CENTENNIAL ACADEMY
REMOTE LEARNING PLAN
FALL 2020

HEROES TODAY • LEGENDS TOMORROW

Centennial Academy

A CONVERSION CHARTER SCHOOL

SINCE 2014

I. INTRODUCTION

Centennial Academy is committed to providing a rigorous Georgia Standards of Excellence (GSE) based curriculum and a solid system of support for all scholars. The purpose of this plan is to provide information to Centennial Academy stakeholders for implementing remote learning. Our ultimate goal is to ensure our scholars' learning continues even though school buildings are closed. There are four key elements of a highly effective school: instruction, assessment, school culture, and social and emotional learning. Addressing each element, this plan will ensure internal coherence during the hyper-static COVID-19 pandemic and beyond.

Additionally, the plan honors the unique culture of Centennial as a high performing K-8 STEAM, project-based learning school with a growing emphasis on computer science integration and computational thinking. Our goal is to support educators, staff, and families with a concise road map used to strategically navigate the ever-changing educational landscape. We value a consistent, clear, and comprehensive instructional and culturally relevant program regardless of the learning venue. Further, our commitment to this plan will ensure that each and every scholar can remain engaged in learning via remote methods, while our school building is closed.

Centennial Educators will provide scholars with appropriate instruction and social and emotional support designed to build upon the learning trajectory already established in the classroom. They will do so using the remote learning options identified in this plan. The instructional focus is the State of Georgia, standard-based instruction as carried out by frequent project-based learning opportunities and relevant inroads to meaningful learning. The instructional model will proceed as a scripted and calendar-driven synchronous and asynchronous learning landscape (i.e. live classroom instruction, offline assignments, recorded instruction, etc.).

Centennial Academy scholars will be provided with coursework in Mathematics, English Language Arts, Science, and Social Studies. K-8th grade electives include PE/Health, Visual Arts, Theater Arts, Computer Science, General Music, and Spanish. Two electives per semester are provided for grades 6-8 and vary by academic course path and individualized goals.

Finally, in support of best practices, all educators and staff are members of a continuous learning community. We, as a team, endeavor to become remote learning, educational experts. All educators are engaged in meaningful, researched-based coaching, and professional development opportunities in order to execute this plan with fidelity and excellence.

II. INSTRUCTIONAL PLAN

Overview

Centennial Academy will approach remote learning through a continuum of learning and opportunities:

- ==*Synchronous Learning:* *Teacher - scholar interactions through online learning platforms.*== This option enables educators to engage with scholars frequently and consistently throughout the learning day using an online learning platform. These platforms include Google Classroom with the integration of Zoom where appropriate. Other examples of platforms that will be integrated include, but are not limited to **BrainPOP, i-Ready, Eureka Math, Wit & Wisdom, STEMscopes, Tynker Code, NearPod, Flocabulary, Tyto, Scratch, USATestprep, etc.** The provided supplemental tools and resources offered vary by a scholar's grade level, individual learning plan, and required interventions. Educators can assign lessons while engaging with and supporting scholars through classroom discussions, online lessons, and the completion of assignments.
- ==*Asynchronous Learning:* *Online lessons for scholars to work on at home (asynchronous learning).*== Educators will present scholars with lessons they can complete independently or with limited help from an available caregiver outside of the online learning platform.

Across both continuums, educators will arrange regular check-ins with scholars - either in small or large groups - to provide ongoing feedback about the learning process. Additionally, educators will:

- Consider the needs of their scholars, including scholars with disabilities and individualized education program (IEP) services, when deciding the appropriate mode of instructional delivery. Please visit section 5 of this guide for more details.

Instructional Time

Scholars will have live class requirements, conferences, assignments, and/or assessments between 8 am and 3 pm, Monday through Friday excluding school holidays. A scholar's grade level, courses, specific programs, and provided services determine the amount of online time that may be required and the structure of that time. The minimum number of hours required per school day online are as follows:

Lower Academy - Kindergarten through 2nd grade	4.0 hours per day
Middle Academy - 3rd through 5th grade	5.0 hours per day
Upper Academy - 6th through 8th grade	5.0 hours per day

For Kindergarten through 8th grade, instructional time includes Math, Social Studies/History, Social Sciences, English/ Language Arts, Science, Foreign Language, Art, PE/ Health, Computer Science, Spanish and other elective courses, as well as, support activities such as tutoring and Academic Support Services (per IEP). Time may also include virtual Educational Field Trips, Testing, Counseling, Health Screenings, and extended learning time activities; however, additional attendance guidelines for these activities are outlined in the Centennial Academy Handbook.

Live Interactive Class Connect Sessions (Synchronous)

We believe synchronous learning is important because it provides scholars the full benefits of our highly qualified instructors. The synchronous interaction provides immediate scholar feedback, reduces the feeling of isolation, fosters a sense of community with the learners, and offers a forum for scholar's collaboration. By incorporating live and interactive learning opportunities in the online environment, teachers are leveraging synchronous learning to enhance learning and promote engagement. All synchronous lessons will be recorded and posted in Google Classroom for any scholars who are unable to attend or any scholars that may need to review a lesson again. During synchronous class sessions, scholars will also participate in independent or group assignments.

