

Online Learning Manual

- Credit Recovery
- New Work
- Blended Learning and Unit/Grade Repair

*Updated August 2018

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“With online learning, you’re more connected to students, since you can monitor their progress and give instant feedback, ensuring that each student achieves success on a daily basis.”

OVERVIEW OF ONLINE LEARNING OPPORTUNITIES

Recognizing that all students do not all learn the same way, the Richmond County School System offers online learning opportunities. These personalized learning programs are designed so that all students have the necessary tools to meet their learning needs. The programs provided are Credit Recovery, New Work, and Blended Learning/Grade Repair.

Credit Recovery. High School students who have failed a class may enroll in our Credit Recovery Program to retake a class for credit. Students can participate in the Credit Recovery Program in one of two ways: 1) School-based Credit Recovery and 2) Performance Learning Center. These programs provide alternative learning environments for students to recover academic credits on an accelerated timeline.

Credit Recovery courses are self-paced and allow students to achieve success in courses they have previously attempted yet failed to demonstrate mastery of standards. The credit recovery program is designed to support struggling students in moving forward towards graduation by getting them back on-track in order to complete high school with their academic cohort.

The goal of any credit recovery program is to provide an appropriate online platform (Georgia Virtual School or Edgenuity) with structured teacher support and intervention. Credit recovery courses can be offered during the school day, extended day, Saturday, evening and summer school programs.

New Work. Eligible students may enroll in the New Work Program and take courses for initial credit. New work courses are available through the Georgia Virtual School and Edgenuity. Students will enroll at their assigned school. Course offerings in Edgenuity include all graduation requirements so a student can complete all coursework in that program if that is the preferred mode of learning.

Blended Learning and Unit/Grade Repair. Blended learning is an instructional model in which students learn, in part, through digital and online resources. This online learning is combined with face-to-face classroom instruction. All middle and high school teachers in Richmond County have access to use online materials for classroom instruction in a blended learning model. The complete Edgenuity course list is available for use in Blended Learning. Materials from the Georgia Virtual School are also available for Blended Learning. Additionally, many websites such as the Khan Academy, LearnZillion, etc., offer free instructional materials that are available for use. Students and teachers can use the Blended Learning option for Grade Repair. In this model, teachers can assign work (either a partial or complete unit of instruction) for the student to complete to earn missing grades or to repair low grades.

Online Learning Platforms used in Richmond County

The Richmond County School System utilizes two platforms for delivering online learning courses—Georgia Virtual School and Edgenuity.

The Georgia Virtual School

Students in Richmond County may take online courses through the Georgia Virtual School. Courses may be taken for credit recovery or for new work.

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. Georgia Virtual School provides a teacher led, virtual classroom environment. Georgia Virtual School also equips students with an online media center and guidance center to support students throughout their online course experience.

Edgenuity

Students in Richmond County may take online courses through the Edgenuity. Courses may be taken for credit recovery or for new work. Course offerings include all graduation requirements so a student can complete all coursework on Edgenuity if that is the preferred mode of learning.

Edgenuity is a research-based online learning platform that is purchased by the school system and is available to all middle and high schools. It provides self-paced individualized instruction aligned to the Georgia Standards. Each course is divided into several modules that include video tutorials, assignments, labs (math & science only), quizzes, topic tests, essays (ELA only), and cumulative exams.

ONLINE LEARNING ROLES AND RESPONSIBILITIES

School Principal. The principal assigns the guidance counselor, facilitator, and teachers who will facilitate credit recovery and/or new work. He/she monitors the implementation of the online learning programs by reviewing and analyzing reports pertinent to usage and implementation. The principal also monitors the quality and fidelity of the program.

Guidance Counselor. The guidance counselor conferences with student and parents concerning new work and credit recovery options. The counselor provides the course registration information for enrollment to the school's online learning facilitator. The guidance counselor is responsible for ensuring the proper credit is awarded to the student for successfully completed courses.

Facilitator. The Facilitator is responsible for collaborating with the principal, assistant principals, counselors, and new work/credit recovery core teachers to ensure the successful implementation of the online learning program. The facilitator responsibilities include student registration and technical support for the program. He or she is to serve as the liaison between the guidance counselors and testing coordinator to implement proper scheduling, course assignment, and Milestone EOC test administration. In addition, the facilitator ensures the student receives appropriate accommodations and modifications as outlined by IEP or 504 plan. The facilitator may also serve as a monitor for assessments.

Online Learning Teacher. The Online Learning teacher is responsible for monitoring student's academic progress and attendance. The teacher utilizes a protocol of data driven instructional and decision making to provide academic support and supplemental instruction. The teacher serves as the on-site monitor for the administration of all assessments (topic tests and cumulative exams). The teacher tracks and monitors the student progression for course completion. The teacher maintains a folder for each student (notes, grades, progress reports, etc.) that will be collected and retained on file at the school at the end of the course. He or she works collaboratively with the guidance counselor and facilitator to ensure the credit is awarded at the completion of the credit recovery course.

