



**Richmond**  
*County School System*

**Online  
Learning Manual**

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## RCSS Online Learning Academy Overview

Richmond County School System (RCSS) is committed to providing a variety of online learning opportunities for students. These online and blended learning courses provide a way for students to recover credits for failed courses, take courses for initial credit, and complete courses for grade repair. Transfer students who have participated in an online course prior to enrolling in a Richmond County School System may provide an official transcript to the school counselor. The purpose of this manual will cover the use of online courses in Imagine Edgenuity and Georgia Virtual School. Counselors should utilize the approved RCSS Imagine Edgenuity/GA Virtual course list for determining appropriate online program enrollment.

RCSS offers three Online Learning options for secondary students:

1. School-based
2. Program-Based
  - a. Alternative Education Center at Morgan Road
  - b. Performance Learning Center
  - c. Performance Learning Center At-Home
  - d. Reaching Potential through Manufacturing (RPM)

### School-based

Each Richmond County School will implement a school-based credit bearing program to enable students to retake classes that were previously failed and/or take courses for initial credit.

### Program-Based

If you would like more information about the programs listed above, please contact your school-based counselor.

## The platforms

### Imagine Edgenuity

Imagine Edgenuity is a research-based online learning platform that is purchased by the school system and is available to all high schools. It provides self-paced individualized instruction aligned to the Georgia Standards of Excellence (GSE) and Georgia's K-12 English Language Arts & Mathematics Standards. Each course is divided into several modules that include video tutorials, assignments, labs (science only), quizzes, topic tests, essays (ELA only), and cumulative exams. Courses may be taken for credit recovery or for New Work. All teachers assigned to New Work courses must hold course-specific certification for the courses to which they are assigned. Course offerings include all graduation requirements so a student can complete all coursework on Imagine Edgenuity if that is the preferred mode of learning.

### Georgia Virtual School

As a fully SACS CASI accredited program, Georgia Virtual School provides students with the opportunity to take over 100 course offerings in core content, World Languages, CTAE,

electives, and AP courses. Students take a course to earn credit while learning in an online format where a certified, highly qualified teacher guides the student on a self-directed learning program. At the high school level, there are well over one hundred (100) courses offered. These courses can be taken during the regular school day as one of the student course offerings for *New Work*.

### **Senate Bill § 20-2-319.1. Georgia Virtual School**

A local school system shall not prohibit any student from taking a course through the Georgia Virtual School, regardless of whether the school in which the student is enrolled offers the same course. (2) ...if a student participates in courses through the Georgia Virtual School that are more than the maximum number of courses a student may be enrolled in during a school day, such student shall be subject to the cost of tuition not to exceed \$250.00 per student per semester course.

RULE 160-8-1-.01. Georgia Virtual School

#### **(2) REQUIREMENTS.**

General.

2. Local school systems and private schools, as a condition for participation in the Georgia Virtual School shall agree to transcribe and award credit earned by students completing coursework through the Georgia Virtual School.

#### **(b) Funding and Tuition**

2. Funds may be appropriated for online learning courses taken by students in Georgia Virtual School courses who meet the following criteria for course enrollments during the regular school day:

- (i) Public school student who is taking a course(s) as a part of their regular five- and one-half hours instructional day or its time equivalent pursuant to State Board of Education Rule 160-5-1.02 School Day and School Year for Students and Employees.

3. Local school boards with students enrolled in online learning programs for courses during the regular school day shall be funded in the amount that the participating students would have earned if those students had been in an equivalent FTE general education program in a local school for that portion of the instructional day in which the students were enrolled in an online learning course.

The policies and procedures in this manual are not intended to limit the discretionary authority of, or to create any liability for, or create a cause of action against, the Board of Education or its officers, employees, volunteers or other designated individuals for any act or omission to act related to this policy. Georgia's constitution provides that school district employees are immune from liability when they are performing discretionary functions and they act without malice or intent to cause injury. Nothing herein is intended to create a ministerial duty for any Board of Education officer, employee, volunteer, or other designated individual.

(c) Registration

2. Students registered in a Georgia public school, private school or home study program shall receive written approval from a facilitator prior to being enrolled in a Georgia Virtual School online learning course.

Please see your counselor for more information. Click [here](#) to learn more about GAVS course offerings.

## Overview of Online Learning Opportunities and Eligibility

**NOTE:** Prior to enrollment in any online course, students must meet with their home school guidance counselor to look at RCSS online learning options. When a decision has been made, a completed Course Request Agreement and RCSS Online Learning Agreement (found in the appendix and posted online on the Teaching and Learning website). School counselors are responsible for securing a completed [Course Request](#) and RCSS [Online Learning Agreement](#) and informing students and parents/guardians of NCAA guidelines relating to online courses prior to approving any students for enrollment in online courses or submitting course requests for enrollment.

