Notes:** There are fewer testing sites for December EOC administrations and summer Milestones Re-Tests than there are for the spring administrations. Therefore, please be aware that for December EOC administrations and summer Milestones Re-Tests students may be required to attend at a different location than they did during the Spring Milestones administrations. Also, site locations and their availability change from year to year, so students may or may not have the opportunity to test at the same site from previous years or testing administrations.
TRANSPORTATION ISSUES ARE NOT CONSIDERED A VALID EXCUSE TO MISS MILESTONES TESTING. If a student encounters transportation issues on any given day of Milestones EOC/EOG testing, then make-ups will be arranged provided that the state testing window has not closed, or the student can be moved to an alternate testing site that is located on a public transportation line.

Other In-Person Assessments
In addition to the Georgia Milestones EOG an EOC tests, the following assessments may also be administered in-person at the sole discretion of school administration and/or may be mandatory depending on program/service/assessment requirements:

- Georgia Alternative Assessment
- ACCESS for ELLs 2.0
- WIDA Screener
- Gifted Testing
- Special Education evaluations
- PSAT
- SAT
- ACT
- Advanced Placement (AP) Exams
- Accuplacer
- ASVAB
- DIBELS (Grades K-5) – rarely applicable
- NWEA Reading Fluency – rarely applicable
- i-Ready Diagnostic – rarely applicable
- Beacon Assessments – rarely applicable
- NWEA Growth Assessments - rarely applicable
- Interim Assessments – rarely applicable
- Final Exams - rarely applicable

Specific testing dates and locations will be published no later than two weeks prior to the testing window. Attendance at testing is mandatory. Students may face academic and disciplinary consequences for non-participation in testing, including withdrawal from Georgia Cyber Academy.
SPECIAL PROGRAMS & INSTRUCTIONAL SUPPORT SERVICES

SPECIAL PROGRAMS
Special Education Services
The 1997 amendments to the Individuals with Disabilities Educational Act (IDEA) and the more recent 2004
Individuals with Disabilities Education Improvement Act (IDEIA) have mandated that every school district in the
country develop a system to identify children with disabilities, from birth through age 21, who live within the district.

Georgia Cyber Academy will make a concerted effort to identify, locate and evaluate children who have a
suspected or confirmed disability, in accordance with all federal regulations and state standards as required by
Child Find. In addition, it shall be the policy of Georgia Cyber Academy that the child with a disability and his or
her parents/ guardians shall be provided with procedural safeguards, as required by law, throughout the
identification, evaluation and placement process and with a free and appropriate public education (FAPE).

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

- Autism
- Deafblind
- Deaf/Hard of Hearing
- Emotional & Behavioral Disorder
- Intellectual Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment & Blindness

Students with disabilities who qualify for Special Education Services can receive a free appropriate education
(FAPE) based on the student’s Individual Education Plan (IEP). Georgia Cyber Academy delivers special education
programming and related services in the least restrictive environment, as determined by the student’s IEP team.
Instruction and services delivered in a virtual and/or face to face environment are provided at no cost to the
parent, guardian or student. Through the virtual learning environment, students can be served using regular
education, additional supportive services, consultative, co-teaching, collaborative, and small group settings.
Progress monitoring of IEP goals is accomplished through a variety of data collection methods using a variety of
instructional programs, as well as the individualized assessments designed by special education and general
education teachers. IEP mandated, specialized instructional services are provided via the online learning platform,
and progress data is collected during live class sessions. These sessions are designed to aid in the continuous
progression and mastery of students’ IEP goals and objectives. These sessions, led by certified special education
teachers, are intended to support the student’s academic, behavioral, and post-secondary needs.

All members of the Georgia Cyber Academy school community believe that varied instructional practices and
learning environments benefit all children. Related Services, such as Speech, Physical Therapy, and Occupational
Therapy, etc. are determined through review of various data sources to include evaluations and progress
monitoring data. In sum, Georgia Cyber Academy is committed to the full implementation of IDEA. When
students served through the Department of Special Education are provided with the appropriate supports, as
outlined in their IEP and through the collaborative efforts of parents, students, teachers, therapists and other
faculty/ staff (as appropriate), we believe they will achieve.

Any additional information regarding Parent Rights, Special Education Records, and services offered should be
directed to Veronica Crenshaw vcrenshaw@georgiacyber.org, Gaetane Borders gborders@georgiacyber.org,
and Dr. Lynea Laws llaws@georgiacyber.org, the Special Education Assistant Directors.
Students receiving special education services may have additional face to face, on camera, and attendance requirements per their IEP. The learning coach or designated adult will have additional meetings with staff as is required.

Please review the Special Education Manual located on our website for complete information on this program.

**Advanced and Gifted Program**

The Advanced and Gifted Program (A&G) is a supplemental program designed to meet the needs of our advanced learners in a variety of ways including: enriched sessions, curriculum compacting, topic enrichment and extension, honors, advanced, and/or accelerated course planning and placement; along with other activities which incorporate academics, multiple intelligence’s, and social interaction.

General Advanced and Gifted program qualifications are set forth by GaDOE guidelines and implemented in accordance with specific Georgia Cyber Academy program criteria. These requirements are subject to change year to year; therefore, students may need to re-qualify annually to remain in the A&G program.

Participants in the A&G are expected to maintain exemplary progress and achievement. If you feel your student qualifies for the program, please contact the Assistant Director of Advanced & Gifted Programs, Marchele Nelson, at mnelson@georgiacyber.org for additional information. Please note that students must qualify each year to participate in the Advanced & Gifted Program.

Advanced & Gifted learning options also include Advanced Placement (AP), Acceleration, and Honors courses. Georgia Cyber Academy plans to offer the following AP and Honors courses for the 2020-2021 school year:

- Honors 9th Grade Literature and Composition
- Honors World Literature
- Honors American Literature
- Honors Biology
- Honors Chemistry
- Honors Physics
- Honors Algebra
- Honors Geometry
- Honors World History
- AP US History
- AP World History
- AP US Government and Politics
- AP Calculus AB
- AP Statistics
- AP English Literature and Composition
- AP English Language and Composition
- AP Biology
- AP Environmental Science
In addition, Georgia Cyber Academy will allow qualifying students to take the following AP classes through Georgia Virtual School for the 2020-2021 school year:

- AP Research
- AP Seminar
- AP Art History
- AP Music Theory
- AP Chemistry
- AP Physics 1: Algebra Based
- AP Physics 2: Algebra Based
- AP Physics C: Mechanics
- AP Human Geography
- AP Comparative Government and Politics
- AP European History
- AP Microeconomics
- AP Macroeconomics
- AP Psychology
- AP Calculus BC
- AP Computer Sciences A
- AP Computer Science Principles
- AP Spanish Language and Culture
- AP French Language and Culture

Please review the Advanced & Gifted Manual located on our website for complete information on this program.

**INSTRUCTIONAL SUPPORT SERVICES**

Students that have a 504 plan or have been identified as needing RtI Tier 2 or 3 supports, may have additional face to face or on-camera interactions. The learning coach or designated adult will have additional meetings with staff as is required.

**Section 504 Plans**

Under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act, some school-age children with disabilities who do not meet the eligibility criteria for Special Education services may be eligible for special protections and for adaptations and accommodations in instruction, facilities and activities. Children are entitled to such protections, adaptations and accommodations when they have a documented disability that: (1) has a physical or mental impairment that substantially limits a major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. The determination of whether a student has a physical or mental impairment that substantially limits a major life activity (and therefore has a disability) must be made on a case by case basis and is subject to review by the school 504 team. After all documentation of the disability and its academic impact for the student is collected, an eligibility meeting will be held with the teacher(s), parent/legal guardian, 504 coordinator, and administrator to determine plan eligibility and appropriate accommodations.

Please review the 504 Manual located on our website for complete information on 504 Plans and their requirements.

**Response to Intervention (RtI)/Multi-Tiered Support System (MTSS)**

Georgia Cyber Academy supports the academic achievement of all students, particularly those most at-risk. The Response to Intervention (RtI)/Multi-tiered Support System (MTSS) team composed of parents, teachers, administrators, trained professionals and the student (as appropriate), uses a tiered model incorporating problem-solving methods and research-based
interventions to identify and serve students having academic, behavioral or emotional difficulties. The goal of the RtI/MTSS process is for the teacher, learning coach, and/or parent to work together so the student may achieve a satisfactory rate of progress in the regular educational setting, preventing the need for more intensive services at a later period. In accordance with the Georgia Department of Education, all students at Georgia Cyber Academy participate in the RtI/MTSS process, which is embedded in the school’s instructional model. This model includes standards-based curriculum, direct instruction from certified teachers via live sessions, other supplemental programs, as well as all state mandated assessments. As a student identified as needing Tier 2 or Tier 3 supports, they would receive supplemental help from their teacher, such as small group or individual Live Class sessions and/or other research-based interventions and may move up the tiered process for additional support. The teacher, intervention specialist, and the learning coach/parent form a partnership to determine which additional interventions are required to further support the student’s learning needs. In addition, older students (Grades 4 and up) are encouraged to participate in this decision-making process.

The teacher and learning coach/parent carefully follow and document the student’s response to those interventions over a course of six to twelve weeks. During this period, data is collected and reviewed to determine whether the recommended interventions are effective. Once the data has been collected and reviewed, the Student Support Team (SST), made up of the classroom teacher, learning coach/parent, and other interventional specialists, reviews the student’s progress, assignments, assessment scores, educational and family learning history, medical history and the results of the interventional strategies previously attempted with the student. If the interventions have shown little to no effect on student progress, the SST may recommend a referral for further academic or behavioral screenings, a comprehensive diagnostic evaluation and/or a referral to participate in other supplemental programs designed for more intensive student support. Since RtI/MTSS is a process, not a program, students may move up and down through the tiers throughout their academic career. The goal of RtI/MTSS is a proactive one, to provide students with the tools necessary to achieve academic success.

Note: Regardless of whether a student is struggling or typically does well academically, there may be times that extra support is required to master a skill or concept. When students are invited to a small group reinforcement session or tutoring, they are required to attend the live session even if they have full flexibility.

Please review the RtI/MTSS Manual located on our website for complete information on this program.
STUDENT LIFE: RESOURCES AND SUPPORTS

FAMILY ACADEMIC SUPPORT TEAM
The Family Academic Support Team (FAST) was started ten years ago to provide support to our students and our learning coaches. The team has grown from a team of five to a team of approximately a hundred! Our families can expect the support of a Family Success Liaison (FSL) from the time they start their academic journey at GCA and on throughout their time here.

The Family Academic Support Team (FAST) provides encouragement and support to students and learning coaches in their navigation of our virtual school environment. The Family Academic Success Team also supports our students in overcoming many challenges - academic, social, emotional, medical and otherwise- to succeed in school and beyond by liaising with all GCA departments in order to better serve our students’ and families’ individualized needs. The team’s holistic approach includes early intervention, support services, and linking families to school and community-based resources. Family Success Liaisons (FSLs), Family Engagement Coordinators, Family Resource Coordinators, and content teachers work collaboratively with our families to stay connected, informed, and encouraged in our on-going effort to serve our students well, provide an environment where they can be successful, and work with families to provide the extra help needed to enable students to stay motivated and on track.

More information on the Georgia Cyber Academy FAST program can be found on the GCA website at www.georgiacyber.org/parents/parent-resources

Family Success Liaison Responsibilities:
- Facilitates a close working relationship between families and other school staff by being a main point of contact.
- Guides new families through the Strong Start/Stay Strong Process (onboarding) to ensure understanding and navigation of the main online school platforms. Provides troubleshooting and basic platform support throughout the school year. (Canvas, Clever, G-suite (Google Tools), Jigsaw, Infinite Campus, Nucleus (Attendance Program), etc.)
- Initiates regular and frequent contact with families to encourage attendance and compliance with school requirements and initiatives
- FSLs and content teachers work together with families to provide the extra help needed to enable students to stay motivated and on track.
- Guides and directs the student through using the Online School Platform.
- Informs students and families of school updates/ information.
- Provides support in all areas of successful student learning and achievement.

Family Success Liaisons are available Monday-Friday from 8 am until 4 pm. If you are unable to reach your FSL, you should expect to receive a response within twenty-four hours (on school days).
COUNSELING and STUDENT SUPPORT SERVICES

Through a holistic approach, the Georgia Cyber Academy Counseling Department will empower all students to reach their highest potential by using a comprehensive school counseling program that promotes academic, career, and personal/social development. Our program will foster the growth of each student as a civic-minded contributor with their local communities and beyond. Upon graduation, students will be college and/or career ready and will have the competencies necessary to make self-directed, realistic, and responsible decisions to be successful contributors to society.

The mission of Georgia Cyber Academy’s School Counseling Department is to provide a data-driven comprehensive school counseling program that is proactive, developmentally appropriate and one that will assist all students in acquiring the mindsets and behaviors needed to become productive students, responsible citizens, and lifelong learners. The counselors at Georgia Cyber Academy will collaborate with all stakeholders, including students, parents/guardians, staff and community member to work towards meeting the needs of all students.

All stakeholders within Georgia Cyber Academy share in the benefits of its comprehensive school counseling program.

Student Benefits
- Access for all students to the comprehensive school counseling program.
- Monitors and interprets data to facilitate student improvement and school success.
- Provides strategies for closing the achievement gap.
- Creates a culture of college and career readiness for all students.
- Advocates for students and promotes equitable access to educational opportunities.
- Offers career and social/emotional development.

Parent/Guardian Benefits
- Supports active partnerships for student learning and career planning.
- Invites and coordinates access to school and community resources.
- Advocates for student academic, career, and personal development.
- Provides training and informational workshops.
- Provides data for information on student progress.

The Counseling department at Georgia Cyber Academy is made up of Assistant Directors, School Counselors, Social Workers, Graduation Coaches, Placement Counselors, Work Based Learning Professionals, Event Coordinators and professional personnel with a wealth of experience and knowledge. Many have worked for years in brick-and-mortar schools with all grade bands, including college level students.