Online Learning Student. The Online Learning student is responsible for monitoring his or her own learning by keeping a folder/notebook for each course in which he or she is enrolled. The folder/notebook is to serve as repository of notes from lectures, assignments, essays, labs, etc. The student is responsible for arriving to class prepared with all appropriate materials. He or she is to communicate to the teacher or facilitator any problems with assignments or system. The student must also communicate with the teacher and/or facilitator to schedule all assessments. The credit recovery teacher and/or facilitator must proctor assessments.

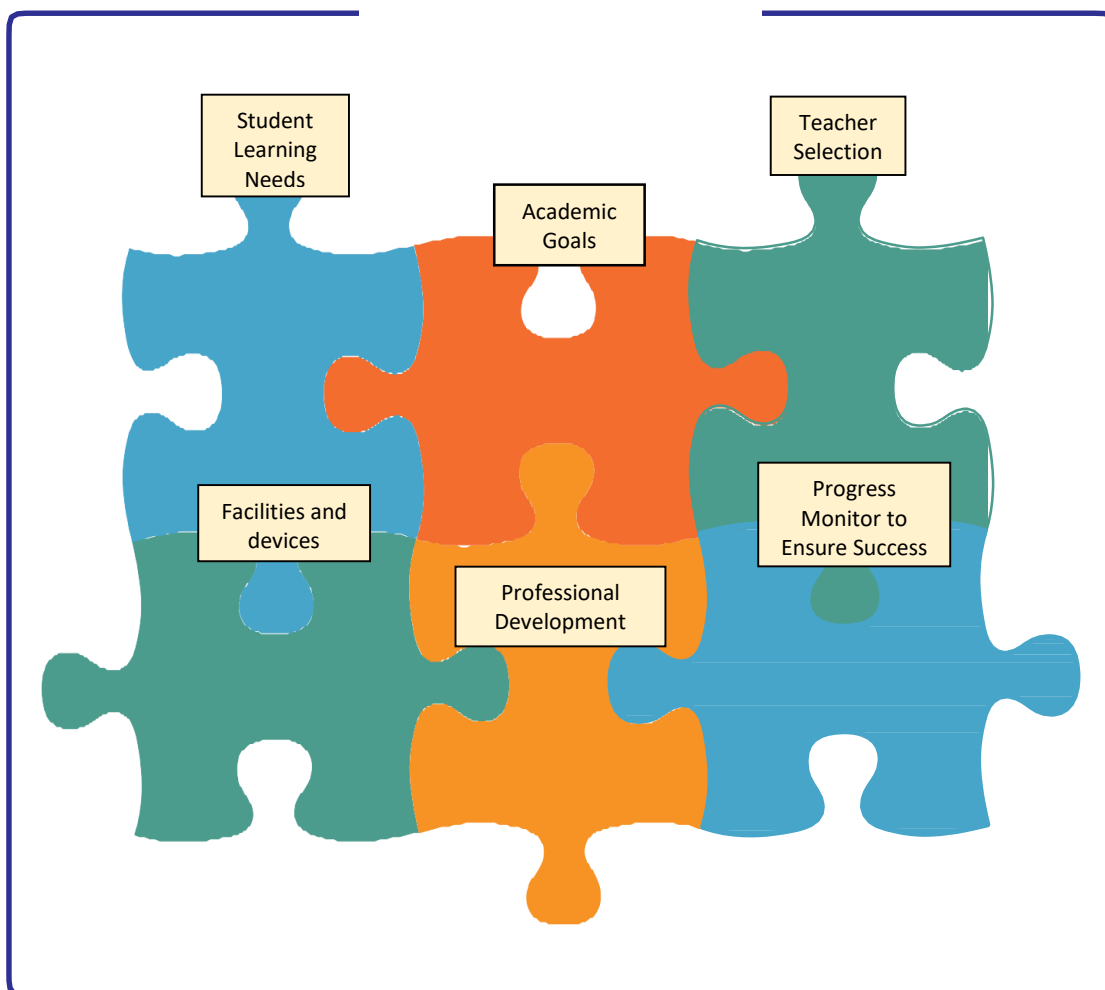
Classroom Teacher. The classroom teacher can integrate online learning into regular classroom instruction as a blended learning model. Online instructional resources can be utilized for differentiation and personalization of learning tasks. Additionally, these resources may be used for Unit and Grade Repair. The classroom teacher is responsible for these assignments.

YOUR SCHOOL'S ONLINE LEARNING PLAN

Expanding your current online program, or implementing a brand new one, will require significant analysis, consideration, and planning from your school's Leadership Team. This manual is a guide for best practices for each model.

A crucial first step is to clearly articulate your academic goals and set quantitative measures to evaluate the success of your implementation. After you have identified these goals, your leadership team can begin to plan for staff, professional development, curriculum, facilities, technology, and more. Investing considerable time and resources in this upfront planning will help ensure that you are implementing a program that enables students to be successful and excel academically.

Online Learning Implementation for Credit Recovery, New Work, and Blended Learning /Grade Repair



Identifying Student Needs

Online learning offers many benefits to students including access to more courses and teachers, flexible scheduling and more control over course pacing. Students can also strengthen time management and study skills, improve academic outcomes, and graduate from high school on time or even ahead of schedule. Designing the right online or blended learning program for your school is contingent on the unique needs of your student population.