### Credit Recovery \*\*

The goal of any credit recovery program is to provide an appropriate online platform (Georgia Virtual School or Imagine Edgenuity) with structured teacher support and intervention. **In this case, a student repeats an entire class that has been previously taken and failed. ANY certified teacher can facilitate this model, and students move at their own pace...often “testing out” of material.** This can be a “lab setting” or an afterschool program supervised by a teacher certified in ANY content area. **All assessments, including pre-tests, must be supervised.** High school students who have failed a class can enroll in the Credit Recovery Program to retake a class for credit with the guidance of their school counselor.

### Initial Credit (New Work) \*\*

*New Work* is also a “Credit Bearing” model, but in this case the course has not been attempted before and the teacher **must be certified in that specific subject area** (ELA, Math, Science, etc.), just as you would assign a teacher for a traditional F2F class. There is no “testing out” as the entire course must be attempted and completed to earn credit. Eligible students can enroll, with the guidance of their school counselor, in *New Work* and take courses for initial credit. These courses are used in a lab setting or an afterschool program, but they are supervised **by a teacher certified in the course-specific area. All assessments must be supervised.** *New Work* courses are available through the Georgia Virtual School and Imagine Edgenuity. Students will enroll at their assigned school. Course offerings in Imagine Edgenuity include all graduation requirements so a student can complete all coursework in that program if that is the preferred mode of learning.

## Grade Repair\*\*

In addition to offering full unit recovery, RCSS Online Learning Academy also equips classroom teachers with a digital curriculum designed to support re-teaching when students struggle with specific units or grading periods. This approach enables educators to implement Grade Repair strategies that help students grasp essential concepts needed for course mastery. Teachers opting to use the Grade Repair Option can assign Imagine Edgenuity's Blended Learning materials to replace a student's original failing unit or semester grade. Please refer to the RCSS Grading Policy for additional information.

## NCAA Ruling

Georgia Credit Recovery course credits are not accepted by the NCAA for its student athletes. GA Virtual School credits will still be accepted by the NCAA. Please visit their website to apply for courses Georgia Virtual School.

Core courses for initial credit (New Work) are approved by the NCAA for use with Imagine Edgenuity Instructional Services. Schools and districts can also use Imagine Edgenuity courses with their own teachers, but these implementations need to be reviewed by the NCAA to ensure students are getting high-quality instruction. All teachers assigned to New Work courses must hold course-specific certification for the courses to which they are assigned. Student athletes who need to recover credits should complete the full course to receive credit from the NCAA. Credit recovery versions or any courses with pretesting or prescriptive testing are not approved by the NCAA. For more information, please visit Student Athletes.

**\*\*For Summer School Imagine Edgenuity guidance, please attend the district summer school training (when provided) and follow the guidance that you will receive.\*\***

## GEORGIA Milestones End of Course Assessments

Students enrolled in core courses that require an EOC Milestone should take the state assessment at the completion of the course. Online students **should take** the assessment at their assigned schools. The school's Test Coordinator and the school counselor should work together to schedule the student's test session.

Students who repeat an EOC course would participate in the EOC at the end of the repeated course given that the EOC serves as the final exam. Schools that award 1.0 credit upon completion of a yearlong course should incorporate the EOC as 10% of the final grade. Schools that award 0.5 credit at the end of the first semester, and 0.5 credit at the end of the second semester, should average the EOC in as 10% of the final second semester course grade. Please consult [Board Rule 160-4-2-.13](#) (STATEWIDE PASSING SCORE) regarding the inclusion of EOC Grade Conversion scores on report cards.

More Information about [Testing Requirements](#)

# Enrollment process for RCSS Online Learning Academy

## 1. Pre-Enrollment Advisement Session

Before a student transitions into an online learning program, please follow the guidance below.

### **Pre-Advisement Preparation:**

- School counselor must gather relevant information.
- Contact parent/guardian to:
  - Confirm interest and readiness for online learning.
  - Verify access to technology and internet.
  - Discuss emotional support and scheduling compatibility.
- Counselor discusses academic progress, graduation status, and emotional support.

## 2. School Counselor Responsibilities

Once a student has been decided to be the best interest of the student, the following must be completed:

### **Obtain and Complete the RCSS Student Online Learning Agreement Form:**

- Ensure the form is fully completed.
- Submit it to the Lead School Counselor before enrollment.
- Inform students and parents/guardians about NCAA requirements for online courses.

### **Schedule Courses in Infinite Campus:**

- Add the approved RCSS Online Learning Academy course(s) to the student's schedule.
- Follow the operations guide for setup.
- Best Practice: Students should not be enrolled in more than two (2) online courses simultaneously.
- Future courses may be added to the Imagine Edgenuity dashboard once current courses are completed.