Our department strives to continue the development and implementation of the comprehensive counseling and social work programs based upon the identified needs of Georgia Cyber Academy students in grades K-12. We also aim to integrate school counseling and social work programs within the total educational curriculum and programming of the school.
Programs offered by the Counseling Department include:

- ES Counseling
- MS Counseling
- 9-11 Counseling
- Senior Counseling
- Dual Enrollment Counseling
- Graduation Coaching
- Post-Secondary Graduation Option/SB2
- Work Based Learning
- Academic Placement and Compliance
- Advocacy
- Community Engagement/Outreach
- Personal/Crisis Counseling
- Academic Counseling
- Post-Secondary Counseling
- ES Social Work
- MS Social Work
- HS Social Work
- MKV (Homeless) Social Work
- Mental Health Support
- Community Resource Coordination
- Parent and Family Guidance/Support

Suicide Awareness and Mental Health Support (All Grade Levels)
The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. Information will be provided to students about suicide prevention and positive attitudes about mental health. This will increase students’ ability to recognize the warning signs of suicide and how to seek help for the individual.

Many of the indicators of abuse are common to multiple categories of abuse. Indicators like running away, school problems, aggression, depression, anxiety, withdrawal, excessive worries, substance abuse, self-injury, and suicidal thoughts or actions could be a response to any type of abuse.

Deciding why a child needs help is less important than acting on your concern that a child is in harm’s way. If the child you are concerned about has attempted suicide in the past or your concern is about the danger that the child represents to him or herself, you may want to contact the Suicide Prevention Lifeline 1-800-273-TALK (8255) to learn more.

Some of the warning signs that someone is at high risk include:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- Inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent
- Looking for a way to kill oneself, such as searching online or buying a gun
- Talking about feeling hopeless or having a reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings
- Talking about wanting to die or kill oneself

If you are concerned about your child or you are having thoughts of suicide, please access or contact the school counselor or social worker for more information related to suicide prevention services available in your area. For access to services and immediate crisis help, call the Georgia Crisis & Access Line (GCAL) at 1-800-715-4225, available 24/7. You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.
Georgia Cyber Academy’s security platform, Securly, monitors student search history to protect our students. If a severe self-harm alert occurs during weekends or holidays, Securly will send a law enforcement officer to conduct a well-check.

Prevent Child Abuse
It takes parents, caregivers and supportive resources to help children thrive. Parents and children are often in complex situations and need professional and community support. Prevent Child Abuse Georgia provides the 1-800-CHILDREN Helpline whose bilingual staff are trained to listen to parents and help connect them with programs and services in their neighborhood.

Here’s how you can help:

1. Call the 1-800-CHILDREN (1-800-244-5373) Helpline to talk to trained professionals to connect them with supportive programs in their area.
2. Go online to use the 1-800-CHILDREN Resource Map, which contains over 3,000 local and statewide programs designed to assist and support families. See what services are available in your area.
3. Use the FREE helpline 1-855-GA-CHILD (1-855-422-4453).
4. Additional information about 1-800-CHILDREN is located at PCAGeorgiaHelpline.org.

The 1-800-CHILDREN Helpline can connect caregivers with:

- Parenting support
- After school and other child programs
- Counseling and support groups
- Referrals for legal needs
- Grandparent raising grandchildren
- Concerns about well-being of a child or family member
- Family violence concerns
- Community resources for emergency assistance

The Helpline is toll free, bilingual, available Monday to Friday, from 8 a.m. to 6 p.m., and a good place to discuss options.

How to Report Child Abuse
Reports are taken 24 hours a day, 7 days a week by calling 1-855-GACHILD / 1-855-422-4453
Bridge Bill: College and Career Advisement

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.

The following BRIDGE Law advisement tasks are required to be completed at each grade level:

6th Grade:
- Complete Career Cluster Inventory

7th Grade:
- Complete Interest Profiler Inventory
- Explore three career concentrations/clusters

8th Grade:
- Save three occupations/occupational information in student portfolio
- Update Individual Graduation Plan on Graduation Plan/Program of Study
- Receive Dual Enrollment information

9th Grade:
- Exploration of 3 Careers

10th Grade:
- Complete a career interest and aptitude inventory

11th Grade:
- Save three possible choices of postsecondary options in their career profile
- Research at least one additional state or local workforce development initiative, such as “High Demand Careers Initiative,” “HOPE Career Grant,” “Trade 5 Skills Initiative” or any other local or state workforce needs for your county / region of Georgia

12th Grade:
- Complete “Next Step” information as saved to their electronic career portfolio: 4-year institution, 2-year institution, apprenticeship, military, technical college, special purpose (vocational) school or workforce

STUDENT CLUBS AND COMPETITIONS

Georgia Cyber Academy encourages contribution to student life through school clubs, which represent the wide range of our students’ interests and talents. Students gather in a secure and inviting online environment where they can explore topics that interest them, under the guidance of a GCA faculty/ staff member. Such interactions create a strong community among our diverse student body and can result in the development of lifelong friendships. These clubs meet at pre-determined days/ times. If a group of students has a common interest, which is not represented in our current club offerings, they may submit a proposal to the Head of School to form a new club.
STUDENT FIELD TRIPS / ANNUAL SCHOOL-WIDE EVENTS
Georgia Cyber Academy recognizes the importance of face-to-face interaction and strives to provide numerous opportunities for students to connect with each other throughout the school year.

Students that are performing below grade level are limited to 2 (two) field trip excused absences per semester. All assignments are still required to be completed. Also, class recordings MUST be reviewed for all required classes.

Students are not permitted to participate in field trips that fall on Pre-Test, NWEA MAP, IA, Final Exams, Access, or Milestones EOG/EOC assessment days unless those exams have been previously completed.

In addition to our regular field trip offerings, which can be found on the calendar posted on our website https://www.georgiacyber.org/calendars/events-field-trips, GCA students may participate in the following school-wide events:

- Annual Welcome Back Event at various sites around the state.
- Annual End of Year Event at various sites around the state

Students are marked as excused from Live Class Sessions for both the GCA school-wide annual events.

SCHOOL CULTURE and COMMUNITY
Georgia Cyber Academy has a robust school culture and an active community of students, families, and staff. Throughout the year, students will have the opportunity to participate in various school culture initiatives which are designed to enhance student learning and keep our school community connected and engaged.

School nickname: Champions    School mascot: Champ the Owl    Colors: Navy and Orange

School Motto: Rise Up, Aim High, and Soar

School Logo/Mascot/Crest:
School Culture Initiatives Calendar:

- **July**
  - Open House Sessions
  - Community Partner Events
- **August**
  - PTSO Membership Drive
  - Community Partner Events
- **September**
  - GCA Outing/Inning Day
  - Community Partner Events
- **October**
  - Anti-Bullying Month
  - Fire Prevention Week
  - Red Ribbon Week
  - Community Partner Events
- **November**
  - Apply to College Month
  - Family Engagement Month
  - Community Partner Events
- **December**
  - Community Partner Events
- **January**
  - School Choice Week
  - Peace Poem Competition
  - Great Kindness Challenge
  - Community Partner Events
- **February**
  - Parent Leadership Month
  - African American History Month
  - Counselor Appreciation Week
  - Community Partner Events
- **March**
  - Read Across America Day
  - Career Day
  - Pi Day
  - PTSO Exec. Board Nominations
  - Community Partner Events
- **April**
  - Autism Awareness Day
  - Community Partner Events
- **May**
  - GCA Outing/Inning Day
  - Beta Club & NHS Inductions
  - Science Fair
  - Teacher Appreciation Week
  - National Charter Schools Week
  - Senior Honor’s Day
  - Senior Prom
  - Senior Graduation
- **June**
  - Summer School & Remediation

For questions about school culture initiatives or interest in becoming more involved in our school community please email: champ@georgiacyber.org

**DIABETES MEDICAL MANAGEMENT**

GCA ensures that at minimum two staff members are trained in diabetes management. These employees are not required to be health care professionals but have participated in required Diabetes Management training.

Parents/Guardians of students with Diabetes must submit a Diabetes Management Plan completed by the student’s physician or healthcare provider in the event any type of diabetes management will be needed at in-person or events, assessments, or school functions. The district will additionally provide information to all staff in the recognition of diabetes-related emergencies.
STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT CODE OF CONDUCT

Georgia Cyber Academy students have a right to:

- function and work in a positive learning environment, free from disturbances created by self or others.
- participate in safe school outings.
- have individual beliefs, ideas, cultures, religious practices and to have these differences respected.
- be treated with courtesy, fairness, and respect.
- have personal or school property respected.
- participate fully in school life, when all the established requirements have been fulfilled.
- a clear understanding of what is expected of them.
- a fair hearing in cases involving the application of academic or disciplinary regulations.

Georgia Cyber Academy students have the responsibility to:

- abide by all laws.
- abide by all rules, policies, and procedures of Georgia Cyber Academy.
- understand and accept that student learning is the primary purpose of our school and during instructional time, to behave in a manner that promotes opportunities for optimal teaching and learning.
- respect the right of others to have a safe school environment in the presence of other students or people.
- accept the uniqueness of others.
- treat others with courtesy, fairness and respect.
- respect and secure private, school, and public property.
- assure that participation in all aspects of school life is open to everyone.
- know their role in the school community and to help others to understand their role.
- understand and utilize the school’s procedures for resolving concerns, conflicts, and disagreements.
- be courteous and respectful in all communications
- attend classes as required.
- complete and turn in assignments on time.
- participate in all assessments including state mandated tests within the stipulated period.
- ask if they are struggling and need assistance.
STUDENT BEHAVIOR GUIDELINES
Georgia Cyber Academy expects all students to behave in a manner that is respectful of others and towards school property. All violations of the Code of Conduct will be part of a student’s disciplinary record and may be used in a student disciplinary hearing pursuant to Georgia Cyber Academy’s progressive discipline process. Suspension of a student from school for not more than ten (10) consecutive days is considered a short-term suspension, not subject to formal rights of hearing or appeal. Although there are no such rights guaranteed by law, parents/guardians may contact the Office of the Head of School to discuss their disciplinary incidents and actions involving their children.

The following are some examples of misbehavior that will result in discipline:

- Violations against property including but not limited to damage to or destruction of school property or the property of others, failure to compensate for damage or the destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism (including outing locations and test sites).
- The use of profanity or obscene language or the possession of obscene materials.
- The dissemination of profane, obscene, lewd, or pornographic images, url links, or websites.
- Gambling
- Hazing
- Defiance toward faculty/staff members
- Using, possessing or distributing tobacco or tobacco paraphernalia
- Using, possessing or distributing vaping paraphernalia on school property or at school outings/events
- Using, possessing, distributing or being under the influence of alcohol or other intoxicating substances.
- Using, possessing, distributing or being under the influence of narcotics, drugs or other controlled substances (except as proscribed by a physician).
- Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia.
- Using, possessing or distributing weapons or other dangerous objects.
- Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used as a weapon.
- Possession, use, or distribution of explosives or any compound mixture, the primary or common purpose or intended use of which is to function by explosion.
- Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation.
- Acts disruptive of the educational process including but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, insubordination, failure to identify oneself, improper activation of fire alarms or bomb threats.
- Possession of nuisance devices or objects which cause distractions including, but not limited to, pages, radios, and phones during learning experiences or school events.
- Possession or distribution of slanderous, libelous, or pornographic materials.
- Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.
• Violation of any local, state or federal laws (as appropriate).
• Falsification of any records, documents, notes or signatures.
• Tampering with, changing or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means.
• Impertinent or disrespectful language toward teachers or other school district personnel; sexual abuse or harassment.
• Actions including fighting or other assaultive behavior, which causes or could cause injury to students or other persons or which otherwise endangers the health, safety or welfare of teachers, students, other school personnel or other persons.
• Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgement.
• Violations against persons including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, sexual assault, illegal or inappropriate sexual conduct or indecent exposure.
• Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people.
• Physical or verbal threats, including but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist.
• Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status regarding public assistance, disability, national origin, or sexual orientation.
• Disobedience or insubordination to teachers or other school district personnel.
• Violation of school rules, regulations, policies or procedures.
• Attempts to and/or successfully hacking into the software, online programs, systems, and virtual platforms utilized by GCA.
• Impersonating a teacher in any manner and/or her classroom rights as the classroom moderator/host.
• Impersonating an administrator/staff member in any manner and/or her classroom rights as the classroom moderator/host.
• Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons or which violates the rights of others or which damages or endangers the property of the school, or which otherwise interferes with or obstructs the mission or operations of the school district or the safety or welfare of students or employees.
• Retaliation

Students who fail to comply with these requirements are subject to the following disciplinary actions:

• A verbal warning
• An in-person, online, or telephone meeting with the student, parent, teacher, counselor and school administrator will be arranged to discuss the student’s behavior.
• Suspension
• Expulsion

_Pursuant to OCGA Section 20-2-735, discipline will be in proportion to the severity of the behavior leading to the discipline. The prior disciplinary history of the student during the current school year and_
other relevant factors will be taken into account and due process procedures required by federal and state law will be followed. However, it is important for all students and parents to note that the circumstances of particular violations may warrant more severe consequences even on the first violation. The School reserves the right, in school administration’s sole and exclusive discretion, to take any and all actions necessary to protect its students, provide a safe and secure learning environment, and to ensure that the orderly operation of educational process including providing more severe consequences for certain violations.

Offenses that may result in expulsion include, but are not limited to the following:

- Violations against property including but not limited to damage to or destruction of school property or the property of others, failure to compensate for damage or the destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism (including outing locations and test sites).
- The dissemination of profane, obscene, lewd, or pornographic images, url links, or websites.
- Using, possessing, distributing or being under the influence of alcohol or other intoxicating substances.
- Using, possessing, distributing or being under the influence of narcotics, drugs or other controlled substances (except as proscribed by a physician).
- Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia.
- Using, possessing or distributing weapons or other dangerous objects.
- Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used as a weapon.
- Possession, use, or distribution of explosives or any compound mixture, the primary or common purpose or intended use of which is to function by explosion.
- Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation.
- Actions including fighting or other assaultive behavior, which causes or could cause injury to students or other persons or which otherwise endangers the health, safety or welfare of teachers, students, other school personnel or other persons.
- Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgement.
- Violations against persons including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, sexual assault, illegal or inappropriate sexual conduct or indecent exposure.
- Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people.
- Physical or verbal threats, including but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist.
BULLYING

Bullying of any kind is not tolerated and will result in disciplinary action up to and including the possibility of expulsion. Depending on the nature, severity, and outcome of the incident the matter may result in referral of the incident to the appropriate authorities as well. A Georgia Cyber Academy administrator will notify the parent and/or guardian via email and/or phone call of any student found by administration to have committed or is a victim of bullying.

Physical Bullying

We are fortunate that in a virtual educational environment with little in-person contact that physical bullying is almost non-existent. However, we do have field trips, school-wide events, and testing situations that are conducted in-person.