Students who have failed more than one course qualify for our Credit Recovery Program. Students who are over-aged, have extenuating circumstances, or are off track for graduation may qualify for our Performance Learning Center Program. Students who are on-track or accelerated can take New Work online classes through the Georgia Virtual School or Edgenuity.

Students who are self-motivated learners that enjoy working independently have the option to enroll in New Work. This program allows students to move on when ready. The student can enroll and complete the class moving at his or her own pace. Students who are successful in this program are motivated to study, manage and complete work, and ask for help when needed.

In the classroom, teachers can use the blended learning program to address a variety of student needs. Units can be selected for Grade Repair or to enhance and differentiate regular classroom teaching. Students can be assigned a specific tasks and assessments to replace previous grades or missing work. Students who are absent for an extensive time or have extenuating circumstances may also benefit from the blended learning opportunities.

It is important to make sure that students understand the requirements and skills needed for successful online learning before they begin. Students will need basic computing skills, note-taking and study skills, and be willing to work independently and self-monitor.

Students with Special Needs

If a student is eligible for instructional services (ELL, 504, IEP), the accommodations and modifications outlined in the student's plan must be carried out with fidelity.

Academic Dishonesty & Plagiarism

Academic dishonesty, cheating, and plagiarism will not be tolerated. Students discovered copying and pasting answers into online content assignments or essay will receive a zero for the assignment. All assessments must be taken in the presence and under the supervision of a monitor (teacher or facilitator).

Behavior

The Richmond County School System Code of Conduct and consequences outlined therein will be enforced.

Scheduling Considerations

Richmond County students are to be placed in the appropriate yearlong and semester courses as determined by the guidance and/or administrative staff. The A/B designated courses are only to be used in cases where students transfer into the district from districts that award mid-year credit for A/B courses and are in need of the A or B course to complete the Carnegie unit.

GEORGIA Milestones End of Course Assessments

Students enrolled in core courses that require an EOC Milestone will take the state assessment at the completion of the course.

Just as online and blended learning models are transforming the educational experience for your students, they too, are changing the practices of teachers. Although direct instruction and assessments are delivered online, teachers remain central to the learning process, working with students one-on-one or in small groups. Successful students have teachers who closely monitor student learning and are able to provide additional academic support when needed. They understand when and how to provide motivation when students become “stuck” and need guidance to get back on track. Student-teacher conferencing is key to providing feedback for students. Conference time can include building relationships, setting and reviewing progress towards goals, motivating students, re-teaching or reviewing concepts, and assessing student readiness before taking a test.

In order for your online or blended learning to be successful, it is crucial that you recruit the right teachers. It’s also essential that you provide the right amount of professional development so educators will learn how to instruct, motivate, and mentor online learners.



Teacher Attributes that Support Online Learning

Success

1. Mentors and coaches students on strategies that encourage active learning, application, interaction, participation, and collaboration.
2. Utilizes data each day to differentiate instruction and to guide student learning.
3. Maintains availability to promote regular feedback, timely response, and clear expectations.
4. Responds to all students with special needs or different learning styles.
5. Understands and is able to use a range of current technologies that effectively support student learning and communication, while modeling safe behavior related to technology use.
6. Reflects on personal growth and practice. Remains current on best practices for teaching the 21st Century learner.
7. Has excellent classroom management and is aware of student behaviors at all times.
8. Maintains excellent records and documents work with students.
9. Communicates in a positive manner with students, parents, and teachers.

Professional Learning Considerations

Are teachers skilled in coaching and mentoring?

Are teachers skilled in engaging and motivating online learners?

Are teachers skilled in using data to inform grouping and instruction?

Are teachers skilled in technology?

Are teachers skilled in supporting students with special needs?

English language learners? Gifted students?

Are teachers skilled in enhancing student interaction and understanding without visual cues?

Are teachers skilled in communications, particularly written communications?

Are teachers skilled in creating and facilitating group discussions?

Are teachers skilled in traditional instructional best practices?

What are your expectations for good online and blended learning instruction?

What supports are needed for teachers in their first year of online or blended instruction?

How will you offer effective PL for experienced online or blended teachers?

How will you use TKES to provide effective feedback to all of your online teachers?

How will online and blended learning teachers be encouraged to collaborate with guidance counselors, content-area teachers, and others?

Planning Checklist

You can use this checklist as a *guide* to plan for your school's implementation.