Synchronous Small Group Conference sessions are personalized for the individual learner's needs and include remediation, acceleration, and enrichment. We feel it is important to allow the teacher flexibility to determine what should be covered, which scholars should be targeted, and when the sessions should be held to reach these scholars.

Live Interactive Class Sessions Conduct for Parents and Scholars

When in a teacher's Zoom/Google Meets conference or online classroom, it is required to sign in using your first name and last initial. In certain cases, other naming conventions may be required, and those directions should be strictly followed.

Guidelines for Parents and Scholars:
• Arrive promptly at the scheduled time for all Live Class Connect sessions.
• Whiteboard and microphone privileges are assigned at the discretion of the teacher.
• Direct messaging conversations should be limited to the content of the lesson.
• Respectful and courteous behavior toward others is always expected.
• Non-participation or stepping away without the teacher's approval is an absence from the session.
• If there are multiple scholars in your home, each scholar needs to log into a session individually.
• Scholars and parents are expected to follow the etiquette previously described. Please be mindful of background noise and conversations when scholars are engaged in class with their mics on.

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• Scholars are not allowed to type their full name, address, email address, or phone numbers in the chatbox or share that information during live class sessions.

• Scholars are encouraged to wear headphones/earbuds to minimize distractions and background noise.

• Scholars will not be allowed to cause learning disruptions during live class sessions including use of inappropriate language (typed or oral), posting pictures or images to the whiteboard (unless specifically requested), posting web links (URLs) in the chatbox or on the whiteboard, disrespect of teachers or other scholars. **If a scholar is causing a disruption that negatively impacts the learning environment or engages in behavior that is prohibited, they will be removed from the live class session and their parents will be contacted by the classroom teacher and/or grade level administrator.** Please keep in mind that individual teachers may have additional guidelines/ expectations that are specific to their classrooms.

• All scholars' internet usage will be monitored when logged into their Centennial email account. Scholars may lose privileges if inappropriate material is accessed at any time.

Instructional Priorities

This section provides a general overview of all instructional priorities and considerations that we have made to ensure a high-quality remote learning experience. In reasoning, we provide minimum thresholds that should be met to help protect equitable experiences for our scholars. Proactive decisions made by carefully considering the scholars' needs will make remote learning a more equitable experience in which our scholars can flourish.

It should be noted, remote content delivery will be a new and challenging endeavor for most educators. Further, it involves *more than* just printing non-digital materials, uploading files, and sharing links to media content. Delivering remote content is a skill that must be developed in conjunction with and support by both administrators and coaches through ongoing professional development.

A. The following are our **2020-2021 Remote Learning Instructional Priorities**:

Instructional Priorities	Goal(s)	Action Steps/Strategies

High-quality, research-driven literacy instruction in all content areas	Individual scholar growth as measured by local school assessment data.	• Establish non-negotiables in all classrooms
		    ○ High - Quality Texts
		    ○ Appropriate Range and Volume of Texts
		    ○ Strong Foundational Skills
		    ○ Coherence of Tasks
		    ○ Text-Dependent Questions

		○ Writing to Sources, Speaking, Listening, Language
		○ Meaningful Assessment *for* learning
		○ Scaffolding and Support (Differentiation)
		● Professional learning on
		   ○ ELA Curriculum
		     ■ Teaching literacy through all content areas
		   ○ High-Yield Instructional Strategies

Integrated high-quality research-based computer science curriculum aspects in all curriculum	Continue to integrate computer science and computational thinking into all aspects of the Centennial curriculum as measured by various qualitative and quantitative data-points.	● Implement standard-based K-8 computer science courses.
		   ○ Adopt State of Georgia K-8 computer science standards
		   ○ Build the computer science instructional capacity of the faculty through ongoing professional development and coaching support
		   ○ Leverage external partnerships in order to increase researched-based best practices among all internal stakeholders

100% Online K-8, STEAM -PBL Centennial Virtual Academy	Deliver Centennial Virtual Academy as a 100% online K-8 standard-based, STEAM-PBL academic solution with transparent and relevant accountability measures	● Implement, monitor and continuously adjust all instructional best practices used in the traditional school model in the 100% online virtual academy
		   ○ Leverage Google Classroom Instructional system as the standard platform of virtual instruction
		   ○ Build a school-wide daily instructional schedule
		   ○ Execute a daily coaching and support schedule
		   ○ Lead from a daily administrative support schedule
		   ○ Employ standard-based PBL rubrics in order to support standard based grading policy
		   ○ Implement and monitor a best practice attendance rubric
		● Carry out an extensive online professional development and coaching program
		   ○ Publish a professional development calendar
		   ○ Build professional virtual portfolios that include informal Fast Feedback observational notes and formal TKES/LKES/EPAT evaluations
		● Consistently leverage external, expert partnerships
		   ○ Engage APS human resources and virtual learning curriculum and materials

100% Daily Adherence to the A.S.A. P. Instructional Philosophy	Consistent, internal instructional coherence leveraged by key researched based practices	● Assess for learning daily particularly in synchronous delivery in order to obtain data used to adjust instruction. ● All lessons are designed to drive learning according to George Standards of Excellence. ● Lead each child with special attention the the affective domains/ social emotional ● Build lessons to support project based, STEAM focus.