Physical bullying occurs when a minor is tormented, threatened, harassed, humiliated, embarrassed or physically assaulted in-person by another minor using verbal communications, physical instruments, and/or physical actions. For this behavior to be considered physical bullying, the infraction needs to take place between two minors. Physical bullying is not tolerated in any form at Georgia Cyber Academy.

Cyberbullying

Cyberbullying occurs when a minor is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another minor using the internet, interactive and digital technologies or mobile phones. For this behavior to be considered cyberbullying, the infraction needs to take place between two minors. Cyberbullying is not tolerated in any form at Georgia Cyber Academy.

- Assuming a false identity online to trick others.
- Spreading lies and rumors about victims.
- Tricking people into revealing personal information.
- Sending or forwarding mean text messages.
- Posting pictures of victims without their consent.

Effects of Cyberbullying include, but are not limited to:

- Physically, emotionally or mentally harming a student.
- Placing a student in reasonable fear of physical, emotional or mental harm.
- Placing a student in reasonable fear of damage to or loss of personal property.
- Creating an intimidating or hostile environment that substantially interferes with a student’s educational opportunities.

Below are some preventative measures that student can take to minimize their risk of being cyberbullied, as well as help stop the cyberbullying cycle:

- Never share personal information with anyone, even your best friend. Remember anything posted online may potentially be viewed by millions of people.
- Be careful with whom you interact online. Block messages or request from people that you do not know.
- Do not pass along or forward cyberbullying messages.
- Discourage your friends from cyberbullying.
Anyone can be a victim of cyberbullying, regardless of race, gender, ethnicity or financial status. The most important thing to do if you are being cyberbullied is to tell a trusted adult. An adult, whether it is a parent, teacher or school administrator, needs to get involved. Save and document all occurrences of cyberbullying.

Cyberbullying is no longer an anonymous crime. Technology allows for easy tracking of the source. Cyberbullying is illegal, and violators can be prosecuted.

**For learning coaches of bullied students**: If your student comes to you and reports being bullied, please report it to your child’s Family Success Liaison immediately.

If the accused is a student of the school, school administration will investigate the accusation. If the accusation is proven true, the school discipline policy will apply. If the accused is not a student of the school, the school administration will help the victim and his/ her family contact local authorities and/ or the local school district.

If a student is found guilty of cyberbullying, the following consequences will apply based on the severity of the infraction:

**First Offense or Minor Infraction**: The student will receive a verbal warning and meet with the school counselor to learn about cyberbullying.

**Second Offense or More Severe Infraction**: The student, parent/ guardian, counselor and administrator will hold a conference. A record of the infraction will be placed in the student’s file.

**Third Offense or Severe Infraction**: Repeated Infractions or Severe Infractions may result in the student being expelled from the school

* Determination of the severity of an infraction is at the discretion of the GCA Administration. In cases of severe infractions, local, state, or federal legal authorities may be contacted.

To learn more about cyberbullying, visit the following websites:

https://www.stopbullying.gov/cyberbullying/what-is-it/index.html
http://cyberbullying.org/
https://www.pacerteensagainstbullying.org/experiencing-bullying/cyber-bullying/

**STUDENT DRESS CODE**

The administration, faculty and staff of Georgia Cyber Academy are committed to providing our students with a safe, respectful learning environment, free from distractions. This includes both our virtual learning environment and in-person, school-sponsored events. When participating in live class sessions or attending in-person events, students are expected to dress in a manner that is supportive of learning and appropriate to the setting.
When on camera, the below rules apply to all parts of the student that may be visible to those receiving the image.

When at school sponsored in-person events, field trips, meetings, conferences, testing, or receiving educational support services the below student dress code rules apply in their entirety.

Clothing and accessories which interfere with, distract from, or further impede student learning are not allowed. Prohibited articles of clothing and accessories include but are not limited to the following:

- Any articles that may reasonably be considered a safety hazard or potential weapon.
- Garments that expose the midriff or cleavage, see-through or mesh clothing, halter or tank tops, pajamas, sleep or loungewear. More specifically, shirts, blouses and dresses must cover the abdomen, cleavage, back and shoulders. Shirts/ tops must also cover the waistband of pants, shorts or skirts, with no midriff or cleavage visible while standing or while bending over.
- If wearing bike shorts (or something similar), then the top worn must fall to mid-thigh.
- If wearing leggings, then the top worn must fall to mid-thigh.
- Hats, caps and other head apparel should not be worn except for religious or medical purposes.
- Clothing and accessories may not display any of the following:
  - Racial or Ethnic slurs
  - Hate Speech
  - Gang Affiliation
  - Vulgar, sexually explicit or suggestive language/ images
  - Products such as alcohol, tobacco or illegal drugs
- Shorts, skorts, skirts, and dresses must be at least be at finger-tip length. These items must cover all undergarments and maintain modesty when a student is leaning over or sitting down. It is highly recommended that if skirts or dresses are shorter than 2 inches above the knee that shorts be worn underneath the garment.
- Obviously oversized or baggy items. Pants/shorts/skirts must be worn at the waist. Sagging pants/ shorts are not allowed.

Georgia Cyber Academy administration, faculty or staff members reserve the right to determine what constitutes appropriate or inappropriate dress for the school setting. In matters of opinion, the judgement of school administration shall prevail.

**VIRTUAL CLASSROOM BEHAVIOR**

While our online learning environment affords students the opportunity to attend class anywhere, it is our expectation that all students conduct themselves in a respectful manner during live sessions, as you would in a face to face classroom.
The following guidelines outline our behavioral expectations in the virtual classroom environment:

- Make sure to present yourself in an appropriate manner on camera, in accordance with the GCA Student Dress Code.
- Make sure you are in a setting conducive to learning such as a home office, kitchen table, or personal desk. For example: A student should not attend live sessions from their beds unless medical reasons or disabilities necessitate that they do so.
- Please be sure to eliminate outside distractions, such as televisions and radios.
- If you have a cellphone, make sure it is on silent during the class session.
- Refrain from using inappropriate/offensive language in the chat, on the whiteboard, or on the microphone.
- Do not share personal information and/or contact information unless specifically granted permission to do so from your teacher and/or a school administrator (gaming identifiers, invitations to outside chatrooms, emails, phone numbers, addresses, last names, etc.).
- Do not attempt to hack and/or hack into the programs and platforms utilized by GCA.
- Do not impersonate a teacher and/or her classroom rights as the classroom moderator/host.
- Do not post pictures, images, websites, or links to inappropriate or illegal content in the chat box or on the virtual whiteboard. If an illegal posting is made or shared (forward/copy & paste/email), then the incident will be reported to the appropriate authorities up to and including the GBI (Georgia Bureau of Investigation).
- Do share (forward/copy & paste/email) inappropriate or illegal content (pictures, images, websites, or links to inappropriate or illegal content) that may have been posted in the chat box, on the virtual whiteboard, or received via email, contact your teacher IMMEDIATELY letting her know what may have occurred. If illegal content is shared, then the incident will be reported to the appropriate authorities up to and including the GBI (Georgia Bureau of Investigation).

GCA faculty reserve the right to remove any student from live class sessions due to inappropriate or distracting behavior. Teachers are authorized to give verbal warnings, written reprimands, refer students to school administration, and employ any other discipline and behavior management techniques except for suspension or expulsion of a student, discipline prohibited by law, or discipline permitted to be administered only by school administration.

**TREATMENT OF SCHOOL PROPERTY**

Georgia Cyber Academy may provide materials, books and other curricular supplies. Georgia Cyber Academy may also provide computers and printers to families. Hot spots are provided per financial need. The materials are school property and must be kept in good condition. Facilities that are used for Georgia Cyber Academy outings/test sites locations are also considered school property. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good working condition upon withdrawal from the program.

All printed materials are copyrighted, and unauthorized copying of those materials is copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his or her studies while enrolled in the school. Parents are to comply with this rule and all the terms and conditions of the School Property section of this handbook.
OFF-CAMPUS BEHAVIOR
Students are expected to be responsible representatives of the school at all times, whether online at an in-person school event or “off campus” - meaning outside of school activities. Adverse behavior that negatively affects the school’s community or reputation may result in disciplinary action, up to and including expulsion. Georgia Cyber Academy Administration reserves the right to discipline students and their families whose off-campus interactions have negatively impacted the school community.

SCHOOL SPONSORED EVENTS CONDUCT
Georgia Cyber Academy expects its students to adhere to its behavior guidelines while at school events, on school trips and during educational and co-curricular activities offered year-round. Safety, civility and respect for the worth of every member of our community remain the philosophical foundation of our school. Georgia Cyber Academy acknowledges that the family is responsible for a child’s behavior after school hours and on weekends, and our usual policy is to respect a student and the family’s privacy in that regard. However, behavior that significantly affects students when they are attending school sponsored events, that suggests a threat to the emotional or physical safety of our students may require action by the school.

Consequently, School Administration are authorized to take disciplinary action for misconduct that occurs at a school activity or event, on a school computer or platform, at a non-school activity, function or event where the misconduct leads to a potential danger or disruption of the school. The school has authority to take disciplinary action for such misconduct at any time of the year provided that such conduct has a direct, or immediate impact on school discipline, the educational operation or function of the school, or the welfare of students or staff of the school. Such misconduct could include, but is not limited to, a felony, a delinquent act which would be considered to be a felony if committed by an adult, an assault upon another student, a violation of the laws prohibiting controlled substances, or sexual misconduct and which makes the student’s continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (OCGA 20-2-751.5).

DISCIPLINARY HEARINGS
Disciplinary Hearing Officers are independent decision makers appointed by the Board of Education to hear disciplinary matters. Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority to issue a short-term suspension, long-term suspension, or expulsion of any student found to have violated the Code of Conduct. If a hearing is called, the student will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said ten (10)-day period. Prior to the hearing, students and parents will receive a notice to include the following:
1. The rules which the student has allegedly violated.
2. A description of the student’s acts.
3. The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
4. The maximum punishment that the student could receive
5. The time and place for the hearing
6. That the student is entitled to require witnesses to be present at the hearing and the student will have the right to present evidence, examine any and all witnesses presented and have an attorney at the student’s expense, to represent the student. School administrators should be notified prior to the hearing if a subpoena is to be issued by the Superintendent.
Parents/guardians should contact the school if they would like the notice and other documents related to the hearing in a language other than English. Language interpreter services are also available, upon request, for a student disciplinary hearing.

At the hearing, students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent’s expense, to represent the student. Any teacher called as a witness shall be given notice no later than 3 days prior to the hearing. O.C.G.A. § 20-2-754(b)(4). The decision of the Disciplinary Hearing Officer may be appealed by submitting a written notice of appeal to the Superintendent within twenty (20) calendar days from the date the decision is made.

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing, the school has the burden of proving that the student engaged in acts that violated the student code of conduct. The student will have the opportunity to present evidence and/or witnesses for the Disciplinary Hearing Officer’s consideration, but is not required to do so. The Disciplinary Hearing Officer will determine whether the student committed or did not violate the code of conduct as set forth by the school.

The Disciplinary Hearing Officer shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board of Education. The record and documentary evidence shall be kept on file by the Superintendent or designee for a period of twenty (20) days after the date of the decision of the Disciplinary Hearing Officer. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Hearing Officer, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final at which time the record and documentary evidence may be destroyed.

All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The Disciplinary Hearing Officer may limit unproductively long or irrelevant questioning.

The parents or legal guardian of the student may give testimony at the hearing and make a statement to the Disciplinary Hearing Officer concerning their feelings about the proper disposition of the case and to answer any questions. The student may be represented by counsel at the student’s expense at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interests. Failure to notify the District of a student being represented by counsel may cause a delay or continuance of the hearing.

All parties shall be entitled to subpoena witnesses for the hearing. A student or parent/guardian shall submit all requests for subpoenas to the student’s principal at least three (3) days prior to the time of the disciplinary hearing.

All student disciplinary proceedings and hearings conducted by either the Disciplinary Hearing Officer or the Board of Education are confidential and are not subject to the open meetings law. Only the following persons are permitted to attend a school disciplinary hearing conducted by a Disciplinary Hearing Officer: the accused student, parents or legal guardians of the accused student, legal counsel, a provider of interpretative services, school staff, and witnesses. Any written records, transcripts, exhibits
or other documents assembled or used in any manner with regard to the conduct of any student disciplinary hearing are not public records and are not subject to public inspection.

Students who receive long-term suspension or expulsion may file an appeal to the Georgia Cyber Academy Board of Directors. The student’s appeal must be in writing and delivered to the Superintendent.

When a hearing is appealed, the Board will review the transcript of the hearing, make a decision based solely on the record, and notify students and parents, in writing, of the Board’s decision. At the hearing before the Board, students have the right to be represented at the students’ and parents’ expense, by an attorney. The attorney will not, however, be permitted an oral argument at the disciplinary hearing appeal. Students and parents may appeal the Board’s decision to the State Board of Education by giving the Superintendent written notice within thirty (30) days of the decision of the Board.

Student Questioning by Officials

School Administrators: Principals and Assistant Principals have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment. Though it is important to inform parents about issues of concern, parental consent is not required prior to the questioning of students.

Department of Family and Child Services (DFCS): DFCS officials investigating suspected child abuse are permitted to conduct reasonable interviews and inspections of children. Notice to parents is neither required nor desirable when the object of that investigation may be the parents. If the investigation involves suspected child abuse by individuals other than those residing in the child’s household, parents will be informed that such interviews are being requested, if prior notification is possible.

Guardian Ad Litem: The Guardian Ad Litem is a trained professional appointed by the court to represent the best interests of minor children in court cases. Any request to interview a student or to inspect the student’s school record should be submitted, in writing, along with court documentation establishing the Guardian Ad Litem relationship with the child.

ACADEMIC INTEGRITY

All submitted coursework is assumed to have been completed only by the individual student. Students are responsible to observe standards on plagiarism, cheating and properly crediting all sources used during the composition of work. Students who fail to abide by these standards will be reported to the administration, which may result in a conference with the Learning Coach, failure of the course assignment or exam, loss of credit for courses, revoked access to courses and suspension/expulsion from the school.