Initial Planning

- Form a school team with a variety of stakeholders
- Establish clear roles and responsibilities for team members and stakeholders
- Analyze current model, curriculum, materials, etc. to determine what is and is not meeting the needs of your students and teachers. Determine target students for each model
- Create and write a plan for your school and set measurable goals aligned to your plan
- Develop a monitoring and evaluation plan to ensure success
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Prior to Implementation

- Review best practices for each model
- Select Teachers for Credit Recovery and New Work classes
- Review student data to determine needs for Credit Recovery and New Work
- Review master schedule to ensure alignment for Credit Recovery and New Work classes
- Create your school plan to communicate with students and parents
- Initial orientation and sign-on process for Credit Recovery and New Work programs
- How to communicate ongoing progress monitoring to students, administration, parents
- Determine professional development needs and ensure completion
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Implementation

- Share your school online learning plan with school faculty and staff
- Host an orientation for students and parents
- Observe, coach, and evaluate teachers (TKES)
- Administrator monitors student progress and provides reports to the team for data analysis
- Set regular dates to measure and document progress towards yearly goals
- Continue to problem-solve and adjust your program to meet student needs
- Consider an end-of-year perception survey with students, teachers, and parents to measure effectiveness and revisions for next year
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SECTION I – CREDIT RECOVERY

“Credit recovery is traditionally defined as a way to ‘recover’ credit for a course that a student was previously unsuccessful in earning academic credit towards graduation. It differs greatly from programs that allow students to earn “first time credit” in that students having already satisfied seat time requirements for a course in which they were unsuccessful can focus on earning credit based on competency of the content standards for the particular course. Credit recovery programs, in general, have a primary focus of helping students stay in school and graduate on time.”

Source: *Georgia Credit Recovery* <http://www.Georgiacreditrecovery.org/FAQs.aspx>

Governing Rules & Legislation

State Board of Education Rule

SBOE Rule 160-4-2-46 HIGH SCHOOL GRADUATION REQUIREMENTS parts to waiver (2) (c), (d), and (3) (e) 6. (i). These sections of the rule require that Carnegie units of credit be awarded based on 150 clock hours of instruction. However, a seat time waiver has been granted to Richmond County Performance Learning Center (PLC), Alternative Program (Lamar), and all High Schools. The parameters of the waiver state that an appropriately certificated teacher must deliver instruction. The curriculum will be the Georgia Performance Standards (GPS) and Common Core Georgia Performance Standards (CCGPS).

NCAA Ruling

Georgia Credit Recovery and Edgenuity online platforms do not meet the NCAA core-course requirements. These credit recovery programs are designed to allow students to finish complete courses in a short period of time which is not in alignment with NCAA Bylaw 14.3.1.2.2. For more information visit:

http://fs.ncaa.org/Docs/eligibility_center/OVN/Nontraditional_Course_FAQ/enGeorgiage.html

Richmond County Credit Recovery Programs

School-based Credit Recovery Program

Each Richmond County School will implement a school-based credit recovery program to enable students to retake classes that were previously failed.

Performance Learning Center

This non-traditional program provides an opportunity for high school students to recover and accrue credits for the purpose of getting on-track for graduation and obtaining a high school diploma.

Richmond County Approved Online Credit Recovery Tools

Credit Recovery through the Georgia Virtual School

The GEORGIA DOE Credit Recovery Program is a collaborative initiative between the Division of School Improvement and the GEORGIA Virtual School. It is free to all participating students. Through the Georgia Virtual School students have the opportunity to retake a course that he or she has previously failed and earn credit towards graduation. Georgia Virtual School Credit Recovery is available to all RCSS high school students.

Georgia Credit Recovery courses are designed to be on a flexible schedule and are not facilitated by a teacher.

Georgia Credit Recovery options allow students who have completed seat time and calendar requirements to earn credit based on competency of the content Standards.

Georgia Credit Recovery courses are complete courses containing all GPS/CCGPS content for which the student will demonstrate mastery before receiving a new grade.

This program is only available to students enrolled in Georgia public high schools. (This program is not for students who need one-on-one instruction or who did not receive a basic understanding of the course the first time)

Credit Recovery through Edgenuity

The Richmond County School System has purchased Edgenuity. This is an online learning platform that is managed by the school system. It is free to all participating students. Through Edgenuity student have the opportunity to retake a course that they have previously failed and earn credit towards graduation. Credit Recovery classes in Edgenuity are available to all RCSS high school students.

Edgenuity Credit Recovery classes are facilitated by a teacher.

Credit Recovery classes in Edgenuity allow the student to work at his or her own pace both at school and at home to complete the coursework.

Students can access the Edgenuity platform on any device that is connected to the Internet.

Students completing Credit Recovery classes in Edgenuity must take the appropriate EOC GEORGIA Milestone Assessment.

First, the student takes the Pre-Assessment, then the student will progress through the course.

(Note: Students can test out at 80% or higher)

Student Work and Quizzes

The student is **required** to take notes, study, and work through the lesson. The notes can be used on the quiz. The student must score 70% or better in order to pass the quiz.

If the student fails the quiz, then the teacher should provide additional guidance and direction to the student, as needed, and reset the quiz so that the student may retake.

The second attempt will be the final grade earned for this quiz. The student moves on through the course.

Student Work and Tests

The student is **required** to take notes, study, and work through the lesson. The notes CANNOT be used when taking a test. When a student is ready to take a test, the teacher should look at the student's notes and ask a few content or vocabulary questions from the notes to determine if the student has studied sufficiently and is ready to take the test.

If not, then the student can go back to take additional notes, study with a partner, or receive additional instruction from the teacher.

If the student is prepared for the test, then the teacher allows access. The teacher must monitor to ensure that the student is not using notes or receiving help from an online source or website.