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B. School-Wide Consistencies, Considerations, and Minimum -Maximum Standards for Time of Service:

It is important that our plan maintain consistency for remote learning on which scholars and their families can rely. Successful, consistent remote learning includes:

- Clearly articulated, standard-based learning goals
- Cross-curricular collaboration focused instruction with an ongoing emphasis on literacy, STEAM, Project-Based Learning (PBL) Computer Science integration, and computational thinking.
- Primarily rubric-based grading that emphasis and points directly to previously agreed-upon learning outcomes and skill objectives.
- Learning opportunities that tap into scholars' interests, readiness levels, and learning styles while providing families flexibility.
- A mix of real-time (*synchronous*), flexibly timed (*asynchronous*), technological, and non-technological options, that avoids penalizing scholars for their choice.
  - Synchronous instruction includes the face-to-face time scholars are logged in for live instruction with their teachers
  - Asynchronous instruction includes the time scholars are not logged in for live instruction but are working on work off-line
- A common platform where scholars can access work and find support and resources (for both online and non-online work). Centennial Academy uses ZOOM and other platforms to support remote instruction.
- The overall approach to instructional development is personalized and differentiated to account for individual scholar needs.
- A continuous disaggregation of diverse data points to inform instructional adjustments and professional development direction.

This plan offers the following consideration to guide instructional engagement:

- Consider opportunities to work with children in small groups virtually while providing recorded videos for large group time.
- Consider sending home visual supports with potential uses that would help families create predictable routines. Include times when families are together or they might be working.
- Provide guidance on how to follow their child's lead, and what success with continuous learning looks like.
- Provide prompt questions for families to use during play and reading that encourage critical thinking (e.g.: "Tell me about what you are drawing." "What made you think of that?" "How could you…")

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- Consider sharing Family Guides and encourage families to incorporate learning into their daily activities or things they are already doing.

This chart provides general guidelines for Minimum -Maximum Standards for Time of Service:

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention prior to rest or focus change
K	60 minutes/ day	180 - 240 minutes/day	3-5 minutes
1-2	60 minutes/day	180 - 240 minutes/day	5-10 minutes
3-5	90 minutes/day	240 - 300 minutes/day	10-15 minutes
6-8	120 minutes/day	240 - 300 minutes/day	1 subject area or class

Lower (K-2), Middle (3-5), and Upper Academy (6-8) Instructional Frameworks:

Lower and Middle Academy's remote learning plan is to keep children engaged so they can learn and grow, while also affording them with meaningful opportunities for connection and community. Centennial educators will provide opportunities for scholars to read, write, share ideas, explore, create, play, and move. Most importantly, educators will continue to provide scholars with a sense of community and normalcy within their remote school day while ensuring the highest quality STEAM instructional engagement possible.

Additionally, teachers and academic coaches will support parents and caretakers in their endeavors as "first responders" within scholars' remote learning journey. Due to the developmental stages of our youngest learners, parents/ guardians may need to assist their child with remote learning. For example, help your child log into the technology device and various applications, and walk them through directions when needed.

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Teachers and academic coaches will provide suggested activities to allow scholars the opportunity to continue cognitive, physical, and social-emotional skill-building. Learning engagements are playful, inquiry-based explorations. Kindergarten through grades 5, teachers will provide assignments describing learning goals and activities for the day. These assignments may include a balance of on-screen (synchronous) and off-screen (asynchronous) tasks that help connect to real-world/home learning and the current curriculum. Scholars will view assignments via Google Classroom or other digital platforms as indicated by their teacher.

Scholars should complete their assignments being mindful of taking brain breaks, which ideally includes physical activity and/or exercise. As always, your scholar's teacher is your first point of contact if you have questions or concerns regarding your scholar's assignments or academic progress.