Cheating

Cheating is the use of another person’s work to gain an unfair advantage. Cheating occurs when a student knowingly submits the coursework or an assessment of another individual and claims it as their own original work. Examples of cheating include but are not limited to the following:

- Copying a classmate’s work; this may be an answer to an essay question, any written assignment or exam.
• Copying from course feedback provided by another school, person, website, and/or platform.
• Copying answers to exams found in other sources, such as entering the question into a search engine and copying the response found online.
• Collaboration between two students, which results in submitting identical answers on such assignments.
• Using online translators for assignments in language courses.
• Additionally, students using books or other technological devices for assistance during tests and assessments is considered cheating unless explicitly allowed by the teacher. These actions also mask a student’s need for additional help and academic interventions, which can ultimately lead to a significant academic deficit.
• Hints and assistance with answers from others while taking and assessment or test may be considered cheating. These actions also mask a student’s need for additional help and academic interventions, which can ultimately lead to a significant academic deficit.
• Submitting work that is not one’s own.

Plagiarism
Plagiarism is using an author’s work, without acknowledging the source of the material. Examples of plagiarism include, but are not limited to the following:

• Quoting work from an outside source, without proper citations and attribution.
• Improper paraphrasing of another person’s work, maintaining the original text with little alteration or re-wording and/ or not citing the source.
• Copying information from a book, play, speech, article, website or other written or spoken work without proper citation.

Plagiarism may occur unknowingly. It is important to understand that simply acknowledging a source through quotation marks or comments is not the same as citing it.

Academic Integrity Violations
All students who violate principles of academic integrity will be reprimanded. Depending on the nature of the offense, a student’s grade or ability to earn credit for a course may be affected at the discretion of the student’s teacher and Georgia Cyber Academy administration. Violations of academic integrity will be reprimanded per the following guidelines:

• The first offense will be handled between the classroom teacher, administrator, student and parent/ learning coach. The teacher will provide additional instruction as to what constitutes plagiarism and/or cheating, and the student will receive a zero on the assignment. Depending on the severity of the infraction, the student may have an opportunity to make up the assignment at the discretion of the teacher. The student will be required to attend a meeting with Georgia Cyber Academy administration regarding the plagiarism. If more than one violation is discovered at the same time, it will be considered the student’s second offense.
• A second offense will result in a meeting with the school administration, the student, the parent and the classroom teacher. Students will have no opportunity to make up questionable work and a grade of zero will remain. Further action may be taken, as needed, following the discipline policy.
• In the case of a third offense, a meeting will be held with the school director, a classroom teacher, the student and their parent. The meeting may result in one or all of the following: removal from the course with loss of credit, removal from Georgia Cyber Academy and/or denial of re-admission.
• If academic integrity violations were found to have been perpetrated for a majority of a course/subject or during the course of a high stakes test, a meeting will be held with the school director, a classroom teacher, the student and their parent. The meeting may result in one or all of the following: removal from the course with loss of credit, removal from Georgia Cyber Academy and/or denial of re-admission.

• If parents or others are found to be completing graded work or significantly assisting in completing graded work on behalf of a student and submitting that work as the student’s on efforts, a meeting will be held with the school director, a classroom teacher, the student and their parent. The meeting may result in one or all of the following: zeros for all graded work submitted, removal from the course with loss of credit, retention, summer school, removal from Georgia Cyber Academy and/or denial of re-admission.

RESPONSIBLE USE OF TECHNOLOGY

All students are expected to be responsible representatives of the school at all times, whether on or off campus and whether school is in or out of session. This expectation includes students’ behavior in the electronic world. Parents/ Learning Coaches are responsible for supporting the school’s standards when students use Internet resources. The Responsible Use of Technology Policies are in effect for as long as students have a valid network account and password, including during the summer months and/ or any time students use the school’s technology resources.

• Students are responsible and liable for maintaining the confidentiality of their assigned passwords and access codes. They agree not to disclose assigned passwords and access codes or allow other persons or students to use them or attempt to circumvent the school’s security system.

• Students may not interfere with other users’ ability to access GCA technology resources or disclose anyone’s password or allow them to use another user’s account(s).

• All students will receive an email account. Students will use their email account for all academic work and only for legitimate and responsible communication between students and faculty. Harassing, discriminatory, or otherwise objectionable remarks and any other antisocial activities are prohibited on all communications, including email.

• Students may only access information that belongs to them, or that they have been given permission to use by the owner.

• Malicious use of the network to download, store, or develop programs that embarrass, harass, or are otherwise objectionable to other users is prohibited. Activities to infiltrate or overburden a computer or computing system and/ or damage computer software or a computing system are prohibited.

• Using technology resources to access, purchase, or download products or services that could subject the school’s technology to viruses, malicious code, back doors, or other malware designed to harm technology resources are prohibited.

• Encryption of files is prohibited.

• Posting images, video, or audio of any student, visitor, staff member, faculty member, or administrator on the Internet without receiving permission from the individual(s) is prohibited.

• Students must not publicly post their personal contact information (last name, address, phone number, gaming identification, social media identifications, etc.) or personal messages from websites or blogs intended for personal gain or profit, as well as audio files or compressed video, any non-instructional files, or any material not approved by GCA administration.
• Using any recording device, including, but not limited to video and digital cameras or camera phones to record videos or take pictures to slander, bully or denigrate any student, visitor, staff member, faculty member, and/or administrator on or off campus at any time is prohibited.
• Unauthorized access to the school’s website, platforms, systems, software, is strictly prohibited.
• Impersonation of a teacher/administrator/staff member in any manner is strictly prohibited.
• Impersonation of a teacher/administrator/staff member’s moderation/hosting rights is strictly prohibited.
• All virtual classroom behavioral conduct guidelines must be strictly followed.

Failure to adhere to the Responsible Use of Technology guidelines or other misuse of a computer or the network is a violation of the Student Code of Conduct and will result in disciplinary action. Information relating to illegal or inappropriate activities must be reported to a faculty member.
ATTENDANCE & WITHDRAWAL

Attendance and Truancy
As a public charter school, Georgia Cyber Academy is required to monitor student attendance in accordance with all applicable statutes and State Board of Education rules. Georgia Cyber Academy staff monitors student attendance regularly. All Georgia Cyber Academy students must be legal residents of the state of Georgia and provide proof of residence at the time of enrollment, re-enrollment, and at any time during the school year if a change in residence occurs.

Upon request from a legal guardian and in select cases a learning coach, the Compliance Specialist may excuse a student’s absence from school for the following reasons (with appropriate documentation, as determined by the school):

- Student illness (Note: Three (3) or more consecutive absences due to illness requires a doctor's note and anything beyond five (5) non-consecutive days of illness requires a doctor's note.)
- Student's Medical or Dental services/care/visits/check-ups (Notes: services/care/visits/check-ups for student's family members are not excused. Also, three (3) or more consecutive absences requires a doctor's note and anything beyond five (5) non-consecutive days of illness requires a doctor's note.)
- Quarantine of the student (Note: Three (3) or more consecutive absences due to illness requires a doctor's note and anything beyond five (5) non-consecutive days of illness requires a doctor's note.)
- Counseling and/or Related Service Sessions. (Note: These should be scheduled outside of live core content classes where possible.)
- A serious illness or death in a student’s immediate family
- A court order or an order by a governmental agency (in regard to the student), including pre-induction physical examinations for service in the armed forces, mandating absence from school.
- Religious holidays* (24-hour advance request only).
- Educational travel - (five (5) day advance request notice required– not guaranteed approval). Educational travel is defined as school sponsored trips, school sponsored activities, academic competitions, etc. These must be approved by the Head of School unless it has been arranged or sanctioned by Georgia Cyber Academy. Note: Trips should not be booked or scheduled until after approval is given to avoid monetary losses if the trip is denied. All travel requests scheduled during Interim Assessments, NWEA MAP assessments, final exams, high stakes testing, or state mandated testing periods will be denied. Cruises, train excursions, camping trips, family vacations, extended school holidays, etc. will be denied regardless of cited potential educational value. New students will not be granted approvals for at least the 1st semester, regardless of their proficiency level and school standing. Students should be in good standing and performing on-grade level to be granted requests to miss required classes.
- A student whose legal guardian or parent has been called to duty for military service in the armed forces of the United States or the National Guard, or is on leave from overseas deployment to a combat zone or combat supporting posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent’s or legal guardian’s deployment or during such parent’s or legal guardian’s leave.
- Internet and Technology Issues are limited to three per school year. After three excused internet/technology issues, the family must provide documentation from the service provider regarding dates of the outage or the ticket number from customer support. If proper documentation is not submitted, this will be an unexcused absence.

*Trips or activities that have a religious purpose ARE NOT religious holidays and ARE NOT excused if they can be taken at any time during an individual’s lifetime or are an optional activity not required to be religiously observant per a person’s cited faith on a given day. Religious holidays that
extend for a period of more than one day must specifically preclude all work and activities on a given day during school hours for a student to be considered excused for that day. Travel days to another location to observe a religious holiday are not excused as the religious holiday can be observed where an individual resides.

**Excused Absences**
School faculty and staff registers absences as excused only for those reasons cited in the Georgia Cyber Academy Attendance Policy. Such reasons typically cited include personal illness or quarantine, health care, death in the immediate family, approved educational travel, and religious holidays*.

*Trips or activities that have a religious purpose ARE NOT holidays and ARE NOT excused if they can be taken at any time during an individual’s lifetime or are an optional activity not required to be religiously observant per a person’s cited faith on a given day. Religious holidays that extend for a period of more than one day must specifically preclude all work and activities on a given day during school hours for a student to be considered excused for that day. Travel days to another location to observe a religious holiday are not excused as the religious holiday can be observed where an individual resides.

**Unexcused Absences**
When students are absent for reasons other than those permitted under the Georgia Cyber Academy Attendance Policy, those absences are recorded as unexcused absences. In addition, if an email is not submitted to the Compliance Specialist within three (3) days of an absence, regardless of the reason, any absence becomes unexcused.

**Excuse Notes for Absences**
For an unexpected absence to be registered as excused, a legal guardian or in specific cases a learning coach must furnish, within three (3) days of the student’s return to school, an e-mail explaining the absence. The learning coach or legal guardian should send the email to their Compliance Specialist and must include the student’s name, the date of the absence, the reason for the absence and the necessary documentation, as requested by the school.

When the Compliance Specialist does not receive an e-mail within three (3) days of the absence, such an absence becomes unexcused.

The emailed reason will be reviewed for compliance with the Georgia Cyber Academy Attendance Policy. In the cases of illness, injury, or health care services a health care professional's excuse may be required.

- **Travel during the school year**
  To prevent unexcused absences, families who wish to take educational leave must request permission from the Head of School to be excused via e-mail at least five (5) days prior to departure. Educational leave is defined as school sponsored trips, school sponsored activities, academic competitions, etc. A request does not automatically make the absence excused. The Head of School must approve absences for leave that is not due to cases of illness, injury, health care services, quarantine, death or illness of immediate family member, to visit with deployed military parent/legal guardian, court order, school sponsored event, or religious holiday*. If the Head of School approves the travel, the student is responsible for making arrangements with teachers to complete work missed during any absence. Note: Trips should not be booked or scheduled until after HOS approval is given to avoid monetary losses if the trip is denied. All travel requests scheduled during Interim Assessments, NWEA MAP assessments, final exams, high stakes testing, or state mandated testing periods will be denied. Cruises, train excursions, camping trips, family vacations, extended school holidays, camps, etc. will be denied regardless of cited potential educational value. New students will not be granted approvals for at least the 1st
semester, regardless of their proficiency level and school standing. Students should be in good standing and performing on-grade level to be granted requests to miss classes.

*Trips or activities that have a religious purpose ARE NOT holidays and ARE NOT excused if they can be taken at any time during an individual’s lifetime or are an optional activity not required to be religiously observant per a person’s cited faith on a given day. Religious holidays that extend for a period of more than one day must specifically preclude all work and activities on a given day during school hours for a student to be considered excused for that day. Travel days to another location to observe a religious holiday are not excused as the religious holiday can be observed where an individual resides.

Responsibility for holding students compliant with state attendance statutes and regulations belongs to the school, but parents are obligated to keep an accurate record of daily attendance. A Georgia Cyber Academy student is considered truant if he or she fails, without a legitimate excuse, to log attendance for five non-consecutive school calendar days. After ten days of unexcused absences and/or failure to log attendance, a student can be withdrawn due to non-attendance. Required classes are a component of attendance and a student will be considered truant if they miss required classes without an approved school excuse. Failure to attend required classes, regardless of logged attendance can result in a determination of truancy. Georgia Cyber Academy staff follows the procedures outlined below to notify parents of truancy of status.

**Process for Attendance Monitoring:**

- Students are required to follow the school calendar, which includes one hundred eighty (180) school days.
- Students are expected to log in to the GCA Online School (GOLS) each scheduled school calendar day. If attendance is not recorded in Nucleus on a school day, as listed on the school calendar, the student is marked as having missed attendance. Therefore, if the calendar indicates Monday through Friday in a given week as school days, attendance must be entered on each day to not result in absences being recorded.
- Students who are unable to log in to the GCA Online School (GOLS) must notify their Compliance Specialist as to the reason for the absence.
- Refer to the state guidelines for an attendance overview at: http://archives.gadoe.org/pea_policy.aspx?PageReq=PEASchoolAttendance
- All documentation for excusing absences should be emailed to your Compliance Specialist.
- Switching school holidays is permitted, with prior HOS approval noted in writing. These requests are typically denied as it is difficult, if not impossible, to replicate live classes when the school as a whole is on break. However, in certain instances this can be done for students that have earned full flexibility and there is a valid reason that will not result in impeding a student’s successful academic progression and does not interfere with testing/exam/assessment/diagnostic administration windows. If approval is granted, a copy of the approval email from the HOS should be sent to the family’s Compliance Specialist.

**Truancy**

A student is considered truant after five (5) consecutive or non-consecutive days of missing attendance without an approved excuse given to the Compliance Specialist. Additionally, a student is considered truant after missing five (5) consecutive or non-consecutive days of REQUIRED classes in the same subject without an approved excuse given to the Compliance Specialist (i.e. missing 5 math classes).
After being determined truant, the student may be withdrawn from Georgia Cyber Academy due to non-attendance. Once a student is withdrawn from Georgia Cyber Academy, the parent/guardian will be notified via e-mail and certified mail. The local school district is also notified of the withdrawal and it is reported to the local juvenile court for monitoring to ensure that the student has transferred their attendance to their local districted school, a private school, or to a homeschooling status.

IMPORTANT: By law, if a student withdraws or is withdrawn and no proof of transfer to another districted school, charter school, private school, or home school declaration is received by the records department within forty-five (45) days of withdrawal, then the student will be referred to DFCS (Department of Family and Children’s Services). Proof of registration at another school or a homeschool declaration must be sent to enrollment@georgiacyber.org prior to forty-five (45) days to avoid referral to DFCS.