If the student fails the first attempt, then the teacher should provide significant intervention, guidance, and direction to the student in a conference to determine next steps. The student should not retake the test until the teacher has verified the student has learned the material and is ready for a second attempt. If the student is prepared, the teacher may reset the test.

If the student is not successful on the second attempt, there should be considerable intervention, including a conference with the student and additional instruction provided by the teacher. The third attempt will be the last time test can be reset.

Teacher Protocols and Expectations

The teacher provides students with direct technical support and academic assistance to the students enrolled in the online learning program.

The teacher monitors student progress, attendance, course activity time, additional instruction and remediation.

For Credit Recovery or New Work, the teacher sets up and maintains a folder for each student. At the end of the course, the Teacher should make sure the folder is complete with student notes, final grade report, and any other supporting documents. This folder should remain on file at the school as evidence of completion.

The teacher follows the RCSS Protocols for Student Progression in Edgenuity to ensure fidelity of the program and student mastery of learning standards.

When students ask for a topic test review, teachers take this opportunity to review the unit and student notes prior to test administration to ensure the student has learned the material.

The teacher conferences with students and helps students to set and meet goals, providing motivation when they are stuck.

The teacher communicates with all stakeholders, including students, parents, data teams, and administrators and provides reports as needed.

Course Grading

Passing Thresholds

In order to successfully complete an Edgenuity course, a student must meet or exceed a predetermined threshold. The passing threshold for the subject areas are listed below:

Passing Threshold	LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	ELECTIVES
Labs:		70	70		
Quizzes:	70	70	70	70	70
Topic Tests:	70	70	70	70	70
Cumulative Exams	70	70	70	70	70

Grading Weights

In order to ensure consistency in evaluation, grading weights for Edgenuity courses are predetermined at district level. Below are the weights for each assignment.

Grade Weights	LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES	ELECTIVES
Assignments	10%	10%	10%	20%	20%
Labs		10%	10%		
Essays	10%				
Quizzes	20%	20%	20%	20%	20%
Topic Tests	40%	40%	40%	40%	40%
Cumulative Exams	20%	20%	20%	20%	20%
TOTAL (100%)	100%	100%	100%	100%	100%

SECTION II – NEW WORK

Richmond County School System New Work

In the Richmond County School System, high school students have the opportunity to enroll in new work classes to earn initial credit. The system is continuing to review the online coursework and will add additional courses as they are approved.

Georgia Virtual School

Students in Richmond County may take online courses for new work through the GEORGIA VIRTUAL SCHOOL.

<http://gavirtualschool.org/>

A local school facilitator is required. Facilitators serve as the Georgia Virtual contact person in the local school. This individual may be a classified or certified staff member. Facilitators help the Georgia Virtual teachers and administrators “reach out and touch” the students. They are not the teacher and have no instruction or remediation responsibilities, nor are they responsible for solving technology or accessibility issues if a student is taking the course off-site.

Students who are enrolled in the Georgia Virtual courses that require a Georgia Milestones EOC assessment will take the assessment at their local school. Required Georgia Milestones End of Course (EOC) assessments are required by the state of Georgia in some courses.

Students enrolled in and/or receiving credit for one of these courses, regardless of grade level, are required to take the Georgia Milestone assessment upon completion of the course. The courses that require a Georgia Milestones EOC assessment are as follows:

- 9th Lit/Comp
- American Lit/Comp
- Biology
- Physical Science
- Algebra I
- Geometry
- US History
- Economics

The State Board of Education Rule 160-8-1-.01 states that a student enrolled in the Georgia Virtual School shall earn a final numeric grade at the end of every course attempted unless the student withdraws from the course according to the guidelines in the Georgia Virtual School Student Handbook. Grades earned, including final grades, final exams and state approved assessments shall comply with State Board of Education Rule 160-4-2-.13 Statewide Passing Score.

Edgenuity

Eligible students may enroll in courses that are available for New Work (also referred to as Initial Credit). Students will enroll at their assigned school through their school counselor. Students enrolling in New Work can choose from a growing list of approved classes. All students taking courses for New Work in Edgenuity must be assigned a highly-qualified teacher.

State Board of Education Rule

SBOE rule 160-4-2-.48 and other rules detailing high school graduation requirements requires high schools to offer a minimum of 150 clock hours of instruction, 135 hours of instruction in an approved block schedule, or a minimum of 120 clock hours of instruction for summer school prior to awarding a unit of credit. While school districts must continue to offer that minimum amount of clock hour instruction, this rule clarifies that this “seat time” requirement does not apply to individual students. Accordingly, the local board of education may award units of credit upon the student’s demonstration of subject area competency through completion of a course without regard to the amount of time the student spent in the course. Local boards of education may develop local policies consistent with this rule regarding the awarding of credit. (p. 4, *Guidance Georgia State Board of Education Rule 160-5-1-.15 AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES.*)

Teacher Certification

Students who are taking classes for New Work must be assigned to a teacher who is highly qualified and certified to teach the subject. This teacher shall oversee and monitor the student work to ensure completion of course requirements for credit.