SAMPLE LOWER ACADEMY SCHEDULE					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00 - 8:25	WEEKLY ANNOUNCEMENTS/ CREW	SEL/ MORNING MEETING/ HOMEROOM	SEL/ MORNING MEETING/ HOMEROOM	SEL/ MORNING MEETING/ HOMEROOM	CREW
8:30 - 9:10	ELA/READING *SPANISH (Once a week per HR)*	ELA/READING *SPANISH (Once a week per HR)*	ELA/READING *SPANISH (Once a week per HR)*	ELA/READING *SPANISH (Once a week per HR)*	ELA/READING *SPANISH (Once a week per HR)*
9:20 - 10:00	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*
10:10 - 10:50	MATH	MATH	MATH	MATH	MATH
11:00 - 11:40	SCI	SS	SCI	SS	SCI
11:50 - 12:30	LUNCH				
12:40 - 1:10	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES	STAFF CREW AFTERNOON PLANNING FOR TEACHERS ASYNCHRONOUS

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	(Remediation/ Acceleration/ Enrichment)	(Remediation/ Acceleration/ Enrichment)	(Remediation/ Acceleration/ Enrichment)	(Remediation/ Acceleration/ Enrichment)	LEARNING / CATCH-UP FOR SCHOLARS
1:20 - 1:50	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	
2:00 - 2:30	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	
2:45 - 3:45	TEACHER OFFICE HOURS OR TUTORIAL (1 DAY A WK)	TEACHER OFFICE HOURS OR TUTORIAL (1 DAY A WK)	TEACHER OFFICE HOURS OR TUTORIAL (1 DAY A WK)	TEACHER OFFICE HOURS OR TUTORIAL (1 DAY A WK)	

SAMPLE MIDDLE ACADEMY SCHEDULE					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	WEEKLY ANNOUNCEMENTS/ CREW	SEL/ MORNING MEETING/ HOMEROOM	SEL/ MORNING MEETING/ HOMEROOM	SEL/ MORNING MEETING/ HOMEROOM	CREW
8:30 - 9:10	ELA or MATH Rotation (depending on HM)	ELA or MATH Rotation (depending on HM)	ELA or MATH Rotation (depending on HM)	ELA or MATH Rotation (depending on HM)	ELA or MATH Rotation (depending on HM)
9:15 - 9:55	ELA or MATH Rotation (depending on HM)	ELA or MATH Rotation (depending on HM)	ELA or MATH Rotation (depending on HM)	ELA or MATH Rotation (depending on HM)	ELA or MATH Rotation (depending on HM)
10:00 - 10:40	SS or SCI Rotation (depending on HR)	SS or SCI Rotation (depending on HR)	SS or SCI Rotation (depending on HR)	SS or SCI Rotation (depending on HR)	SS or SCI Rotation (depending on HR)

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10:45 - 11:25	SS or SCI Rotation (depending on HR)	SS or SCI Rotation (depending on HR)	SS or SCI Rotation (depending on HR)	SS or SCI Rotation (depending on HR)	SS or SCI Rotation (depending on HR)
11:30 - 12:10	LUNCH				
12:15 - 12:55	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*	**CONNECTIONS ROTATION / TEACHER COLLABORATIVE PLANNING** *VISUAL ARTS PERFORMING ARTS MUSIC COMPUTER SCI PE*
1:00 - 1:40	*SPANISH (Once a week per HR)*	*SPANISH (Once a week per HR)*	*SPANISH (Once a week per HR)*	*SPANISH (Once a week per HR)*	*SPANISH (Once a week per HR)*
1:00 - 1:25	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	STAFF CREW AFTERNOON PLANNING FOR TEACHERS ASYNCHRONOUS LEARNING / CATCH-UP FOR SCHOLARS
1:30 - 1:55	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	
2:00 - 2:25	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	
2:45 - 3:45	TEACHER OFFICE	TEACHER OFFICE	TEACHER OFFICE	TEACHER OFFICE	

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	HOURS OR TUTORIAL (1 DAY A WK)	HOURS OR TUTORIAL (1 DAY A WK)	HOURS OR TUTORIAL (1 DAY A WK)	HOURS OR TUTORIAL (1 DAY A WK)	

The Upper Academy (6-8) Instructional Framework:

The goal of the Upper Academy remote learning plan is to keep scholars engaged so they can learn and grow, while also affording them with meaningful opportunities for connection and community. Teachers will employ the technology resources currently used day-to-day (i.e. Google Classroom) to connect, extend, and deepen learning via digital devices.

Many courses may incorporate a 'live' (synchronous) component using Google Meet or other similar digital platforms and **will be recorded** so scholars are able to access the instruction as needed. Teachers will collaborate to schedule 'live' class sessions to minimize scheduling conflicts for scholars who might choose to join each of their 'live' class sessions.

Scholars are expected to be courteous and respectful online and adhere to Centennial's technology code of conduct which they agreed to when they signed the handbook at the beginning of the year. scholars should take turns, contribute, and ask questions in class discussions. School-provided laptops will have all of the apps and technology capabilities for any needs during distance learning. Scholars are encouraged to use their school computers during this time for compatibility.