### Process for Withdrawal of Truant Students

<table>
<thead>
<tr>
<th>Number of Unexcused Absences</th>
<th>Notification</th>
<th>Displayed on Portal Dashboard</th>
<th>Truancy Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>✓</td>
<td>Approaching Truancy</td>
</tr>
<tr>
<td>2</td>
<td>System alert</td>
<td>✓</td>
<td>Approaching Truancy</td>
</tr>
<tr>
<td>3 or 4</td>
<td>Phone Call</td>
<td>✓</td>
<td>Approaching Truancy</td>
</tr>
<tr>
<td>5</td>
<td>Live Help Session</td>
<td>✓</td>
<td>Truant</td>
</tr>
<tr>
<td>6</td>
<td>Certified Letter</td>
<td>✓</td>
<td>Truant</td>
</tr>
<tr>
<td>7</td>
<td>Email Notification</td>
<td>✓</td>
<td>Truant</td>
</tr>
<tr>
<td>8 or 9</td>
<td>Automated Call</td>
<td>✓</td>
<td>Truant</td>
</tr>
<tr>
<td>10</td>
<td>Withdrawal</td>
<td>✓</td>
<td>Truant</td>
</tr>
</tbody>
</table>

IMPORTANT: By law, if a student withdraws or is withdrawn and no proof of transfer to another school, or a home school declaration is received by the records department within forty-five (45) days of withdrawal, then the student will be referred to DFCS (Department of Family and Children’s Services). Proof of registration at another school or a homeschool declaration must be sent to enrollment@georgiacyber.org prior to forty-five (45) days to avoid referral to DFCS.

### Withdrawals

Parents with students in need of withdrawing from the school must contact their Family Success Liaison in writing via e-mail and complete a DocuSign form requesting the withdrawal. GCA will arrange pick up or issue reclamation labels for materials, computer, printer, hot spot (if applicable), and equipment return if these items have been furnished to the student.

IMPORTANT: By law, if a student withdraws or is withdrawn and no proof of transfer to another districted school, charter school, private school, or home school declaration is received by the records department within forty-five (45) days of withdrawal, then the student will be referred to DFCS (Department of Family and Children’s Services). Proof of registration at another school or a homeschool declaration must be sent to enrollment@georgiacyber.org prior to forty-five (45) days to avoid referral to DFCS.
Attendance FAQs

Q: When can I log attendance?
A: You are able to log attendance from your first day of school until the last day of school.

Q: How often do I log my child’s attendance?
A: Attendance must be entered daily.

Q: Where do I need to log my student’s attendance?
A: Student attendance hours are logged in Nucleus which is linked in Canvas for easy access. Nucleus is also available in a free downloadable app.

Q: Why should I log attendance?
A: In addition to meeting the legal attendance requirements for the state of Georgia and complying with the Georgia Cyber Academy attendance policies, logging attendance provides you and your child with a log of the work accomplished.

Q: Is there a maximum number of hours per day that a student can log?
A: There is no maximum number of hours per day a student may log. However, the student’s teacher must document hours more than twelve (12) per day. Notify your teacher of each circumstance requiring more than twelve (12) hours of instructional time.

Q: What should I log as attendance?
A: Any online or offline school-related academic activity should be logged as attendance including but not limited to time spent in live classes, class recordings, online schoolwork, offline schoolwork, educational field trips, academic support services, special education services, assessments, school competitions, etc.

Q: What should I do if my student is absence for part of the day?
A: Any progress that the student can comfortably achieve, such as reading from a literature selection, is encouraged. Attendance needs to be marked accordingly. If the student does not complete any work, then no attendance should be logged. Follow the directions as outlined in the excused absence section of the handbook.

Q: Should I log attendance for attending live classes?
A: No, this will automatically populate into the Attendance Module for you.
STUDENT RECORDS

Georgia Cyber Academy maintains records concerning all students enrolled. Records containing personally identifiable information about or related to students including those with disabilities could include, but are not limited to:

- Cumulative Grade Reports
- Assessment Reports
- Discipline Records
- Enrollment and Attendance Records
- Health Records
- Individualized Education Programs (IEPs)
- Gifted Certifications
- 504 Plans
- Notices of Recommended Assignment
- Notices of Intent to Evaluate and/or Re-Evaluate
- Comprehensive Evaluation Reports
- Work Samples
- Test Data
- Correspondence between School Faculty/Staff and Home
- Instructional Support Team (SST) Documents
- Referral Data
- Other Education Related Documents

Records can be maintained on paper, on microfiche, on audio or videotape, and electronically. Records may be located in the central administrative offices of Georgia Cyber Academy, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Records are maintained if they remain educationally relevant. The purposes of collecting and maintaining records are:

1. To ensure that the child received programs and services consistent with his/her IEP.
2. To monitor the ongoing effectiveness of programming for the child.
3. To document for the public school and the parents that the student is making meaningful progress.
4. To satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation and fiscal and program audits.
5. To inform future programming for and evaluations of the child.

When educational records, other than those that must be maintained, are no longer educationally relevant the school must notify the parents in writing and may destroy the records or at the request of the parents must destroy them. Public schools are not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

The Family Educational Rights and Privacy Act (FERPA) affords parents and student over eighteen (18) years of age certain rights with respect to student educational records. Those rights are:

1. The right to inspect and review the student’s educational records within forty-five (45) days of the date Georgia Cyber Academy receives a request for access.
2. Parents or eligible students should submit to the school administrator (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The administrator or designee will arrange a records inspection for the parent or eligible student.
3. The right to request the amendment of the student’s educational records that the parent or eligible student believe are inaccurate or misleading.

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

Should Georgia Cyber Academy decide not to amend the record as requested by the parent or eligible student, we will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is available to the parent or eligible student when notified of the right to a hearing.

4. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Georgia Cyber Academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

Note: Georgia Cyber Academy does not disclose any identifiable student information other than first and last name for the senior class honors program, graduation program, and graduate honors recognitions in newspapers and other media publications unless specific approval is obtained from the student’s parent or legal guardian. The student’s parent or legal guardian has the opportunity to opt out of such inclusions.

Student records are maintained in the Georgia Cyber Academy District Office. A copying fee of $2.00 is assessed for records request. Parents are encouraged to keep a copy of any records submitted to Georgia Cyber Academy. If parents/ legal guardians change their address, telephone number or e-mail they are responsible for notifying Georgia Cyber Academy by notifying their Family Success Liaison immediately. Parents/ legal guardians are responsible for keeping their contact information current within their Infinite Campus account.

If a student transfers to another school from Georgia Cyber Academy, the new school should submit an official records request to Georgia Cyber Academy to records@georgiacyber.org

For Official Transcript Requests for Grades 9-11, guardians (if student is less than 18 years old) or students (if 18 or older) in grades 9-11 should submit requests for official transcripts by completing the transcript request survey at the link below.
https://tinyurl.com/9-11TranscriptRequestSurvey

To follow up on transcript requests please email transcripts@georgiacyber.org.

For Official Transcript Requests for Seniors, guardians (if student is less than 18 years old) and seniors (if 18 or older) should request transcripts through their Naviance Account.

Unofficial Transcript Requests for grades 9-12 can be accessed by logging into your Infinite Campus account, click “Documents” on the left panel, and then click “Unofficial Transcript”.
FEDERAL PROGRAMS

Georgia Cyber Academy receives Federal Funding under various programs to support student education. For more information on GCA’s Federal Programs, a Federal Programs Handbook is available on GCA’s website.

Title I, Part A
The purpose of a Title I program is to help low income and low-achieving students meet the state’s challenging academic content and performance standards. The Title I program offers a variety of services which may include additional teachers and support staff, extra time for instruction, a variety of teaching methods and materials, smaller classes, extensive use of technology by students, and additional training for staff.

Title I School Improvement 1003(a)
The purpose of the School Improvement 1003(a) grant is to provide financial resources to local educational agencies (LEAs) on behalf of Title I schools identified as Alert, Focus, or Priority.

Title I, Part C Migrant Education Program
The Migrant Education Program (MEP) is designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

Title II, Part A Teacher Quality
The purpose of the Title II, Part A program is to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of teachers who meet applicable state professional standards in classrooms; increasing the number of leaders that meet applicable state professional standards; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement.

Title III, Part A Language Instruction for LEP and Immigrant Students
Title III, Part A provides eligible LEAs with funding to supplement ESOL services already in place. Both ESOL and Title III help ensure that English Learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.

English to Speakers of Other Languages (ESOL)
ESOL is a state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985). The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL coursework is based upon the WIDA Consortium English Language Development (ELD) standards. Students who are served in the ESOL program are required to complete an annual state assessment, which is called the ACCESS. Certain program exit criteria are in place and must be followed as part of the eligibility process.

Title IX, Part C McKinney-Vento for Homeless Children and Youth (Transitional Program)
The McKinney-Vento Education for Homeless Children and Youth program is designed to address issues that homeless and foster children and unaccompanied minors have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless and foster child
and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

**APPENDICES**

**PUPIL PRIVACY RIGHTS ACT**

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
  8. Income, other than as required by law to determine program eligibility.
- **Receive notice and an opportunity to opt a student out of** –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- **Inspect**, upon request and before administration or use –
  1. Protected information surveys of students and surveys created by a third party;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Georgia Cyber Academy (GCA) has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for
marketing, sales, or other distribution purposes. GCA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. GCA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. GCA will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

**EQUAL ACCESS**

Equal Access to Public School Facilities- Boy Scout of America Equal Access Act: No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the US Department of Education shall deny equal access or a fair opportunity to meet, or shall discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as patriotic society) that wishes to conduct a meeting with that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any
agency or school served by an agency that fails to comply with such rules or orders (P.L. 114-95, Section 8525).
Georgia Cyber Academy Governing Board
Attendance Policy

The Board of GCA adopts the following policy, effective on the date of adoption by the Board.

Cumulative Number of Days and Hours Attendance Requirements
Per SBOE Rule 160-5-1-.02, Georgia Cyber Academy students must participate in school learning activities for a minimum of 180 days per school year.

Per SBOE Rule 160-5-1-.02, the minimum number of hours required per school day are as follow:

- Kindergarten 4.5 hours per day
- 1st through 3rd grade 4.5 hours per day
- 4th through 5th grade 5.0 hours per day
- 6th through 12th grade 5.5 hours per day

For Kindergarten through 12th grade, time does include Math, Social Studies, Language Arts, Science, Foreign Language, Art, PE, Music, Health, and other Elective courses, as well as, support activities such as tutoring, state testing, and Academic Support Services (per IEP). Time may also include Educational Field Trips, Testing, Counseling, Health Screenings, and extended learning time activities, however additional attendance guidelines for these activities may be outlined in the GCA District Handbook. Also, school sponsored non-instructional activities may count toward attendance hours. Additionally, 30 cumulative health hours and 60 cumulative PE hours are required per year.

For High School, time includes all courses on the approved course list as defined in State Board Rules 160-4-2-.03 and 160-4-2-.20 shall be counted as instructional time (Note: All GCA courses are on the approved course list). In addition, Educational Field Trips, Testing, Counseling, Health Screenings, Academic Support Services (per IEP), and extended learning time activities may be included, however additional attendance guidelines for these activities may be outlined in the GCA District Handbook. Also, school sponsored non-instructional activities may count toward attendance hours.

NOTE: Attendance hours must be logged in a timely manner in accordance with GCA procedure and guidelines. Failure to follow attendance logging procedures may result in withdrawal from GCA.

This policy may be amended at any time in order to align with federal and state laws, rules, regulations, and policies.

Resource Document Links:
http://archives.doe.k12.ga.us/DMGetDocument.aspx/180%20school%20days%20and%20number%20of%20hours%20v2.pdf?p=CC6799F8C1371F6DD5D156891328E659C3C5FA7A3069FA875C2D1A494E5994C&Type=D

ATTENDANCE PROTOCOL
Developed by Georgia Cyber Academy

I. Definitions for Attendance Protocol
   A. Truant: Any child who is subject to the compulsory attendance law who has more than five days of unexcused absences during calendar school year.
      1) Excused absences include:
         a. Personal illness of the student or when attendance in school would endanger the health of the student or the health of others. Upon the student’s return to school, appropriate medical documentation is required within three days of the absence.
         b. Serious illness or death in student’s immediate family necessitating the absence. In the case of serious illness, the student is required to present medical documentation to validate the absence as an excused absence within three days of the student’s return to school.
         c. Court order by a governmental agency mandating the student’s absence from school.
         d. Special or recognized religious holidays observed by the faith of the student.
         e. Weather or environmental conditions rendering attendance impossible or hazardous to the student’s health or safety.
         f. An absence not to exceed one (1) day for registering to vote.
         g. Religious Holidays
         h. Other absences to be approved by, and at the discretion of, the Superintendent and/or the local school board.
      2) Unexcused absences include:
         a. Failure to attend school, with or without the knowledge of the parent/legal guardian, for reasons other than those specifically outlined as excused absences.
   B. Grades and Absences: A student’s final course grades shall not be penalized for excused absences if the following conditions are met:
      1) Absences are justified and valid documentation is presented. Within three (3) days of the student’s return to school, an email explaining the absence should be sent to the student’s Compliance Specialist. The email must include the student’s name, the date of the absence, the reason for the absence and the required documentation. If the FSL does not receive an email within three days of the absence, the absence will be unexcused and will remain unexcused.
      2) Make-up work for excused absences is completed satisfactorily.
      3) In the instances where the above conditions are not met, penalties and consequences will be imposed and upheld by the local school board.
II. Parental/Student Notification
A. Georgia Cyber Academy will provide each student and his/her parent, guardian or other person who has control or charge of the student, with the Georgia Compulsory Attendance Law and a written summary of the possible consequences and penalties for non-compliance at the beginning of each school year.

B. By September 1st of each school year or within 30 days of a student’s enrollment in a school system, the parent, guardian or other person having control or charge of such student must sign a statement indicating receipt of such written statement of possible consequences and penalties.

1) Students who are ten years or older by September 1st shall sign a statement indicating receipt of such written statement of possible consequences of non-compliance with the school system’s policy.

C. When a student reaches five (5) or more unexcused absences, the school Compliance Specialist will notify the parent, guardian or other person who has control or charge of the student. The notice will outline the penalty and consequences of such absences and that each subsequent absence will constitute a separate offense.

D. After two reasonable attempts (including but not limited to: phone calls to the parent or guardian, letters to the parent or guardian, either through US mail to notify the parent, guardian or other person who has charge or control of the student), Compliance Specialists will send written notice via certified mail with the return receipt requested.