### **Submit Finalized Agreement Form:**

- List each course the student will take.
- Submit the form to the Lead School Counselor for approval.
- Forward the approved form to the RCSS Online Learning Academy Site Coordinator.

## 3. Site Coordinator Responsibilities

### **Enroll Student in Online Courses:**

- Use the RCSS Student Online Learning Agreement form to add the student to the specified courses.
- Complete the bottom half of the form.
- Make two copies: one for the Teacher of Record and one for the student's school.
- Provide a copy of the student's transcript for the Teacher of Record

Additional instructions and explanation of the Teacher of Record are found in this Operations Guide.

## What Makes a Successful Online Student?

- **Active in the course**

RCSS Online Learning Academy requires the student to actively listen to the entire lesson and takes notes. Even if a student is enrolled in a Credit Recovery course, they are required to take notes from bypassed lessons. Student should be active within each course for a minimum of 3 – 4 hours per week to stay on track and finish by district target date.

- **Prepared**

RCSS Online Learning Academy requires earbuds or headphones, notebook/guided notes, and the assigned laptop each day.

- **Independent**

RCSS Online Learning Academy is an independent activity. Students must be able to manager their time and understand their learning style. They should also know when to ask their teacher for help too.

- **Organized**

RCSS Online Learning Academy requires the student to adhere to the assignment calendar. Students should make sure that notes are organized and labeled with correct section. It is recommended to use a composition notebook unless students are utilizing guided notes where a folder or three- ring binder is suggested.

## Academic Integrity Policy

**RCSS ONLINE LEARNING ACADEMY SITE COORDINATORS AND SCHOOL ADMINISTRATION MUST ENSURE CLASSROOM FACILITATORS, PARENT(S)/GUARDIAN(S), AND STUDENTS KNOW THESE POLICIES PRIOR TO ENROLLMENT.**

### RCSS Online Learning Academy Integrity Commitment

The vision of Richmond County School System is to be a premier, world-class school system in which every student acquires an excellent education. Our schools will be welcoming centers organized around high-quality teaching and learning. To honor this vision and our commitment to excellence in education, RCSS Online Learning Academy provides an online collaborative learning environment that promotes academic integrity. RCSS Online Learning Academy strives to maintain academic integrity in the online environment by ensuring all courses regularly include discussion-based assessments designed to verify the validity and authenticity of student work. Our belief is that by fostering honesty and responsibility, we are empowering students to be good citizens and custodians of learning. The RCSS Online Learning Academy expectations below reflect this commitment.

### Academic Integrity Policy

Prior to enrollment in any course offered through RCSS Online Learning Academy, students and parents/guardians are required to sign a [student online learning agreement](#) as a part of the Course Request Agreement indicating their understanding of academic integrity and the consequences of dishonesty. Students are expected to uphold the qualities of academic integrity by NOT engaging in any of the following unacceptable behaviors: cheating, fraud, or plagiarism. Below, you will find a list, although not all inclusive, of acts of cheating, fraud, or plagiarism.

Students are expected to uphold the qualities of academic integrity by not engaging in any of the following unacceptable behaviors: cheating, fraud, or plagiarism. Below, you will find a list, although not all inclusive, of acts of cheating, fraud, or plagiarism.

Students should NOT...

- ✗ copy or use someone else's work (to include images, words, and ideas) and pass it off as their own
- ✗ use unauthorized study aids (cheat sheets, references, calculators, notes, other people, Internet, etc....)
- ✗ falsify information, including research, or commit data forgery
- ✗ copy or apply patterns of language, structure, or ideas of another without internal and external citation or receipt of permission as appropriate

Students *SHOULD*...

- ✓ complete their own original work using resources and references only as allowed and citing appropriately

If a student is determined to be in violation of Academic Dishonesty or Plagiarism listed above, their actions will be dealt with according to the [Code of Conduct](#) and consequences outlined therein will be enforced.

## Consequences for Student Violations

If a student is determined to be in violation of the RCSS Online Learning Academy Academic Integrity Policy, their actions will be dealt with as indicated in the chart below:

| <b>Consequences of Academic Integrity Violation(s)</b>                                | <b>1st Offense</b> | <b>2nd Offense</b> | <b>3rd Offense</b> |
|---------------------------------------------------------------------------------------|--------------------|--------------------|--------------------|
| Parent Contact                                                                        | x                  | x                  | x                  |
| Student receives a grade of zero ("0") on the assignment with no make-up opportunity. |                    | x                  | x                  |
| Student removed from RCSS Online Learning Academy with a failing grade.               |                    |                    | x                  |
| Student disqualification from academic honor Societies.                               |                    |                    | x                  |
| Student prohibited from enrolling in future RCSS Online Learning Academy courses.     |                    |                    | x                  |

## Personnel Responsibilities for RCSS Online Learning Academy

The District Office will...