SAMPLE UPPER ACADEMY REMOTE SCHEDULE					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-8:25	HR/Crew	SEL/ MORNING MEETING/ HOMEROOM	SEL/ MORNING MEETING/ HOMEROOM	SEL/ MORNING MEETING/ HOMEROOM	HR/Crew
8:30-9:10	Connections A **TEACHER COLLABORATIVE PLANNING**	Connections B **TEACHER COLLABORATIVE PLANNING**	Connections A **TEACHER COLLABORATIVE PLANNING**	Connections B **TEACHER COLLABORATIVE PLANNING**	Connections A **TEACHER COLLABORATIVE PLANNING**
9:15-9:55	Math	Math	Math	Math	Math
10:00-10:40	ELA	ELA	ELA	ELA	ELA
10:45-11:25	Science	Science	Science	Science	Science
11:30-12:10	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies

12:15-1:00	LUNCH				
1:00-1:25	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	STAFF CREW AFTERNOON PLANNING FOR TEACHERS ASYNCHRONOUS LEARNING / CATCH-UP FOR SCHOLARS
1:30 - 1:55	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	
2:00 - 2:25	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	ASYNCHRONOUS LEARNING or SMALL GROUP CONTENT CONFERENCES (Remediation/ Acceleration/ Enrichment)	
2:45 - 3:45	TEACHER OFFICE HOURS OR TUTORIAL (1 DAY A WK)	TEACHER OFFICE HOURS OR TUTORIAL (1 DAY A WK)	TEACHER OFFICE HOURS OR TUTORIAL (1 DAY A WK)	TEACHER OFFICE HOURS OR TUTORIAL (1 DAY A WK)	

GRADING

General Expectations

Scholar achievement, learning, support, and **gap minimization** is the main goal of remote learning and in fact all instructional implementation during the pandemic and beyond. All scholar assessments whether formative or summative are data points from which to make relevant individualized scholar adjustments in order to create and maintain individualized scholar growth. Grades will be based on previously published, collaborative rubrics, matrices that point to specific learning targets and or skill progressions based on GDOE standards. Scholars' scores/grades will indicate progress towards learning targets. Further, it is assumed that teachers, academic coaches, and administrators will understand scholar assessment data to target instruction to ensure each scholar approaches and exceeds learning targets. Scholars will receive appropriate and ample time to complete all assignments towards mastery of said standard-based, learning targets.

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The following are our grading guidelines:

1. To communicate information about scholars' achievement and mastery towards standards to parents via the Infinite Campus Parent Portal.

- Scholars will have at minimum, two graded assignments per subject per week which will be placed in the Infinite Campus grade book. Scholars will receive 1 grade every two weeks for Connections that meet once a week. Scholars will receive 1 grade every week for Connections that meet on an A-B schedule. Failure to complete assignments will negatively impact scholars' academic progress and grades.

2. To provide information to scholars for self-evaluation and to teachers for instructional adjustments.

3. To show scholars' growth between specific points in time via progress monitoring and grading through the Infinite Campus Parent Portal.

Grading Categories & Scale:

- Summative: 20%
    - End of unit tests, common assessments
- Formative: 25%
    - Quizzes, ticket out the door
- Homework: 10%*
- Classwork: 20%
    - Independent work samples
- Success Skills/Projects: 25%
    - PBL Projects, rubrics

The concept of homework will be temporarily suspended during Cyber Academy/Remote Learning.

Progress Checks /**GRADE LEVEL PROGRESS REPORTS**:
Teachers are required to send home (electronically) deficiency notices for any scholars currently failing or at risk for failing a course. If a scholar has dropped from an A/B to a C or a C to an F, teachers are required to contact the parent to discuss the scholar's areas of needed development.

Parent Notification of the Progress Checks will be posted via all available forms of communication (email, website, social media).

- October 21, 2020 (Progress Report)
- January 6, 2021 (Report Card)
- March 17, 2021 (Progress Report)
- June 1, 2021 (Report Card)

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NOTE: This plan is in DRAFT form. It is only intended for the individuals shared directly with and should not be shared with the larger CA Community.

Lower, Middle, and Upper Academy

During the remote learning period, formative assessment data and feedback will continue to be the primary focus of assessment of learning. Teachers will focus on opportunities for scholars to review previously learned content from last year's Quarter 4 as well as with new content with priority on critical skills; give ongoing feedback to assess learning; and, focus on scholar engagement, growth, and connection. This will allow scholars and parents/guardians to understand and reflect on scholar learning and progress.

III. ASSESSMENTS

Georgia will submit a waiver to the U.S. Department of Education for the suspension of the 2020-21 Georgia Milestones assessment and CCRPI school and district rating. Nevertheless, Centennial Academy will implement a balanced assessment system that will include a range of formative, interim, and summative assessments to monitor scholars' progress toward mastery of standards. The ultimate goal is for teachers to be both data and information-rich in order to make effective decisions. Data will be used to inform instructional design, streamline decision-making, and improve learning.

In order to create a balanced assessment system, Centennial Academy educators will consider the following:

1. The standards-based core instruction domain that aligns to grade-level or advanced content.
2. The intervention domain for scholars who are not yet achieving standards and need additional support.
3. The enrichment/acceleration domain for scholars who are achieving above level mastery and need additional opportunities for advancement.