III. Interventions and Consequences for Truancy
A. GCA has outlined the following interventions and consequences for truancy for elementary, middle and high school.

B. Prior to Court Involvement

1) Before any court referral is considered, the school Compliance Specialist must have detailed all efforts to intervene with students and their families, including a minimum of three (3) calls, letters and/or email to the parent/legal guardian.

2) Before juvenile court or other referral, the school system must have implemented the following progressive discipline process with parental involvement:

3) Procedures for unexcused absences

a. After five [5] unexcused absences:

   1. After two reasonable attempts to notify the parent, guardian or other person without response, the school shall send a notice to such parent, guardian or other person by certified mail, return receipt requested. The letter should include a copy of the compulsory attendance law.

      i. GCA Compliance Specialists will work with the School Staff for the purpose of evaluating attendance and to provide intervention services.

b. After seven (7) unexcused absences: by a child 14 and older, the Compliance Specialist shall notify the student that only three unexcused absences remain prior to violating the attendance requirements specified in Georgia statute (O.C.G.A. 40-5-22).
C. After ten (10) unexcused absences:
   a. A follow up letter will be sent from the School Compliance Specialist to the parent or guardian informing them of withdrawal. At this point, all administrative actions have been taken to correct truancy and have proven ineffective. GCA will file proceedings in court and furnish evidence for the conviction of parents and/or child for non-compliance with compulsory attendance laws.
   b. For a student aged 14-18 whose ten (10) unexcused absences are within one semester or two quarters, the letter shall state that the student’s eligibility to obtain or retain a driver’s permit or license may be impacted.

C. Court Referral:
   1) Juvenile Court Referral:
      1. The Compliance Specialist will file an unruly/truancy or educational neglect petition with the Local County Juvenile Court and if the case meets the necessary requirements, it will be assigned to a probation officer.
      2. If found truant and adjudicated unruly/ungovernable, the child may be placed on supervision with the court and subject to dispositions for unruly children pursuant to O.C.G.A.15-11-67.
      3. If deprivation is found based upon educational neglect, the juvenile court judge may issue a protective order against the parent/legal guardian or custodian pursuant to O.C.G.A. 15-11-11 and 15-11-55.
      4. In either case, if the child is placed on supervision or the court has issued a protective order against the parent/legal guardian or custodian, the child’s attendance will be monitored by the probation officer.
         1. If the child fails to comply with the court’s order, a violation of supervision charge shall be filed by the juvenile court probation officer.
         2. In the case of educational neglect, if the child is still chronically absent from school, and the parent/guardian has failed to comply with conditions of the protective order, a rule will be issued against the parent, legal guardian or custodian to show cause why he/she should not be found in contempt of court and punished by incarceration, fine, or a required community service program administered and monitored by the local board of education. The Juvenile Court, in its discretion, may order all the aforementioned punishments for contempt. The parents or guardian may be allowed to purge themselves of contempt by immediately complying with the protective order or ensuring that the child complies with the court ordered rules of supervision.
   2) State Court Referral: If after the protective order and the finding of contempt, the child continues to be truant or non-compliance continues, the juvenile court may proceed as a court of inquiry to bind the parents or guardian over to the state court under the Georgia Compulsory School Attendance Law (O.C.G.A. Section 20-2-690.1).
      a. If the parent/guardian or custodian fails to complete or declines to participate in pretrial intervention efforts, the Solicitor General may file formal charges against the defendant or take other appropriate action.
      b. If the parent, legal guardian or custodian agrees to a plea bargain or is found guilty of violating O.C.G.A. 20-2-690.1, he/she shall be guilty of a misdemeanor subject to a fine of not less than $25.00 and not greater than $100.00, imprisonment not to exceed thirty (30) days, community service, or any combination of such penalties, at the discretion of the State Court judge.
      c. Each day’s absence from school in violation of this section shall constitute a separate offense.
D. Student Withdrawals:

1) Georgia Cyber Academy is authorized to withdraw a student for any of the following reasons:
   a. Has missed more than 5 consecutive or non-consecutive days of unexcused absences;
   b. Lack of engagement per Board policy;
   c. Is not subject to compulsory school attendance; and
   d. Is receiving instructional services from the local school system through homebound instruction or instructional services required by the federal Individual with Disabilities Education Act (IDEA); or
   e. Is no longer a resident of Georgia.

2) Withdrawal Notification
   a. Each superintendent or the superintendent’s designee shall use his/her best efforts to notify the parent(s), guardian(s), or other person(s) who has charge of a student if the school system plans to withdraw such student who is younger than 18 years of age and is not subject to compulsory school attendance.
   b. Georgia Cyber Academy is authorized to withdraw a student subject to compulsory attendance only if the superintendent or the superintendent’s designee has determined the student is no longer a resident of the local school system or is enrolled in a private school or home study program.
   c. Georgia Cyber Academy shall withdraw students retroactive to the first day of the consecutive absences.

3) IMPORTANT: By law, if a student is withdrawn and all attempts to secure proof of transfer to another school or to receive a homeschool declaration fails within forty-five (45) days of the withdrawal, then the student will be referred to DFCS (Department of Family and Children’s Services). Proof of registration at another school or a homeschool declaration must be documented in the student’s file within forty-five (45) days to avoid referral to DFCS.

IV. Summary of Adopted Local School Board Policies and Regulations

A. Definition of Truancy: The Board of Education of Georgia Cyber Academy adopts, as a part of the student codes of conduct developed pursuant to O.C.G.A. § 20-2-735, the outlined definition of truancy that contains the minimum standards related to student attendance and a summary of possible consequences and penalties for truancy established in state board rule (160-5-1-.10). The summary of possible consequences for students shall include possible dispositions for unruly children in accordance with O.C.G.A. § 15-11-67, including the possible denial or suspension of a driver’s license for a child.
Georgia Cyber Academy Governing Board

Instructional Class Engagement Policy

Adopted On: 8/16/2017  Last Reviewed On: __________ Last Updated On: __________

The Board of GCA adopts the following policy, effective on the date of adoption by the Board.

Georgia Cyber Academy provides students the opportunity for a more flexible and individualized educational environment. Unlike traditional schools, where all students are a captive audience with prescriptive start and stop times Monday through Friday in alignment with a given school calendar, virtual students may perform their work at a time that better suits their individualized schedules and personal needs. The amount of flexibility that a student has in charting their own educational path is in part dependent upon their individual performance.

Class Engagement Requirements

**IMPORTANT:** Students may be withdrawn from GCA for failing to abide by the following class engagement requirements.

**IMPORTANT:** Additional rules may apply to meet NCAA requirements for athletic scholarship eligibility.

### Kindergarten and 1st Grade Class Engagement Requirements Summary Table

<table>
<thead>
<tr>
<th>Moderate Flexibility</th>
<th>Traditional Class Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifying criteria:</td>
<td>Qualifying criteria:</td>
</tr>
<tr>
<td>≥ Proficient Level (Score of 3 or 4); meets assignment deadlines; on track for meeting course completion rate (hrs/%) by subject; demonstrates on grade level or above performance in subject tested per MAP assessment and/or Reading Test</td>
<td>≤ Developing Level (Score of 1 or 2); OR Students that ARE NOT meeting assignment deadlines although they demonstrate Satisfactory/Passing subject level performance OR Students that ARE NOT on track for meeting course completion rate (hours/%) by subject; OR Students that ARE NOT demonstrating on grade level or above performance in subject tested per MAP assessment or Reading Test</td>
</tr>
</tbody>
</table>

**REQUIRED - Attend majority of Live Class Connect Sessions**

*However, students may substitute viewing Recorded Class Sessions when scheduling conflicts arise.*

**REQUIRED - Create a formalized individualized class participation agreement.**

**REQUIRED - WIN Sessions; if invited**

**REQUIRED - Attend Tutoring Sessions; if invited**

**REQUIRED - Attend/View Recording of corresponding class for lessons with a score ≤ 79**

**REQUIRED - Attend all of Live Class Connect Sessions**

*Parents must contact their Compliance Specialist to submit an excuse when not attending Live Class Connect Sessions. A doctor’s note may be required.*

**REQUIRED - Discuss and create a formalized individualized class participation agreement.**

**REQUIRED - WIN Sessions; if invited**

**REQUIRED - Attend Tutoring Sessions; if invited**

### Kindergarten and 1st grade Detail*

- **Satisfactory Performance** (subject avg. ≥ Proficient Level (Score of 3 or 4)/ Passing) Level of Flexibility = Moderate
  - Students are required to attend the majority of live class connect sessions for a given subject or content area, but may substitute reviewing recordings of live class sessions when they cannot attend due to schedule conflicts provided that they are meeting assignment deadlines, maintaining an overall satisfactory or passing grade, are on track for meeting course/subject completion rate (hours/%), are demonstrating on-level or above proficiency on the reading tests, **AND** are demonstrating on-level or above proficiency on the MAP assessment. An individualized class participation schedule shall be discussed and formalized with the teacher to determine the actual guidelines and expectations for student participation. If a student is invited to a WIN or tutoring session, then they are required to attend or make alternate arrangements with the teacher to review a given topic. Students that fail to meet assignment deadlines, perform below grade level on Reading Test, perform below grade level on MAP, **AND/OR** are not on track for course completion requirements (hours/%) regardless of overall performance will be moved to the Traditional Class Structure Flexibility level for that subject.

- **Unsatisfactory Performance** (subject avg. ≤ Developing Level (Score of 1 or 2)/ Failing) Level of Flexibility = Traditional Class Structure
  - Students that are maintaining an overall unsatisfactory or failing grade in a given subject or content area are required to attend live class connect sessions in that core subject area. If a student is invited to a WIN or tutoring session, then they are required to attend or make alternate arrangements with the teacher to review a given topic.
<table>
<thead>
<tr>
<th>Flexibility Level</th>
<th>Qualifying Criteria</th>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Flexibility</strong></td>
<td>Subject/Course Average 90 and above; meets assignment deadlines; on-track for course completion (hours/%); ≥ Proficient Learner on prior year EOG/EOC tests, if applicable; demonstrates ≥ on-grade level performance in subject tested per MAP/Reading Test</td>
<td>REQUIRED - Check in with a designated teacher weekly for 10 to 15 minutes</td>
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<td></td>
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<td>OPTIONAL - Live Class Connect Sessions</td>
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<td></td>
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<td>OPTIONAL - Recorded Class Sessions</td>
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<tr>
<td></td>
<td></td>
<td>OPTIONAL - WIN sessions</td>
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<tr>
<td></td>
<td></td>
<td>REQUIRED - Attend Tutoring Sessions if invited</td>
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<tr>
<td></td>
<td></td>
<td>REQUIRED - Attend/View Recording of corresponding class for lessons with a score ≤ 79</td>
</tr>
<tr>
<td><strong>Extended Flexibility</strong></td>
<td>Subject/Course Average between 80-89; meets assignment deadlines; on-track for course completion (hours/%); ≥ Proficient Level on prior year EOG/EOC tests, if applicable; demonstrates ≥ on-grade level performance in subject tested per MAP/Reading Test</td>
<td>REQUIRED - if not attending Live Class Connect Sessions, students must view at least a majority of Recorded Class Sessions</td>
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<td>OPTIONAL - WIN Sessions; if invited</td>
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<td>REQUIRED - Attend Tutoring Sessions; if invited</td>
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<td>REQUIRED - Attend/View Recording of corresponding class for lessons with a score ≤ 79</td>
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<tr>
<td><strong>Moderate Flexibility</strong></td>
<td>Subject/Course Average between 75-79; meets assignment deadlines; on-track for course completion (hours/%); ≥ Developing Learner on prior year EOG/EOC tests, if applicable; demonstrates ≥ on-grade level performance in subject tested per MAP/Reading Test</td>
<td>REQUIRED - Attend majority of Live Class Connect Sessions</td>
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<td>Students may substitute viewing Recorded Class Sessions when scheduling conflicts arise.</td>
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<td>REQUIRED – Discuss and create a formalized individualized class participation agreement.</td>
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<td>REQUIRED - WIN Sessions; if invited</td>
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<td>REQUIRED - Attend Tutoring Sessions; if invited</td>
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<tr>
<td><strong>Limited Flexibility</strong></td>
<td>Subject/Course Average between 70-74; Meets assignment deadlines; on-track for course completion (hours/%); ≥ Developing Learner on prior year EOG/EOC tests, if applicable; demonstrates ≥ on-grade level performance in subject tested per MAP/Reading Test</td>
<td>REQUIRED - Attend all of Live Class Connect Sessions</td>
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<td>Occasionally, viewing a Recorded Class Session may be substituted when scheduling conflicts arise provided the teacher is aware and previous arrangements have been made (excused absence from live session).</td>
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<td>REQUIRED - Discuss and create a formalized individualized class participation agreement.</td>
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<td>REQUIRED - WIN Sessions; if invited</td>
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<td></td>
<td>REQUIRED - Attend Tutoring Sessions; if invited</td>
</tr>
<tr>
<td><strong>Traditional Class Structure</strong></td>
<td>Subject/Course Average 69 or Below;</td>
<td>REQUIRED - Attend all of Live Class Connect Sessions</td>
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<td>Parents must contact their student’s Compliance Specialist to submit an excuse when not attending Live Class Connect Sessions**. Supporting documentation may be required**. Students must view the recordings of missed live classes, whether the absence was considered excused or unexcused.</td>
</tr>
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<td>REQUIRED - Discuss and create a formalized individualized class participation agreement.</td>
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<td>REQUIRED - Attend Tutoring Sessions; if invited</td>
</tr>
</tbody>
</table>

* 2nd Grade through 12th grade Class Engagement Requirements Summary Table

**Note:** The above requirements are subject to change and may vary based on individual student needs and circumstances.
2nd through 12th grades Detail*

- **A Performance (Course/Subject Avg. 90 to 100+) Level of Flexibility = Full** - Students that are maintaining a 90 or above average in a given course/subject area, are meeting assignment deadlines, are on-track for meeting course/subject completion rate (hours/%), are demonstrating on-grade level or above proficiency on the MAP/Reading Test assessment, AND received a proficient or distinguished level rating on the prior year’s Milestones EOG/EOC Assessment in that core content area are encouraged to attend live whole class connect sessions and/or view the recorded class sessions, but they are not required to do so. However, if they perform poorly in a given lesson area (79 or below), then they are required to attend the corresponding live class connect review session or view the recording of that class connect. If a student is invited to a WIN session then they are encouraged to attend, but it is optional. If a student is invited to a tutoring session, then they are required to attend or make alternate arrangements with the teacher to review the given topic. Students with a Subject/Course Average of 90 or above that fail to meet any area of the qualifying criteria for Full Flexibility will be afforded only Extended Flexibility. Students that demonstrate below-grade level performance in a tested subject per MAP/Reading Test assessment AND/OR received Beginning Learner on the prior year’s EOG/EOC test regardless of course/subject average will be moved to the Traditional Class Structure flexibility level for that subject.