- oversee the approval and distribution of online learning options and establish quality assurance guidelines for all online learning options that are made available to Richmond County School System students.
- provide in-service training to in-school facilitators in the district when RCSS Online Learning Academy students are taking classes during the school day or from school-based facilities.
- provide training and awareness programs to meet the needs of the school leadership and appropriate staff (counselors).
- develop and implement policy that includes rules, regulations and processes for RCSS Online Learning Academy.
- provide schools with information regarding course registration processes and any funding implications.

- review overall student and course progress information.

#### School Administration will...

- Be responsible for implementation of RCSS Online Learning Academy and designate a RCSS Online Learning Academy Site Coordinator.
- Assign highly qualified Teachers of Record from specific content areas, and to staff RCSS Online Learning Academy labs as facilitators.
- Collaborate with the school administrative team to create a flexible master schedule with opportunities for student movement.
- Designate counselors to ensure RCSS Online Learning Academy grades and/or comments have been entered into Infinite Campus at each grading period following the Infinite Campus procedures included in this document.
- Verify that final grades are recorded accurately on student transcripts.
- Ensure compliance with guidelines and policies for RCSS Online Learning Academy.
- Provide training opportunities to staff.
- Review a school-wide report provided by the RCSS Online Learning Academy Facilitator detailing individual student progress for students enrolled in RCSS Online Learning Academy courses (to be conducted every two weeks).

#### Lead School Counselor will...

- Recommend students for RCSS Online Learning Academy based on staff consultation, graduation requirements and established district procedures for RCSS Online Learning Academy.
- Work with other school counselors in the department to ensure students are recommended for credit recovery courses based on staff consultation, graduation requirements, and established district procedures for RCSS Online Learning Academy.
- Secure and maintain a RCSS Online Learning Academy Parent Agreement Form prior to enrollment in online courses, which is found in the appendix of this manual.
- Communicate with the RCSS Online Learning Academy Site Coordinator and Site Facilitator to ensure proper student course placement.
- Communicate RCSS Online Learning Academy expectations, guidelines and procedures to students, parents/guardians, classroom facilitators, site coordinators, administrators, teachers of record, and any other school employees working with online courses

(including homebound situations and special education accommodations), as appropriate and follow protocol accordingly.

- Ensure that Infinite Campus schedules and grading practices are consistent with procedures outlined in this document.
- Ensure students and parents/guardians have been notified of NCAA guidelines, check that appropriate courses have been added to the student schedule in Infinite Campus and complete the online learning contract by signing (found in Appendix) and sending it to the RCSS Online Learning Academy Site Coordinator. (A copy of this form must be kept by the RCSS Online Learning Academy Site Coordinator and the school counseling department).

#### The School Counselor will...

- Secure and maintain signed RCSS Online Learning Academy Parent Agreement Form prior to enrollment in online courses. (found in the appendix)
- Complete the RCSS Online Learning Academy Online learning contract and add the correct courses to the student schedule in Infinite Campus. Maintain a copy of the online learning contract and send the original to the Lead School Counselor.
- Communicate RCSS Online Learning Academy expectations and NCAA guidelines, to parents/guardians, classroom facilitators, site coordinators, administrators, and any other school employees working with online courses (including homebound situations and special education accommodations), as appropriate.
- Assign students in the same courses to the same classroom facilitator. Notify Administration that a Teacher of Record needs to be assigned to students.
- Add the courses to the student's Imagine Edgenuity account which were approved by the Lead School Counselor on the approved course request form. (A copy of this form must be kept by the RCSS Online Learning Academy site coordinator and the Counseling Department.)
- Collaborate with the school administrative team to create a flexible master schedule.
- Monitor student grades, attendance, progress, or inactivity and communicate with students, parents/guardians, classroom facilitators, site coordinators, administrators, teachers of record, and any other school employees working with specific students in online courses (including homebound situations and special education accommodations), as appropriate and within HIPPA/FERPA regulations, to ensure students are successful.
- Marks students' courses complete.

- Archives courses (enrolled in wrong course, class already on transcript, etc.)
- Communicate with the RCSS Online Learning Academy Site coordinator to ensure accurate grades and comments have been entered into Infinite Campus at each grading period following the Infinite Campus procedures included in this document.