Within this balanced assessment system, formative, interim, and summative assessments will be implemented.

- **Formative Assessments** help educators guide the learning process rather than evaluate scholar performance. This type of assessment includes giving clear, actionable feedback to scholars and has an explicit connection to instructional units. For scholars, formative assessments help them evaluate their own learning; enable them to build knowledge; helps them to identify strengths and weaknesses, and helps them target their learning. Types of formative assessments that Centennial educators may employ are rubrics, class discussions, checklists, questionnaires, journals, self-evaluations, observations, conferences, peer/self-evaluations. Formative assessments will be given frequently throughout the course of a learning unit.
- **Interim Assessments** guide and track learning. This type of assessment helps educators gather information about several things relevant to the teaching and learning process, including individual and collective scholar growth; effectiveness of teaching practices, programs, and initiatives;

projection of whether a scholar, class, or school is on track to achieve established proficiency benchmarks; and instructional needs of individual scholars. Interim assessments will be administered approximately every 4-6 weeks.

- **Summative Assessments** certify learning and are generally administered near the end of an instructional unit to measure scholar learning. Summative assessments scores are typically used for accountability and lets teachers and scholars know the level of accomplishment attained. Centennial Academy educators will use the following types of summative assessments: end-of-unit tests and end-of-course tests; performance tasks/simulations; portfolios; reports; and other cumulative work over an extended period such as a final project. Summative assessments will be given at the end of the quarter or the end of the learning unit.

All scholars will complete diagnostic and benchmark assessments (universal screeners) in the area of reading/ELA and math using the STAR 360 platform as well as the iReady platform. Universal Screeners are used to identify or predict scholars who are at-risk and may require support that varies in terms of level, intensity, and duration. A brief description of the iReady Assessments and STAR Assessments (STAR Early Literacy, STAR Reading, and STAR Math) are listed below:

- **Star Early Literacy** measures both early literacy and early numeracy in a single diagnostic, providing reliable and valid data about scholars' phonological awareness, phonics, word recognition, fluency (including estimated oral reading fluency), and vocabulary as well as early number recognition, counting, and more. This assessment will be used primarily with kindergarten and first-grade scholars.
- **Star Reading** measures scholars' knowledge and understanding of vocabulary, as well as their ability to apply vocabulary strategies.
- **Star Math** measures scholars' ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals. This domain also covers primes, square roots, percents, and numerical expressions.
- **iReady Diagnostic i**s an adaptive diagnostic designed to provide teachers with actionable insight into scholar needs. It offers a complete picture of scholar performance and growth, eliminating the need for multiple, redundant tests. By adapting to scholar responses and assessing a broad range of skills—including skills above and below a scholar's chronological grade—the i‑Ready Diagnostic pinpoints scholar ability level, identifies the specific skills scholars need to learn to accelerate their growth and charts a personalized learning path for each scholar.

STAR and iReady Diagnostics will be administered to scholars starting the week before school commences and end the first week of school (K scholar assessments will take 2-3 additional weeks to complete). Kindergarten, first grade, and scholars with accommodations will be invited to complete their diagnostic assessments in person during the week of Aug. 17th. All other scholars will be placed in smaller group settings and will take all assessments with their cameras on to allow for proper administration and supervision. Please click here for the detailed [assessment plan](#).

Please note the following calendar provides an approximate estimate of when scholars will be engaged in assessments during the proposed virtual learning period:

Universal Screeners / Benchmark Assessments	Formative Assessments	Interim Assessments	Summative Assessments
Aug. 17th - Aug. 28th Oct. 12th - Oct. 23rd	Given frequently throughout the 9 week period.	Sept. 28th -Oct. 2nd	Oct. 12th - Oct. 23rd

IV. SOCIAL EMOTIONAL LEARNING

To incorporate a whole-child approach, Social Emotional Learning will be embedded in every aspect of learning at Centennial Academy. The introduction of new skills as well as the practicing of those skills will occur during our SEL block in the morning. We will utilize the EL Education framework, the Empowering Education curriculum, and the Leader in Me framework to guide the lessons used during our SEL block. In addition to teaching new skills and information, we will create time during the SEL block for scholars to learn and discuss current events happening around the world.

In the SEL block of the day, scholars will learn traits that they are expected to exhibit at Centennial Academy. In addition, they will also learn habits to be successful individuals in the world. Scholars will learn to distinguish the difference between traits and habits. Throughout the year, scholars will understand that habits are repeated practices and traits are innate. By practicing the habits, overtime our scholars will innately exhibit the character traits that make them a HERO. By the end of the school year, our SEL approach will allow scholars to become stronger leaders, self-aware, have self-management, social awareness, relationship skills, and responsible decision making.

H.E.R.O.
I am Helpful
I am Engaged
I am Responsible
I am Open-Minded

It is our expectation that scholars will begin to use this acronym of H.E.R.O. to guide their experience at Centennial Academy. These traits will be exposed to scholars during SEL and Crew in various ways to make sure they clearly understand what our expectations are for them.