- **B Performance (Course/Subject Avg. 80 to 89) Level of Flexibility = Extended** - Students that are maintaining an 80 to 89 average in a given course/subject area, are meeting assignment deadlines, are on-track for meeting course/subject completion rate (hours/%), are demonstrating on-grade level or above proficiency on the MAP/Reading Test assessment, AND received a proficient or distinguished level rating on the previous year’s Milestones EOG/EOC Assessment in that core content area are encouraged to attend live whole class connect sessions in that core subject area, but they are not required to do so. However, they are required to view at least a majority of the recorded class sessions at a time that better suits their schedule. If they perform poorly in a given lesson area (79 or below), then they are required to attend the corresponding live class connect review session or view the recording of that class connect. If a student is invited to a WIN session then they are encouraged to attend, but it is optional. If a student is invited to a tutoring session, then they are required to attend or make alternate arrangements with the teacher to review the given topic. Students with a Subject/Course Average of 80 to 89 that fail to meet any area of the qualifying criteria for Extended Flexibility will be afforded only Moderate Flexibility. Students that demonstrate below-grade level performance in a tested subject per MAP/Reading Test assessment AND/OR received Beginning Learner on the prior year’s EOG/EOC tests regardless of course/subject average will be moved to the Traditional Class Structure flexibility level for that subject.

- **C+ Performance (Course/Subject Avg. 75 to 79) Level of Flexibility = Moderate** - Students that are maintaining a 75 to 79 average in a given course/subject area, are meeting assignment deadlines, are on-track for meeting course/subject completion rate (hours/%), are demonstrating on-grade level or above proficiency on the MAP/Reading Test assessment, AND received a developing learner or above rating on the previous year’s Milestones EOG/EOC Assessment in that core content area are required to attend the majority of live whole class connect sessions in that core subject area, but may substitute viewing recordings of those live class sessions when they cannot attend the live sessions due to schedule conflicts. An individualized class participation schedule shall be discussed and formalized with the teacher and/or counselor to determine the actual attendance guidelines and expectations for student participation. If a student is invited to a WIN or tutoring session, then they are required to attend or make alternate arrangements with the teacher to review the given topic. Students with a Subject/Course Average of 75 to 79 that fail to meet any area of the qualifying criteria for Moderate Flexibility will be afforded only Limited Flexibility. Students that demonstrate below-grade level performance in a tested subject per MAP/Reading Test assessment AND/OR received Beginning Learner on the prior year’s EOG/EOC tests regardless of course/subject average will be moved to the Traditional Class Structure flexibility level for that subject.

- **C- Performance (Course/Subject Avg. 70 to 74) Level of Flexibility = Limited** - Students that are maintaining a 70 to 74 average in a given course/subject area, are meeting assignment deadlines, are on-track for meeting course/subject completion rate (hours/%), are demonstrating at least on-grade level proficiency on the MAP/Reading Test assessment, AND received a developing learner or above rating on the previous year’s Milestones EOG/EOC Assessment in that core content area are required to attend all live whole class connect sessions in that core subject area. However, they may occasionally arrange to review a recording of those live class sessions when they cannot attend the live sessions due to a scheduling conflict provided that the teacher is aware and previous arrangements have been made. An individualized class participation schedule shall be discussed and formalized with the teacher and/or counselor to determine the actual attendance guidelines and expectations for student participation. If a student is invited to a WIN or tutoring session, then they are required to attend or make alternate arrangements with the teacher to review a given topic. Students with a Subject/Course Average of 70 to 74 that fail to meet any area of the qualifying criteria for Limited Flexibility will be afforded only Traditional Class Structure Flexibility. Students that demonstrate below-grade level performance in a tested subject per MAP/Reading Test assessment AND/OR received Beginning Learner on the prior year’s EOG/EOC tests regardless of course/subject average will be moved to the Traditional Class Structure flexibility level for that subject.

- **D/F/I Performance (Course/Subject Avg. 69 and Below) Level of Flexibility = Traditional Class Structure** - Students that are maintaining a 69 or below average in a given course/subject area, demonstrating below-grade level proficiency on the MAP/Reading Test assessment, AND/OR received a beginning learner rating on the previous year’s Milestones EOG/EOC Assessments in that core content area are required to attend all live whole class connect sessions in that core subject area. A traditional excuse must be submitted to the teacher for all live class absences and the absence will be considered either excused or unexcused**. If a student is invited to a WIN or tutoring session, then they are required to attend or make alternate arrangements with the teacher to review a given topic.

**NOTES: 2nd and 3rd grade subjects do not have the prior year’s Milestones EOC/EOC performance level rating as part of their qualifying criteria to determine class engagement flexibility level. If a student has an IEP and class attendance is addressed, then the IEP would be the leading document governing that student’s class attendance requirements. LIFE Students are not governed by this policy.**
**Traditional Class Structure Level of Flexibility Excused/Unexcused Absences from Live Class Connect Sessions Defined**

Students are REQUIRED to view the recordings of missed live class connect sessions, whether the lack of participation was considered excused or unexcused.

**Excused Absences:**
A student’s failure to engage in live class connect sessions will be considered excused when it is due to any of the following circumstances: (the parent must submit written documentation (email/letter) to the Compliance Specialist within 3 days, supporting documentation of the excuse may be required.)

1) Personal illness of the student.
2) A serious illness or death in the student’s immediate family necessitating absence from school.
3) Compliance with a court order or an order issued by a governmental agency, including an order for pre-induction physical examination for service in the armed forces, mandating missing a live class connect session from school.
   4) Observance of religious holidays, necessitating missing a live class connect session.
   5) Conditions rendering participation in live class connect sessions impossible or hazardous to the student’s health or safety.
6) No more than a total of six (6) live class connect sessions may be missed per school year per subject for the following reasons, but only if the absence has been preapproved by the principal or designee:
   a. scholarship interviews/college visitations
   b. travel opportunity with educational benefits
   c. graduation or wedding of an immediate family member
   d. specialized educational experience
   e. other circumstances that are mutually agreeable to the parent and principal
7) Up to ten (10) instructional live class connect sessions per year for school-sponsored, non-instructional activities (defined as functions during the school day that are under the auspices or sponsorship of a school or the school system) that are specifically approved in advance by the principal or designee.
8) For registering to vote or to vote in a national, state, county, and/or city election.
9) Serving as a Page in the Georgia General Assembly. Students serving as pages in the Georgia General Assembly shall be recorded as present for a live class session.

**Unexcused Absences:**
A student’s failure to participate in a live class connect session for any reason other than those listed above will be considered unexcused.

If three (3) or more consecutive live class connect sessions in a given subject/course are missed due to an illness and/or injury, then parents must submit medical excuse notes from their doctors to the teacher or the failure to participate will be recorded as unexcused.

If the failure to participate in a live class connect session is not due to illness, then another legal excuse must be submitted to the teacher or the missed live class connect session will be recorded as unexcused e.g., an excuse from a funeral director for absence related to death of an immediate family member.

Parents/guardians of students with five (5) or more unexcused missed live class connect sessions can expect to be contacted by their child’s teacher, Compliance Specialist, a FAST team member, a counselor, the school’s administration, and/or a social worker.

Excessive unexcused live class connect session absences may result in a student in the Traditional Class Structure Flexibility Level being withdrawn from Georgia Cyber Academy.
Georgia Cyber Academy Governing Board
Promotion and Retention Policy

The Board of GCA adopts the following policy, effective on the date of adoption by the Board.

Georgia Cyber Academy (“GCA”) is a charter school that is provided under O.C.G.A. Section 20-2-2065 a waiver of certain requirements of Title 20 of the Official Code of Georgia, including but not limited to the requirements of O.C.G.A. Sections 20-2-282 through 285 regarding the retention and promotion of students. Consistent with the flexibility provided to GCA under O.C.G.A. Section 20-2-2065, GCA desires to establish an appropriate policy regarding the procedures for promotion, placement and retention of its students.

The placement or promotion of a student at GCA into a grade, class, or program shall be based on an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive the instruction and other services needed in order to succeed and progress to the next higher level of academic achievement, in a manner consistent with the policy set forth below.

I. DEFINITIONS

   Accelerated Instruction – challenging instructional activities that are intensely focused on student academic deficiencies in reading, mathematics, science and/or social studies. This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Accountability Division of the Georgia Department of Education, to meet grade-level standards in a compacted period of time.

   Additional Instruction – academic instruction, beyond regularly scheduled academic classes, that is designed to bring students not performing on grade level, as defined by the Accountability Division of the Georgia Department of Education, to grade level performance. It may include more instructional time allocated during the school day, instruction before or after the school day, Saturday instruction, and/or summer or other intersession instruction.

   Differentiated Instruction – instructional strategies designed to meet individual student learning needs.

   Grade Level Achievement – standard of performance, as defined by the Accountability Division of the Georgia Department of Education, on the state adopted assessment(s).

   Placement – the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.

   Promotion – the assignment of a student to a higher grade level based on the student’s achievement of established criteria in the current grade.

   Retention – the re-assignment of a student to the current grade level during the next school year.

   State Adopted Assessment – an assessment in any subject required by the state of Georgia to be administered to students.
II. PROMOTION, PLACEMENT, AND RETENTION REQUIREMENTS FOR GRADES KINDERGARTEN through GRADE 8

1. Students shall be tested in accordance with requirements specified in State Board Rule 160-3-1.07 Testing Programs – Student Assessment.

2. The school principal or designee shall annually notify parent(s)/guardian(s) that promotion, placement, or retention of a student into a grade, class, or program will be based on the student’s performance on the state adopted assessments, the academic achievement of the student, and the GCA promotion, placement and retention criteria set forth in this policy.

3. Placement decisions will be made on an individual basis by the student’s principal based upon the criteria set forth in this policy. If a student is retained, written documentation of evidence supporting the decision will be on file in the student’s permanent record.

4. The student’s parent(s)/guardian(s) shall be notified of the promotion, placement or retention decision within 10 days after the decision has been made.

5. Students who spend more than one year in any grade will be provided accelerated instruction, additional instruction, or differentiated instruction.

III. GCA PROMOTION, PLACEMENT AND RETENTION CRITERIA

Kindergarten:
1. Readiness level as established by the results of the Georgia Kindergarten Inventory of Developing Skills (GKIDS).
2. Readiness level as established by the results of the approved district reading assessment(s) and approved district mathematics assessment(s) which are available at the time the retention, promotion or placement decision is being made.
3. Teacher recommendation for promotion, placement or retention.

Grades 1 - 2:
1. Readiness level as established by the results of the approved district reading assessment(s) and approved district mathematics assessment(s) which are available at the time the retention, promotion or placement decision is being made.
2. Readiness level as established on the student report card.
3. Teacher recommendation for promotion, placement or retention.

Grades 3 - 5:
1. Readiness level as established by the results of the appropriate state adopted assessment(s) in the areas of reading, mathematics, science and/or social studies which are available at the time the retention, promotion or placement decision is being made.
2. Readiness level as indicated on the student report card.
3. Readiness level as established by the results of any approved district reading, mathematics, science and/or social studies assessment(s) which are available at the time the retention, promotion or placement decision is being made.
4. Teacher recommendation for promotion, placement or retention.

Grades 6 - 8:
1. Grade level achievement as established by the results of the appropriate state adopted assessment(s) in the areas of reading, mathematics, science and/or social studies which are available at the time the retention, promotion or placement decision is being made.
2. Passing 3 of 4 academic classes and 66% or more of all connection classes taken during the school year.
3. Readiness level as established by the results of any approved district reading, mathematics, science and/or social studies assessment(s) which are available at the time the retention, promotion or placement decision is being made.
4. Teacher recommendation for promotion, placement or retention.

IV. APPEALS OF PLACEMENT, PROMOTION AND RETENTION DECISIONS GRADERS KINDERGARTEN THROUGH GRADE 8

In the event a parent of a student in Kindergarten through Grade 8 disagrees with a placement, promotion or retention decision by the student’s principal (the “Placement Decision”) and wishes to appeal such decision, the parent must notify the student’s principal in writing of their appeal of the Placement Decision within 10 days of receiving written notice of the Placement Decision or all rights of appeal of the Placement Decision shall be waived and the Placement Decision shall be final.

In the event a timely appeal of a Placement Decision is made by a parent of a student, a Placement Review Team consisting of the parent(s) of the student, a counselor or the family support liaison for the student, and the school principal or designee shall be convened to reconsider the Placement Decision of the student. The Placement Review Team shall consider all the retention, placement and promotion criteria as set forth in this policy and such other relevant information as the parents and other members of the Placement Review Team wish to share with the Placement Review Team. The initial Placement Decision (regardless of whether the initial decision was a decision of placement, retention or promotion) shall not be changed by the Placement Review Team unless the Placement Review Team unanimously agrees to the change in placement, retention or promotion of the student. The decision of the Placement Review Team shall be given to the parents in writing within 10 days of the date of the decision of the Placement Review Team.

In the event any member of the Placement Review Team disagrees with the decision of the Placement Review Team and wishes to appeal such decision, the person desiring to appeal the decision of the Placement Review Team must notify the Head of School in writing of their appeal of the decision of the Placement Review Team within 10 days of receiving written notice of the decision of the Placement Review Team or all rights of appeal of the decision of the Placement Review Team shall be waived and the decision of the Placement Review Team shall be final. The person submitting the appeal must submit a statement of all reasons and supporting documentation as to why they disagree with the decision of the Placement Review Team at the time of submitting their appeal of the decision of the Placement Review Team. The Head of School (or designee appointed by the Head of School) shall review the written documentation that is timely submitted by the person making the appeal along with records of the District relating to the decision of placement, promotion or retention without the requirement of any additional hearing or meeting. The Head of School (or designee) shall issue a written decision either affirming or modifying the placement, promotion or retention based upon their review of the record. The decision of the Head of School (or designee) shall be final.
V. REQUIREMENTS FOR GRADES 9 —12

Students in high school progress toward graduation on a course by course basis. Students shall take courses based upon academic performance, academic needs, graduation requirements and previous credits earned.