#### RCSS Online Learning Academy Site Coordinator will...

- Communicate with students, parents/guardians, classroom facilitators, administrators, and other school employees (including homebound situations and special education accommodations), as appropriate and within HIPPA/FERPA regulations, concerning student progress or inactivity.
- Ensure integrity by monitoring when assessments are available to individual students.
- Serve as the school level expert and trainer in using Imagine Edgenuity.
- Serve as the liaison between the classroom facilitator and teachers of record as needed.
- Maintain clean, accurate records by working with the classroom facilitator in monitoring reports.
- Review weekly reports from RCSS Online Learning Academy classroom facilitators and work with stakeholders to resolve issues. Contact school administration, school counseling department, and RCSS Online Learning Academy personnel as appropriate.

#### RCSS Online Learning Academy Facilitator/Teacher of Record ...

Once the student is enrolled in a course, the facilitator will...

- Work directly with the student to provide encouragement and monitor progress.
- Prepare substitute plans in case of illness, power outage, or network outage.
- Provide a student-centered learning experience to participants in the learning program.
- Communicate with parents, school counselors, teachers of record, and school administrators regarding student progress.
- Assist the RCSS Online Learning Academy Site Coordinator with teacher training and support for RCSS Online Learning Academy.
- Take attendance in Infinite Campus daily.
- Supervise student activities and behavior.
- Communicate with the Site Coordinator on a regular basis.

- Serve as the on-site proctor for all assessments.
- Works directly with student to provide encourage, track and monitor student progression for course completion by maintaining a folder for each student. The folder will be collected and retained on file at the end of the course.
  - The folder will consist of notes, grades, progress reports, parent contact, report cards, etc.
  - Reports to Building Contact and Counselor if students are not making adequate progress after week 2 of being enrolled in a course.
- Work collaboratively with the principal, school counselor and Imagine Edgenuity/GAVS Building Contact to ensure that credit is awarded at the end of the credit recovery course.
- Use classroom instructional resources to differentiate and personalize learning tasks.
- Grade online assignments in a timely manner.
- This will include a minimum of one documented contact per week. (In Person, email, video chat, or phone) between the student and teacher while the student is actively working in the course. This is a critical component for the success of the student and RCSS Online Learning Academy.

## School-based Models for RCSS Online Learning Academy

When considering which model that works best for your building, please schedule students for face-to-face classes first, then look at the additional courses needed based on course requests. Utilize the Academic Planner and to help determine if students should be enrolled in the RCSS Online Learning Academy.

| One Online Learning Teacher                                                                                                                                                                                                                                                                                                                                                          | Content Area Online Learning Teachers                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Can facilitate all Credit Recovery courses</li><li>• Can facilitate New Work courses <b>only</b> in the area that they are certified.</li><li>• Teacher must have dedicated online learning periods – cannot be scheduled for both face-to-face and online courses in the same period.</li><li>• Can facilitate GA Virtual courses</li></ul> | <ul style="list-style-type: none"><li>• Select content areas based on student course requests.</li><li>• Can facilitate New Work courses only in the area that they are certified.</li><li>• Can facilitate Credit Recovery courses</li><li>• Teacher must have dedicated online learning periods – cannot be scheduled for both face-to-face and online courses in the same period.</li><li>• Can facilitate GA Virtual courses</li></ul> |

## Classroom Facilitation Requirements

### Classroom Preparation

Before students arrive, classroom facilitators should complete the following steps:

- Organize the RCSS Online Learning Academy classroom designating several workstations where students will take proctored exams.
- Organize a system for collecting all cell phones from all students during the class block. Phones may be returned at the end of the block. This helps to ensure academic integrity of the program.
- Verify that the start and target dates have been set so that students are able to follow their progress. Also, this lets them know which assignments they must complete by the end of the day to stay on track. The target date for a semester will coincide with the Friday before the last day of the semester.
- Set up processes to allow counselors and/or teachers to receive the weekly student progress information using the Dashboard export and adding an “Intervention” column to document conferences and parental contact.

### The First Day Student Orientation

On the first day, classroom facilitators should include the following instruction:

- Explain classroom policies and procedures including the process of turning in cell phones at the beginning of the block and returning to students at the end of the block.

- Provide an opportunity for students to watch the Imagine Edgenuity Orientation video within the Imagine Edgenuity platform.
- Explain your Motivational Support System (examples could include, Student Wall of Fame, Announcements, etc.)
- **Explain the RCSS Online Learning Academy Academic Integrity Policy and school-based policy on cheating or academic dishonesty. Explain that students are NOT allowed to visit Google answers, Yahoo answers, or any other outside website. No cell phones are to be allowed in the RCSS Online Learning Academy classroom.**
- Teachers must monitor students as they complete tutorials, assessments, and cumulative exams. Teachers should designate specific workstations in the classroom for students to complete these proctored tests.
- Currently, all assessments (quizzes, tests and cumulative exams) are locked. They must be reviewed and unlocked by the teacher of record. Only unlock one assessment at a time. After a specific amount of time, assessments will lock again. When unlocking assessments, the teacher of record must review the notes taken by the student for the section or unit for each assessment attempt. Students can submit their notes electronically or give a hard copy to the teacher. The notes for the course must be turned in before taking the cumulative exams in any course. \*\*\*In Credit Recovery courses, the student takes the pre-test prior to starting a lesson. Then the student will progress through the course. The pre-test is considered the first attempt in quizzes. Note: Students can “test out” at 80% or higher. \*\*\* Students must be monitored while taking all assessments, including the pre-test.