EL Education & Crew

Centennial Academy has partnered with EL Education to help increase scholar achievement as defined by mastery of knowledge and skills, character, and high-quality student work. There are three main essentials of EL Education: Becoming effective learners, Becoming ethical people, and Contributing to a better world. As a part of our adoption of EL Education, we will be utilizing a process entitled Crew. Crew is designed to create a safe and supportive environment for staff and scholars that fosters trust, honesty, openness, and vulnerability to help build meaningful relationships. Scholars will be assigned to a crew session with a designated staff member. During this time, scholars will engage in activities where they will be expected to respond to discussion prompts, share their experiences, and listen and respond to others' experiences.

Empowering Education:

Overview: Empowering Education is a Social-Emotional Learning (SEL) curriculum that aims to teach scholars to create healthy, positive relationships with self and others while striving to make positive contributions to society. This curriculum provides classroom lessons based on the five core competencies of SEL created by Collaborative for Academic, Social, and Emotional Learning (CASEL), which are self-awareness, responsible decision-making, social awareness, self-management, and relationship skills. At the beginning of the week, scholars will be introduced to a topic and taught certain skills related to that topic. During the remainder of the week, scholars will be engaged in various activities and discussions to further enhance their knowledge of the weekly topic. In order to provide opportunities for discussions across different grade levels, each grade will focus on the same topic each week. In addition to classroom activities, materials will be sent home with scholars to ensure that the learning is continued beyond the classroom. Our goal is that this will provide a chance for families to discuss what scholars are learning in school and provide scholars opportunities to practice their skills.

Weekly topics are as follows:

Mindfulness, Building Relationships, Coping Skills, Mindful Body, I-Statements, Mindful Breathing, The Brain, Listening, Gratitude, Decision Making, Self- Talk, Emotional Literacy, Apologizing, Conflict Resolution, Perspective-Taking, How the Brain Grows, Growth Mindset, Strengths & Weaknesses, Goal Setting, Mind-Body Connection, Diversity, Fair vs. Equal, Bullying, Thoughts, Behaviors, Emotions, Mindful Eating, Empathy and Compassion, Take Mindfulness with You, Self-Compassion, Mindful Art, Healthy Goodbyes

The Leader in Me

The Leader in Me (LiM) is Franklin Covey's approach to supporting the whole child. It teaches 21st-century leadership and life skills to scholars and creates a culture of student empowerment based on the idea that every child can be a leader. LiM is an evidence-based, comprehensive-school improvement model—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive. The framework provides a unique approach to integrating highly effective practices throughout a school's culture. Scholars will use LiM as one of the resources to track their academic, character, and leadership development throughout the year.

7 Habits

Habit	Name	Definition
Habit 1	Be Proactive	I am Responsible. I take initiative.
Habit 2	Begin with the End Mind	I plan ahead and set goals.
Habit 3	First Things First	I spend my time on things that are most important.
Habit 4	Think Win-Win	When conflicts arise, I look for alternatives.
Habit 5	Seek First to Understand, Then to be Understood	I listen to other's ideas and feelings.
Habit 6	Synergize	I work cooperatively with others.
Habit 7	Sharpen the Saw	I take care of myself.

Scholar Expectations

Scholars are expected to learn each habit and be able to explain what they mean. They are also expected to apply their learning of the 7 habits throughout the day. Scholars will be expected to use leadership notebooks to track ways in which they are exhibiting the 7 habits. The notebooks also allow scholars to see growth over time, encouraging them to identify their own learning methods, reinforce a growth mindset, increase their confidence, and develop a sense of ownership for their education.

Family Expectations

We ask that families support their scholar(s) in memorizing the 7 habits and encouraging them to demonstrate their understanding of the 7 habits outside of school. We ask that families review Leader in Me materials and resources that will be provided to support their scholar at home.

If you have questions or concerns related to the Social-Emotional Learning at Centennial Academy, please reach out to:
- ❖ Angel Hendricks, Dean of Culture ahendricks@centennialacademycharter.org
- ❖ Grace Pniewski, SEL Coach gpniewski@centennialacademycharter.org

V. ATTENDANCE & PUNCTUALITY

Scholars

Scholars are expected to be present and on time to school in accordance with the provision of the Georgia Compulsory Attendance Law (O.C.G.A. 202690.1, et seq.) and Centennial Academy Policy. Scholars who are absent or tardy miss valuable instructional time and other important school activities and are less likely to master those skills, concepts, and principles needed for success. Excessive unexcused absences and/or truancy may lead to legal action against the parent/guardian in addition to a review of the scholar's enrollment status.