SECTION III – BLENDED LEARNING and UNIT/GRADE REPAIR

Blended Learning and Unit/Grade Repair is available to students in all Richmond County middle and high schools. Teachers can use this model to meet a variety of needs in the classroom. Resources are available from both the GEORGIA Virtual School and Edgenuity for Blended Learning or Unit/Grade Repair.

Blended Learning. There are endless ways for teachers to incorporate blended learning into the classroom. There are a variety of web applications that students can use for projects and to show mastery of standards. All of the resources in Edgenuity and the GEORGIA Virtual School can be accessed and used in the classroom or used for the Flipped Classroom instructional model. Additional links are provided in the appendix for some additional online resources.

Unit or Grade Repair. When students have missing, incomplete, or failing work, the teacher can assign work for Grade Repair. The teacher can select the entire unit OR specific assignments to show that the student has mastered the standard. These units are set to “move freely” in the blended learning platform, and the teacher can assign the specific work that each student needs to show mastery of the standard and to provide evidence of work completed to repair grades.

How to find Unit/Grade Repair resources. The units for Unit/Grade Repair are located in Edgenuity in the Blended Learning platform. They are set to “move freely” for the convenience of the teachers and their instruction. After logging into the program, go to *Courses*, then *Manage Courses*. Then, scroll to the bottom of that page and filter by content area (Language Arts, Science, Math, Social Studies). All the units pertinent to their content area will “float” to the top of the list. These units begin with a zero (ex: 0_grade, subject, unit name)

The teacher should not weigh the student down with assignments as busywork or as a punishment for not completing previous work. Work assignments should be carefully selected to ensure that the student has learned the priority standards, but these assignments should not load the student down with more than can be completed in a reasonable timeframe. The teacher is responsible for providing guidance to the students to complete this work. The teacher should be able to provide documentation of the work that is completed and graded.



RCK12 Technology Standards (Based on P21 and ISTE Student Standards)

- i. Teamwork and Collaboration**
 - a. Interact, collaborate and publish with peers or experts using various forms of digital media
 - b. Develop cultural understanding and global awareness
 - c. Contribute to project teams to produce original works or to problem-solve
- ii. Innovation and Creativity**
 - a. Apply existing knowledge to generate new ideas, products, or processes
 - b. Create original works as a means of personal or team expression
 - c. Use models and simulations to explore complex issues
 - d. Identify trends and forecast possibilities
- iii. Critical Thinking, Problem Solving, and Decision Making**
 - a. Identify and define authentic problems and significant questions for investigation
 - b. Plan and manage activities to develop a solution or complete a project
 - c. Collect and analyze data to identify solutions and/or make decisions
 - d. Use multiple processes and diverse perspectives to explore alternative solutions
- iv. Effective Oral and Written Communication**
 - a. Communicate information to multiple audiences using a variety of media and formats
 - b. Participate in the social exchange of ideas
 - c. Listen effectively to decipher meaning and intention before sharing ideas or opinions
 - d. Use communication for a range of purposes (to inform, instruct, motivate, and persuade)
- v. Accessing and Analyzing Information**
 - a. Plan strategies to guide inquiry
 - b. Locate, orGeorgianize, analyze, evaluate and synthesize information from a variety of sources and media
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - d. Process data and report results
- vi. Digital Citizenship**
 - a. Advocate and practice safe, leGeorgian and responsible use of information and technology
 - b. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity
 - c. Demonstrate personal responsibility for lifelong learning
 - d. Exhibit leadership for digital citizenship

RESOURCE LINKS

Here are some suggested links that you might find useful. Please suggest other websites for this page.

Blend My Learning

www.BlendMyLearning.com

Article on Flipped Classroom

<https://www.educationnext.org/the-flipped-classroom/>

Flipped Classroom

Center for Teaching and Learning, the Flipped Classroom

<https://facultyinnovate.utexas.edu/flipped-classroom>

Georgia Virtual School

<http://www.Georgiavirtuelschool.org/>

Georgia Virtual School Best Practices Document

http://www.gavirtuelschool.org/Portals/2/PDFs/BestPracticeTips_August07.pdf

Blended Learning Now

<http://www.blendedlearningnow.com/>

International Association for K-12 Online Learning

<http://www.inacol.org/>

International Society for Technology in Education

<http://www.iste.org/>

ISTE Standards for Students

<http://www.iste.org/standards>

GEORGIA Teacher Resource Link (in SLDS) webpage with tutorial

<http://www.Georgiadoe.org/Technology-Services/SLDS/Pages/Teacher-Resource-Link.aspx>

Razorback “YOUNiversity”

Cross Creek High School Grade Repair Contract (Sample, CAN EDIT)



Grade Repair is meant to assist students who have made an effort to be successful in a course but have failed to make adequate progress to meet standards during a grading period. Grade Repair is not a vested right automatically conferred upon a student who receives a failing grade.

To be eligible for Grade Repair, a student:

- must have put forth effort to complete originally-assigned work in a conscientious and timely fashion and/or have made a genuine effort to ask for and receive assistance from your teacher.
- must not have engaged in plagiarism or cheating specifically identified by the teacher which resulted in the unsatisfactory grade.