Students shall stay intact with their entering class for courses related to their freshman year. Assignments beyond the freshman year will be determined by the number of credits earned by the student. That is, a student will remain a freshman until such time that he/she earns 5 credits to be considered a Sophomore, 11 credits to be considered a Junior and 17 credits to be considered a Senior.

UNITS OF CREDIT

All state-supported high schools shall make available to all students the required areas of study. A course shall count only once for satisfying any unit of credit requirement for graduation. A total of 23 units are required to meet graduation requirements. See the following chart:

<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>Units Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>(I) English/Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>(II) Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>(III) Science</td>
<td>4</td>
</tr>
<tr>
<td>(Note: The 4th science unit may be used to meet both the science and an elective requirement)</td>
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</tr>
<tr>
<td>(IV) Social Studies/History/Humanities</td>
<td>3</td>
</tr>
<tr>
<td>(V) Health</td>
<td>.5</td>
</tr>
<tr>
<td>(VI) Personal Fitness</td>
<td>.5</td>
</tr>
<tr>
<td>(VII) CTAE and/or World Language and/or Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>(VIII) Electives</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL UNITS REQUIRED (MINIMUM) 23

VI. COMPLIANCE WITH FEDERAL AND OTHER APPLICABLE LAWS AND RULES

Notwithstanding anything to the contrary contained in policy, in compliance with the requirements of the Individuals with Disabilities Education Act (“IDEA”), and its implementing rules and regulations, all decisions regarding the provision of a free, appropriate, public education to students served under IDEA, including but not limited to decisions regarding placement, promotion and retention shall be made by the child’s IEP team in accordance with the provisions of IDEA, and the decision of the IEP team shall be final. Also notwithstanding anything to the contrary contained in policy, in the event a child is served under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and its implementing rules and regulations, if a parent disagrees with a promotion, placement or retention decision, the child’s Section 504 team shall convene to determine whether the District will be providing a free appropriate public education to the child as required by Section 504 if the promotion, placement or retention decision is implemented, and the Section 504 team may make such modifications to the promotion, placement or retention decision to the extent the Section 504 team determines that such changes to the promotion, placement or retention of the child are required in order to provide a free appropriate public education to the child pursuant to the requirements of Section 504. For purposes of this policy, the Section 504 team shall be the Placement Review Team for students served under Section 504, all decisions made by the Section 504 team shall be made in a manner consistent with Section 504, and the decision of the Section 504 team shall be final.
GCA chooses to exercise the flexibility given to it under O.C.G.A. Section 20-2-2065 with respect to promotion, retention and placement of its students to the greatest extent permitted by law and in accordance with the terms of this policy; however, to the extent that any laws, rules or regulations cannot be waived or are otherwise required by law to apply to GCA notwithstanding the flexibility give under O.C.G.A. Section 20-2-2065 or are applicable under GCA’s Charter, Bylaws or other governing documents (collectively “Non-Waivable Laws and Rules”), all such Non-Waivable Laws and Rules shall be fully complied with by GCA, notwithstanding any other terms of this policy to the contrary.

Legal citations:

O.C.G.A. 20-02-282 Academic Placement and Promotion Policy

O.C.G.A. 20-02-2065 Applicability of title, etc. to charter schools; waiver; requirements with respect to operation, control, and management

29 U.S.C. Section 794 Nondiscrimination under Federal grants and programs 34 C.F.R. 104.33 Free appropriate public education

20 U.S.C. Section 1412 State Eligibility

34 C.F.R. 300.101 Free appropriate public education (FAPE)
The Georgia Cyber Academy Governing Board

Student Discipline and Code of Conduct Policy

Adopted On: April 24, 2019  Last Reviewed On: April 24, 2019  Last Updated On:

The Board of GCA adopts the following policy, effective on the date of adoption by the Board.

The Georgia Cyber Academy (GCA) Governing Board adopts this Student Discipline and Code of Conduct Policy to establish and implement an age-appropriate student code of conduct designed to create and sustain a learning environment that facilitates all students’ efforts to learn. Student Discipline also will be addressed, consistent with this policy, in a student code of conduct included in the District Handbook. This Policy, and the Student Code of Conduct, will comply with state law and State Board of Education Rules and will include the following:

1. Standards for student behavior designed to create the expectation that all students will behave in such a manner as to facilitate a learning environment for all students. The standards will encourage students to respect each other, school faculty/ staff, and any persons attending school functions, and to motivate students to obey student behavior policies adopted by this Board and to obey student behavior rules established at each school.

2. Student support processes designed to consider, as appropriate, considering the severity of the behavioral problem, support services available at each school, the district and other public entities or community organizations which may assist students to address behavioral problems.

3. Progressive discipline processes designed to create the expectation that the degree of discipline imposed will be in proportion to the severity of the behavior leading to the discipline and will consider the previous discipline history of the student and other relevant factors, while ensuring that each student receives the due process mandated by federal and state law.

4. Parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance student behavior and academic performance. The process should enable parents, guardians and school employees to communicate freely their concerns about student behaviors which detract from the learning environment.

The code of conduct will require disciplinary action for infractions of the code and will include the disciplinary process required by Georgia statute and a hearing officer that meets the training requirements included in O.C.G.A. § 20-2-759 and State Board of Education (SBOE) rule 160-4-8-.15.

The student code of conduct will be distributed to each student at the beginning of the school year and upon enrollment of each new student. The parents/guardians will be requested to sign an acknowledgment of the receipt of the code of conduct and promptly return the acknowledgment to the school.

**Teacher Reporting Information**

A teacher is required, consistent with Board policy and applicable law, to manage his or her online classroom, including disciplining students and referring students to the principal or designee to maintain discipline in the online classroom.

Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct sufficient to substantially interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of such student's classmates to learn will file a report of such behavior with the principal or designee.

The principal and teacher should thereafter follow the procedures set forth in the Student Discipline Code of Conduct procedure and as set forth in Georgia law, specifically O.C.G.A. 20-2-737-738.
Student behavior which violates state or federal laws as specified in O.C.G.A. 20-2-1184 will result in a report being filed with the police and district attorney.

The Superintendent and/or designee shall develop procedures and guidelines as necessary for implementation of this policy and law.

**Reporting Inappropriate Behaviors**

The District adheres to the requirements found in O.C.G.A. § 20-2-751.7 and the Georgia Professional Standards Commission’s state mandated process for students to follow reporting instances of alleged inappropriate sexual behavior by a school employee. Any student (or parent or friend of a student) who has been the victim of an act of abuse, sexual abuse, sexual misconduct, or other inappropriate behavior by a teacher, administrator or other school district employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

Pursuant to O.C.G.A. § 19-7-5, if a student has allegedly been abused a report of such allegation will be made immediately.

Any report of behavior contemplated in O.C.G.A. § 20-2-1184 will be made to superintendent or his/ her designee.

**Discipline Related to Students with Disabilities**

This Policy is intended to uphold and comport with specific statutory and regulatory requirements regarding discipline meted out to students with disabilities. This Policy is subject to federal and state law and regulations governing discipline of students with disabilities.
COMPLAINT PROCEDURES

Complaints: Every Student Succeeds Act (ESSA)
Complainants are expected to address complaints or grievances beginning at the school level with the teacher first and then the administration. Central Office personnel should be contacted next, should parents feel the issues have not been resolved. Conference forms, notes and minutes are kept on file as documentation of the issues.

Complaint procedures under the Every Student Succeeds Act (ESSA) are available from the Georgia Cyber Academy Executive Director, Mike Kooi. The complaint procedures describe grounds for complaints, federal programs for which complaints can be filed, information on filing and investigation of a complaint, as well as rights to appeal. The address to which complaints should be filed is included in the procedure. Information regarding complaint procedures is distributed annually to school administrators to share with staff. Copies are also kept on file in each school's front office.

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

Federal Programs for Which Complaints Can Be Filed
- Title I, Part A
- Title I, School Improvement Grant (SIG) 1003 (a)
- Title I, Part C
- Title I, Part D
- Title II, Part A
- Title III, Part A
- Title VI, Part B
- Title IX
- McKinney-Vento Act

Complaints originating at the local level as a part of its assurances within ESSA program grant applications and pursuant to Section 9306 of ESSA, an LEA accepting federal funds must have local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve though local written complaint procedures. If the complainant has tried to file a complaint with Georgia Cyber Academy to no avail, the complainant must provide the Georgia Department of Education with written evidence of their attempt to resolve the issue with Georgia Cyber Academy.

All Other Complaint Procedures
A. Students, parents/guardians, and any other individual who may have a complaint should address it first at the school level (for example, a complaint about a classroom-related matter should first be addressed with the teacher) and then with school administration. If the complaining party believes the issues have not been resolved by school administration, he or she should send a formal complaint as described in this procedure to the general counsel for the Georgia Cyber Academy (the “School”) Board, whose information is provided below.
B. Conference forms/notes/minutes are kept on file as documentation of the issues.

C. Students, parents/guardians, and any other individual may file a complaint with the Georgia Cyber Academy Board if he or she believes and alleges that a violation of state law or regulation has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received unless a longer period is reasonable because the violation is considered systemic or ongoing.

D. A formal complaint must be filed in writing and signed by the complainant. The complaint must include the following:
   1. Complainant’s name, contact information, and relationship to the School.
   2. A statement that the School has violated a requirement of state law or regulation.
   3. The date on which the violation occurred.
   4. A description or explanation of the alleged violation.
   5. The names and contact information of individuals who can provide additional information.
   6. Copies of all applicable documents supporting the complainant’s allegations.

E. The complaint must be delivered electronically to Georgia Cyber Academy Board Counsel, Alexa Ross, and Board Chair, Kenneth Tennyson:

   Alexa Ross, Esq.
   ROBBINS ROSS ALLOY BELINFANTE LITTLEFIELD LLC
   aross@robbinsfirm.com

   Kenneth Tennyson, Georgia Cyber Academy
   Board Chair: ktennyson@georgiacyber.org

F. For a complaint directed to the Board, within ten (10) business days of receipt of the complaint, the Board or Board Designee will issue a Letter of Acknowledgement to the complainant confirming that the complaint has been received and informing the complainant as to additional information needed, the ways in which the Board will investigate the complaint, and any other pertinent information. The complainant will promptly and in writing inform the Board of whether he or she will provide additional information and otherwise respond to the Board’s Letter of Acknowledgement.

   If additional information or an investigation is necessary, the School, through the Board, will complete its investigation and issue a Letter of Findings within 60 calendar days of receiving all requested information from the complainant or notice that the complainant has provided all information of which he or she is aware.

   If a violation has been found, the School, by and through the Board, will take corrective action as promptly as reasonably possible and in no event later than 60 days from the date of the Letter of Findings.

G. If the complaint is not resolved at the Board level, the complainant has the right to request review of the Board’s decision by the Georgia State Charter Schools Commission (“SCSC”). The Board will upon request provide the complainant with the information needed to request SCSC review.
Discrimination Notices

NON-DISCRIMINATION POLICY

Georgia Cyber Academy shall not discriminate in their educational programs, activities or employment practices based on race, color national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 and the Georgia Cyber Academy Human Relations Act.

Information relative to special accommodation, grievance procedure and the designated responsible official for compliance with Title VI, Title IX and Section 504 may be obtained by contacting: Mike Kooi, Executive Director at mkooi@georgiacyber.org

GCA is committed to creating a safe, healthy learning environment for all students that enhances personal safety and encourages respect, dignity, and equality among students. GCA complies with the following laws:

NON-DISCRIMINATION

The Georgia Cyber Academy (GCA) Board of Directors is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying.

In accordance with federal and state laws and local policy, the GCA Board of Directors prohibits the acts of discrimination, harassment, intimidation, bullying, and exclusion towards any individual on the basis of the individual's actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, alienage, veteran status, parental status, family status, or marital status in admission or access to its programs, facilities, services, activities, employment opportunities, or any aspect of operations. GCA provides equal access and opportunity to the Boy Scouts of America and other designated (outside) youth or community groups to meet on school premises or in school facilities, and prohibits discrimination, harassment, intimidation, bullying, and exclusion towards any individual or group officially affiliated with the Boy Scouts of America or other designated (outside) youth groups listed in Title 36 of the United States Code as a patriotic society.

If students and/or parents have concerns, then they should bring such concerns, in writing, to the attention of their grade band principal. If employees have concerns, then they should bring such concerns, in writing, to the attention of their immediate supervisor. The following persons have been designated to handle inquiries and concerns regarding the Board’s non-discrimination policies:

Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin.
Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex. Title IX also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

The Age Discrimination Act of 1975 prohibits discrimination on the basis of age.

Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability, and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability.

GCA has designated the following individual to investigate alleged violations of Title VI, Title IX, Age Discrimination Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973:

Mike Kooi
Executive Director
Office: 404-334-4790 Fax: 404-684-8816

Georgia Cyber Academy also complies with the Individuals with Disabilities Education Act ("IDEA").

GCA has designated the following individual to investigate alleged violations of Individuals with Disabilities Education Act ("IDEA"):

Veronica Crenshaw
Office: 404-334-4790 Fax: 404-684-8816

Under the Boy Scouts of America Equal Access Act, no public elementary school or state or local education agency that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities before or after school hours shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society.

The following individual has been designated to investigate alleged violations of the Boy Scouts of America Equal Access Act:

Mike Kooi
Executive Director
Office: 404-334-4790 Fax: 404-684-8816

REPORTING DISCRIMINATION
Any person who believes that he or she has been the victim of discrimination should report the alleged discrimination within thirty (30) days of the occurrence by:

- Email
- Fax
- Telephone
- Sending a letter by mail
- Filing a complaint in person

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Once a complaint has been made, designated personnel will begin an investigation, track progress, and determine whether the alleged conduct constitutes a violation of Title VI, Title IX, Title II, Section 504, the Age Discrimination Act, or the Boy Scouts Equal Access Act, and take appropriate action.

Discrimination complaints may be submitted to the GCA Head of School by email, telephone/fax, mail, or in-person.

STUDENT COMPLAINTS:
Angela Lassetter GCA Head of School
alassetter@georgiacyber.org
Office: 404-334-4790 Fax: 404-684-8816

PERSONNEL COMPLAINTS:
Angela Lassetter GCA Head of School
alassetter@georgiacyber.org
Office: 404-334-4790 Fax: 404-684-8816

For further information from the Office of Civil Rights (OCR) on notices of non-discrimination, call 1-800-421-3481 or visit https://wdcrobo01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area.