\*\*\*If the teacher resets a quiz and the student does not receive a passing score, the teacher should permit progress to the next block of course content with giving the student of a grade of 60. \*\*\*

## RCSS Protocols and Best Practices

The teacher provides 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 Imagine Edgenuity to ensure fidelity of the program and student mastery of learning standards.

There are activities that require teacher grading, such as essays, labs and projects. The teacher

must grade all activities before a course has been marked complete.

The teacher conferences with students and helps students to set and meet goals.

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

## **RCSS Protocols for Student Progression in Imagine Edgenuity**

### **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 to pass the quiz.

The student has a max of 2 attempts to take a quiz. If the student fails the first attempt of quiz, after completing the lesson, then the teacher should provide additional guidance and direction to the student, as needed.

The highest score of the quiz attempts will be taken as the final grade earned for this quiz. The student moves on through the course. Must put justification for using that grade. For example, type "Per Grading Policy" in the Reason textbox.

### **Student Work and Tests**

The student is **required** to take notes, study, and work through the lesson. The notes can be used on the test.

When the student finishes a unit, they will have a Unit Test Review and Unit Test. After the student has taken the review and is not successful, then the student can go back to take additional notes, study with a partner, or receive additional instruction from the teacher. Then when the student is prepared to take the unit 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 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 allow another attempt on the test. The student has 2 attempts to take a test.

The highest score of all the test attempts will be taken as the final grade earned for this quiz. The student moves on through the course. The teacher must put justification for using that grade. For example, type "Per Grading Policy" in the Reason textbox.

## Student Work and Exams

The student is required to take notes, study, and work through the lesson. The student CANNOT use notes on cumulative exams. Notes **must be** turned into to the teacher BEFORE taking the cumulative exam. When a student is ready to take an exam, 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 exam.

When the student completes the course, they will have a Cumulative Exam Review and Cumulative Exam. If the student takes the review and is not successful, then the student can go back to take additional notes, study with a partner, or receive additional instruction from the teacher. When the student is prepared to take the cumulative exam, 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 exam.

The student has 2 attempts to take a cumulative exam. If the student fails the first attempt, after completing the review, then the teacher should provide additional guidance and direction to the student, as needed.

The highest score of the exam attempts will be taken as the final grade earned for this exam. The teacher must put justification for using that grade. For example, type "Per Grading Policy" in the Reason textbox.

\*\*\*In Credit Recovery courses, the student takes the pre-test prior to starting a lesson. Then the student will progress through the course. The pre-test is considered the first attempt in quizzes. Note: Students can "test out" at 80% or higher. \*\*\* Students must be monitored while taking all assessments, including the pre-test.

\*\*\*If the teacher resets a quiz and the student does not receive a passing score, the teacher should permit progress to the next block of course content with giving the student of a grade of 60.\*\*\*

## Course Completion

RCSS Online Learning Academy Site Coordinators are responsible for ensuring the following protocols are communicated to facilitators, administration, school counselors, and data quality clerks. **It is imperative that you follow these steps to ensure accurate reporting for you and your school.**

- When a student completes a course, the teacher of record must verify that all assignments and activities have been completed by the student and graded. Review the student's "Actual Grade" to determine if it is 60 or greater. The student must also complete 100% of the course activities and assignments.
- [A RCSS course completion](#) sheet along with a copy of the progress report of the completed course must be filled out and given to the RCSS Online Learning Academy Coordinator.

- RCSS Online Learning Academy Classroom Facilitators, along with RCSS Online Learning Academy Site Coordinators should ensure that all legitimately completed enrollments have Final Grades entered in Infinite Campus.
- The course must be marked “Complete” In Imagine Edgenuity promptly.

Once the grades are captured and completed in Infinite Campus the enrollments must be completed or disabled in the RCSS Online Learning Academy curriculum platform, Imagine Edgenuity.

- The RCSS Online Learning Academy Site Coordinator will access each individual RCSS Online Learning Academy student account from the semester and:

**Complete the Course**

(The student completed the course without regard of passing or failing.)