In addition to the required regular class work, students are given a two-week period to complete the repair work assignments.

The Rules:

Work on your own, at Sunrise Academy (6:45 – 7:25), after school (2:30 – 3:20), and/or Saturday School (9:00 – 11:00).

Bring **required** paper and pen/pencil or take notes on Edgenuity.

Stay on task – make steady progress by working daily outside of the classroom.

Ask for assistance

Meet your deadline (you have two weeks). If you get stuck or need help, ask.

Follow the District Internet User Policy.

Take all major unit tests with your teacher.

Complete all teacher-required assignments and assessments.

Student Name (PRINT)	Student #	Grade
----------------------	-----------	-------

Parent’s Signature	Home Phone	Cell Phone
--------------------	------------	------------

Parent’s Email	Date
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Course to Recover: _____ Teacher

Teacher Signature _____

Edgenuity Class Name:	Edgenuity Topic:
Edgenuity Lesson:	
Activities to be Completed:	
Vocabulary	Lab Lecture

Warm Up	Lab
Instruction	Lab Assessment
Online Content	Practice
Journal	Quiz

(Sample provided from Westside, CAN BE EDITED)

Guidance Counselor’s Role for Credit Recovery with Edgenuity Students

Student Selection

- Counselors conference with students during the Pre-Registration period and in the 4th grading period that have expressed an interest in taking credit recovery classes for summer school and/or the next school year.
- Counselors review the student’s final transcript during the summer to identify other students that would be candidates for credit recovery for the next school year.
- Counselors provide an interest box during Open House.
- Counselors discuss with new students, at the time of registration, Georgia credit recovery options.
- Parents may also request a student be considered for credit recovery (provided the student has failed the class before).
- Edgenuity Teachers and Guidance Counselors provide user names and passwords.

Communication among the Guidance Counselors, Teacher, and Student Data Collections Specialist

- Edgenuity Coordinator provides a list of courses that each student has previously failed to the Edgenuity teacher. The teacher assigns the courses to them one at a time upon the completion of the course.
- Final Grade Report
- Edgenuity Teacher communicates with the Guidance Counselors when students have completed a course and reconfirms the next course for completion.
- The Edgenuity Coordinator marks the class as “complete.”
- If needed, the student’s name is given to the Test Coordinator for the next available EOC test date.
- A final grade report is submitted by the Edgenuity Coordinator to the Student Data Collections Specialist for entering into the student’s transcript.

Progress Reports

- Guidance Counselors meet with the students individually and as a group twice during the semester. Additional conferences are held with the student if he or she is not making adequate progress in the Edgenuity class.
- At that time, students may be removed from the program and placed back into the classroom for the completion of the course.
- Edgenuity Coordinator prints an updated progress report from Edgenuity at the time of the distribution of report cards. A label is attached to each report card that states: *“Your child is enrolled in a credit recovery course. Attached is their progress. The “Complete” indicates the percentage completed at this time. The “Actual Grade: will be given on the transcript at the end of the year (even if the course is incomplete). Contact teacher for updates.”*
- Guidance Counselors or Edgenuity Teachers provide updated progress during parent/student conferences, when scheduled by the parent.
- Administration Staff also meets with students in a group setting to provide additional encouragement and support.

Additional Internet Time

- Edgenuity Coordinator provides a laminated pass for the year that allows the student to access the media center before school, during club time, and after school. Students sign in at the media center to verify attendance.
- We have extended the access to Monday – Friday mornings and Monday - Thursday afternoons.
- Students are also allowed to have access to the computer lab during the administration of the SAT from 8:30 am – 12:00 pm (Saturday Westside SAT administration months: October, November, December, January, and March). Additional Saturday access is announced at times when Edgenuity staff is available.
- If students desire to stay past 3:15, students must coordinate it with the Edgenuity Coordinator in advance.
- The student link to Edgenuity is located on the school's homepage.



Credit Recovery Pass

ELA Lab

Mon –Tues – Wed – Thurs – Friday

7:00 am – 7:30 am

2018-2019

During the school day –

MUST have teacher permission

AND written pass to the media center



Credit Recovery Pass

ELA Lab

Mon –Tues – Wed – Thurs – Friday

7:00 am – 7:30 am

2018-2019

During the school day –

MUST have teacher permission

AND written pass to the media center



Credit Recovery Pass

ELA Lab

Mon –Tues – Wed – Thurs – Friday

7:00 am – 7:30 am

2014-2015

During the school day –

MUST have teacher permission

AND written pass to the media center



Credit Recovery Pass

ELA Lab

Mon –Tues – Wed – Thurs – Friday

7:00 am – 7:30 am

2014-2015

During the school day –

MUST have teacher permission

AND written pass to the media center

(SAMPLE OF AN EXCEL SPREADSHEET OF A FINAL GRADE REPORT)

Last Name	First Name	Student GTID	Grade	Course	Percent Complete	Overall Grade	GEORGIA Milestone EOC	Actual Grade	Final Grade	Credit Earned	Coordinator's Side Notes

THIS INFORMATION IS GENERATED FROM THE EDGENUITY DASHBOARD REPORT

The Edgenuity Coordinator types in the GEORGIA Milestone EOC and hand calculates the Final Grade.

The grey columns are from the SDCS

(SAMPLE ONLY – CAN EDIT)

Welcome to Online Learning at the **Academy of Richmond County**. We are excited that you are considering this option. Before completing this application, we strongly suggest that you take the brief questionnaire at the end of this application to see if online learning will be a good fit for you. All applications **must** be signed by the students' parents/guardians.

A. Student/Parent Information

First Name _____ Middle Initial _____ Last Name _____

Today's Date: _____ Date of Birth: _____ Gender: ___ M ___ F

Expected year of Graduation (circle one): 2019 2020 2021 2022

Student's e-mail address _____

Student's Mobile Phone _____

Parent/Guardian Name(s) _____

Parent primary e-mail _____ Parent phone _____

B. Course/Program Information for Student/Parent

Select the course(s) you would like to take online. Indicate whether this will be your first time taking the course as New Work or if you are repeating the class for Credit Recovery.

___ Algebra	___ New Work or	___ Credit Recovery
___ Ninth Grade Literature	___ New Work or	___ Credit Recovery
___ Biology	___ New Work or	___ Credit Recovery
___ Economics	___ New Work or	___ Credit Recovery

C. Terms of Agreement

- The student commits to spending each assigned class period at school on Edgenuity course work. The assigned Edgenuity class period may not be used as a study hall for other schoolwork.
- The student and parent understand that some coursework may require additional time and computer access outside of the school day and commit to ensuring the student has access to computer resources before or after school, if needed.
- The student agrees to immediately contact his/her Edgenuity teacher via email whenever a problem arises.
- The student and parent understand that it is the student's responsibility to follow due dates and deadlines established by the teacher. The student will contact the teacher directly with questions about assignments, due dates, and deadlines.

- The student and parents are aware that 5 to 10 active login hours per week are necessary to stay on schedule. The student and parents will be committed to reaching the goals set forth by the teacher. Students who fall behind will be placed on probation. If the student is not able to get back on track after three weeks, the student will be removed from the online setting and placed back in a face-to-face classroom.
- A folder and notebook (electronic and/or paper) for notes, handouts, and homework for the online course will be maintained.
- A strict honor code of conduct will be followed. Only original work will be submitted. Plagiarism will not be tolerated. All tests taken will follow the test proctoring policy.
- Students must take the appropriate Georgia Milestone EOC for the online courses that require an EOC for course credit. This test will be given once the student completes the online course.

D. Signatures:

Your signature below indicates your approval of the above conditions and course selection.

Student Signature

Date

Parent Signature

Date

As a parent, do you wish to receive weekly progress reports via e-mail? Yes _____ No _____

Counselor Signature

Date

Online Learning Teacher Signature

Date

Principal Signature

Date

Is Online Learning for Me?

Take the self-assessment below to determine if you are a good candidate for online learning.

1. My need to take this course now is:

- A. High. I need it for a specific goal.
- B. Moderate. I could take it on campus later or substitute another course.
- C. Low. It could be postponed.

2. Feeling that I am part of a class is:

- A. Not particularly necessary to me.
- B. Somewhat important to me.
- C. Very important to me.

3. I would classify myself as someone who:

- A. Often gets things done ahead of time.
- B. Needs reminding to get things done on time.
- C. Puts things off until the last minute or doesn't complete them.

4. Classroom discussion is:

- A. Rarely helpful to me.
- B. Sometimes helpful to me.
- C. Almost always helpful to me.

5. When an instructor hands out directions for an assignment, I prefer:

- A. Figuring out the instructions myself.
- B. Trying to follow the directions on my own, then asking for help as needed.
- C. Having the instructions explained to me.

6. As a reader, I would classify myself as:

- A. Good. I usually understand the text without help.
- B. Average. I sometimes need help understanding the text.
- C. Slower than average.

7. When I need help understanding the subject:

- A. I am comfortable approaching an instructor to ask for clarification.
- B. I am uncomfortable approaching an instructor but do it anyway.
- C. I never approach an instructor to admit I don't understand something.

Add 3 points for each "a" that you circled, 2 for each "b," and 1 for each "c."

21 is the highest score. If your child scored toward the higher end of the scale, he or she may be a good candidate for an online learning course.

Edgenuity Blended Learning Assignment

Student Name: _____ Block/Period _____

Date Assigned: _____ Date Due: _____

- Grade Repair Unit Repair Blended Learning Assignment

Edgenuity Class Name:
Edgenuity Unit Name:
Edgenuity Lesson Name:

Activities to be Completed:

Vocabulary Lab Lecture/Lab

Warm Up Practice/Assignment

Instruction/Video Quiz

Online Content Topic/Unit Test

Journal/Essay Other

Additional Comments/Directions for the Student:

Grade(s) earned _____

* Optional Teacher Directions: Distribute to student working in blended learning. Check off learning tasks to complete. When work is complete, the student will bring this back for you to check the grade in Edgenuity. Suggestion: Keep for documentation.