**OR**

**Unenroll the Student**

(The student did not complete the course.)

## Academic Records

Interim and semester grades for RCSS Online Learning Academy will not be reported in Infinite Campus since each student may work at a different pace. Final course grades will be posted as soon as a student completes a course.

Final credit bearing course grades must be recorded in the appropriate Infinite Campus gradebook by school counselors and must ensure completed course grades are posted accurately to the high school transcript.

## RCSS Online Learning Academy Withdrawal/Drop Policy

Enrollment in the RCSS Online Learning Academy Credit Bearing Program is a privilege; therefore, students should not be allowed to be inactive in courses without the consequence of withdrawal from courses.

## Infinite Campus Procedures

### Scheduling Requirements

All online coursework will be scheduled in Infinite Campus. Final grades for online coursework will be entered through the teacher of record's grade book in Infinite Campus and NOT through a manual entry to transcript.

## Teacher of Record

All credit bearing courses must have a teacher of record who is certified in the content area. The school counselor, site coordinator, or site facilitator cannot be the teacher of record, even in an afterschool program.

\*No students may be enrolled in any online course without the actual course(s) reflected on the Infinite Campus schedule prior.

## Course Sections in Infinite Campus

School Counselors or Data Clerks should enter the following information into Infinite Campus when scheduling RCSS Online Learning Academy courses.

The RCSS Online Learning Academy courses should be scheduled in the master schedule.

Below is an example using the following section titles...

| Course #     | Course Reason                                                                    | IC Course Title Example                     |
|--------------|----------------------------------------------------------------------------------|---------------------------------------------|
| xx.3xxxxx6   | Edgenuity (Credit Recovery)                                                      | 17.3110006 Health                           |
| xx.3xxxxx9   | Edgenuity (New Work) (Must have subject matter certified teacher)                | 17.3110009 Health                           |
| xx.4/5xxxxx9 | CTAE Edgenuity (New Work) (Must have subject matter certified teacher)           | 07.4410029 Business & Technology B          |
| xx.8xxxxx6   | SPED Pull-Out Edgenuity (Credit Recovery)                                        | 26.8120016 Biology I A                      |
| xx.8xxxxx9   | SPED Pull-Out Edgenuity (New Work) (Must have subject matter certified teacher)  | 23.8510019 American Lit/Comp A              |
| xx.9xxxxx6   | SPED Inclusion Edgenuity (Credit Recovery)                                       | 23.9510016 American Lit/Comp A              |
| xx.9xxxxx9   | SPED Inclusion Edgenuity (New Work) (Must have subject matter certified teacher) | 23.9510019 American Lit/Comp A              |
| xx.3xxxxx8   | Georgia Virtual School                                                           | 17.3130008 First Aid & Safety               |
| xx.3xxxxx4   | Georgia Virtual School - AP class                                                | 11.3190014 AP Computer Science Principles A |
| xx.4/5xxxxx8 | Georgia Virtual School - CTAE class                                              | 08.4740028 Marketing Principles B           |

1. It is possible that there will be a section for every period of the regular school day to ensure that students will have a complete schedule and not have any gaps in their schedule.
2. When a student is scheduled for an online course, the course should be assigned to the teacher of record for only attendance purposes.

## After-School Program Scheduling

When scheduling students for after-school programs, these courses should be placed within the last period of the regular school day—typically the 7th period. The sections created for these online initial credit or credit recovery courses are intended solely for entering and storing grades; attendance should not be taken in these sections.

Example: If a student is enrolled in an online credit recovery course for Algebra Concepts & Connections, a dedicated section must be created under the 7th period using the appropriate credit recovery course number for Algebra Concepts & Connections. This ensures accurate grade reporting while aligning with the school's scheduling structure.

### 1. Create a New Section

- Navigate to **Search > Course/Section > Courses**.
- Select the course and go to the **Sections** tab.
- Click **Add a Section** and fill in:
  - Section Number
  - Room
  - Add "2" to Seq box
  - Period (select 7th)
  - Click **Create Section**.
  - Select Staff History
    - Use the textbox to add "Afterschool" to the teacher's display name.

### 2. Add a Course to the 7th Period

- In the Walk-In Scheduler, click the **Search** panel.
- Enter the **effective date** (usually the current or enrollment date).
- Search for the course by name, number, or teacher.
- Click the **plus sign (+)** to expand course options.
- Select the **section** that aligns with the 7th period.
- The course will appear in green on the schedule grid.
- Click the green block to open the **Schedule Update** dialog.
- Confirm details and click **Save**.

### 3. Access the Student's Schedule

- Go to **Search > Student > Schedule**.
- Confirm the correct **school year** and **calendar** are selected.
- Click on **Walk-In Scheduler** at the bottom of the screen.

### 4. Verify the Schedule

- Return to the student's schedule to confirm the 7th period course is correctly listed.

## Grading Requirements

The "actual" online credit recovery course grade will be entered in the Infinite Campus grade book by the school registrar once the course has been verified that all coursework has been completed and graded.

To enter grades for online classes:

1. Find the Actual Grade(s) for the course(s) in Edgenuity by using the Progress Report.
2. Go to your Infinite Campus gradebook.
3. Set **Term** to the term that the student completed the Edgenuity course. (**DO NOT put ANY grades or Incompletes in ANY other quarter/semester – ONLY final grades should be entered and ONLY in the quarter the student completed the course**). For example, the student is scheduled for part A but finishes in 2<sup>nd</sup> Quarter Period. Leave 1<sup>st</sup> Quarter Grade BLANK and input the Actual Grade in the 2<sup>nd</sup> Quarter Grade Period.
4. Select the **Course/Section** that the student enrolled
5. Make sure **Task** is on Semester or Quarter (PLC & RPM)
6. Enter the same Grade in **BOTH** Percent and Grade columns (*Remember, the **Percent** is what is used to calculate the final grade and posts to transcript, the **Grade** is what prints on the report card, if you do not fill out both columns the student will not be credited correctly for the course*).
7. Click **SAVE (DO NOT** click the Post button. *The Post button moves everything from the In-Progress Percent/Grade columns to the Posted Percent/Grade columns, so if the In-Progress columns are blank, it will wipe out the Posted columns)*

# Richmond County School System

## Grade Repair

### Grade Repair Option for Classroom Teachers

In addition to providing whole unit recovery, RCSS Online Learning Academy also provides classroom teachers with a digital curriculum to support re-teaching concepts when students have been unsuccessful in a specific unit(s) or grading period of study. This process allows teachers to employ the use of Grade Repair to assist them in reaching students who may have missed key elements necessary to display mastery within a course. Teachers who choose to utilize the Grade Repair Option can use Imagine Edgenuity Blended Learning content to replace a students' original failing unit or semester grade, provided the student passes with at least 75% mastery.

Classroom teachers should consult the Imagine Edgenuity Blended Learning course structures to identify the specific lessons or modules that students need to complete to qualify for grade repair. The teacher must make a copy of a blueprint RCCURR\_ course and customize it based on the unit(s) of instruction. It is the belief of RCSS Online Learning Academy that appropriate use of Grade Repair could prevent student course failure and decrease the need for students to enroll in credit recovery.

### Grade Repair Eligibility & Guidelines

- The Grade Repair option will be made available at a minimum the last two weeks of the semester. But unit repair must be available within one week after the unit has been completed.
- Students wishing to participate in Grade Repair must do so at the same level of course rigor.
- Students may be denied or removed from Grade Repair at the discretion of the classroom teacher.
- The student and parent must sign a copy of the [RCSS Online Learning Grade Repair Agreement](#) that lists the name of the grade repair course and target date of completion.
- The teacher will hold a copy of the RCSS Online Learning Grade Repair Agreement on file.
- Schools will communicate Grade Repair opportunities to students, parents and staff.

## Helping Students Realize the Goal

Teachers should explain to students that their participation in the Grade Repair is an attempt to help them master course content and ultimately prevent course failure. They should be reminded that the opportunity for grade replacement is a privilege and that their misconduct or lack of progress could result in being dropped from the program and a future loss of the privilege. Students will have the last two weeks of the semester to participate in the option and complete the assigned lessons/modules. Once they accomplish this task, their grades on the assigned activities can be utilized by their teacher to replace their original failing grades for those lessons and be averaged into their overall course average. Students should be reminded of their agreement to adhere to the district's Academic Integrity Policy, as well as the district's Acceptable Use policy.

[RCSS Online Learning Grade Repair Agreement](#) -This letter is given to the student by the classroom teacher to inform the student of the Grade Repair Option and outlines student's specific assignment.

## Appendix

**Advanced Placement:** Advanced Placement (AP) is a College Board program that offers Georgia high school students the opportunity to take rigorous, college-level courses and earn college credit while in high school.

**Blended Learning:** A form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction.

**Credit recovery:** The most common definition is simply “a structured means for students to earn missed credit in order to graduate.” Credit recovery lets those who lack credits earn those credits by means other than retaking a class or attending traditional summer school.

**Electives:** optional courses that students choose to take and that may or may not satisfy credit requirements for graduation.

**New Work (Initial Credit):** Courses taken as a first attempt for course credit. Must be assigned to a certified teacher holding course-specific certification.

**Online Learning:** A form of digital learning delivered by a department-approved online learning provider.

**Online Learning Forms – Click [here](#)**