When a scholar is absent, The parent/legal guardian must email a signed document stating the reason for the absence to the Enrollment Manager at enrollment@centennialcharteracademy.org. The email should be sent to the Enrollment Manager within 48 hours of returning to school. Medical excuses will require a physician's signature. An excused absence does not exempt a scholar from being marked absent. An excused absence will require the teacher to provide the scholar with make-up work upon request. An excused absence may prevent the school from seeking legal action should the scholar miss 10 or more days. If a parent fails to comply with the attendance policy, a referral to the Social Work and/or Centennial Academy Attendance Review Board will be made.

At Centennial Academy, the remote school day begins promptly at **8:00 a.m.** All scholars are required to log into their online class-connect session every day before 8:00 am. On-time scholars are present in their google classroom ready to receive instruction at 8:00 am. Any scholar who logs into class after 8:00 a.m. is considered to be tardy and will be recorded as such. A scholar is tardy when he/she logs onto the live class-connect session after the beginning of the official start time.

In order to manage and maintain optimal scholar attendance, Centennial Academy will use both positive reinforcement and progressive discipline measures to address tardiness and absenteeism. Positive incentives will be awarded to scholars who maintain good attendance over specified periods of time. To avoid absences, families are asked to schedule appointments around required class sessions. Please communicate any special circumstances to the homeroom teacher.

While we are engaging in a remote learning environment, scholars are expected to adhere to the attendance guidelines. Absences will be tracked and reported according to district and state guidelines. While remote learning will include asynchronous elements, expectations, and procedures for logging attendance will still be in place.

Staff

All staff members will adhere to previously prescribed accountability measures. If a teacher is unable to attend a scheduled synchronous class meeting, they will notify scholars/parents via Google Classroom 24

DRAFT CENTENNIAL ACADEMY REMOTE LEARNING PLAN
NOTE: This plan is in DRAFT form. It is only intended for the individuals shared directly with and should not be shared with the larger CA Community.

hours prior to the scheduled time, when possible. If it is an emergency, the teacher will notify scholars/parents by 8 am the morning of the class. If the teacher is unable to post the communication, a member of the Instructional Leadership Team will provide notification to parents/scholars via Google Classroom. The teacher will also provide asynchronous assignments or an alternative class link (K-5) for scholars to engage in for the class period. If a teacher must be absent for a period longer than 3 days, a long term sub will be placed in the classroom to continue instruction.

VI. SCHOLAR SUPPORT SERVICES

Special Education

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

According to Federal guidance from the U.S. Department of Education, Centennial will continue to provide educational opportunities to general education and special education population scholars. The school will ensure that scholars with disabilities also have equal access to the same opportunities. Centennial Academy will make a concerted effort to identify, locate, and evaluate children who have a suspected or confirmed disability, in accordance with all federal regulations and state standards as required by Child Find. In addition, it shall be the policy of Centennial Academy that the child with a disability and his or her parents/ guardians shall be provided with procedural safeguards, as required by law, throughout the identification, evaluation and placement process and with a free and appropriate public education (FAPE).

Scholars with disabilities who qualify for Special Education Services can receive a free appropriate education (FAPE) based on the scholar's Individual Education Plan (IEP). Centennial Academy delivers special education programming and related services in the least restrictive environment, as determined by the scholar's IEP team.

The Special Education Remote Learning Plan will be maintained and accessed on a private and secure Google drive.

The designated Centennial staff will maintain the individual IEP's/Remote Learning Plans per scholar.   Family's will have access to any and all plans, correspondence, and transmission

NOTE: This plan is in DRAFT form. It is only intended for the individuals shared directly with and should not be shared with the larger CA Community.

regarding their scholar within two business days after the request is submitted. It is the expectation that the scholar's case manager is the lead and first responder of said communication as supported by the grade level administrator.

Instruction and services delivered in a virtual environment are provided at no cost to the parent, guardian, or scholar. Through the virtual learning environment, scholars can be served using regular education, additional supportive services, consultative, co-teaching, collaborative, and small group settings. Progress monitoring of IEP goals is accomplished through a variety of data collection methods using a variety of instructional programs, as well as the individualized assessments designed by special education and general education teachers. IEP mandated, specialized instructional services are provided via the online learning platform, and progress data is collected during live class sessions. These sessions are designed to aid in the continuous progression and mastery of scholars' IEP goals and objectives. These sessions, led by certified special education teachers, are intended to support the scholar's academic, behavioral, and post-secondary needs.

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

The Special Education Remote Learning Plan form must be completed for each scholar with an IEP in the school. Before completing the Special Education Remote Learning Plan, the responsible school staff should:
- refer to the scholar's IEP to consider the scholar's current recommendations and areas of need during the school closure; and
- consult with each of the scholar's DOE Occupational Therapy (OT), Physical Therapy (PT), Speech, and Counseling providers to reflect appropriate teletherapy related services that may be provided before 20 school days after the scholar's enrollment date.

The completed Special Education Remote Learning Plan should be:
- uploaded to a secured drive and be documented in the scholar's IEP; and
- provided to the parent electronically (or by mail if the school does not have the parent's email address).

Each family should be contacted by telephone to explain the Special Education Remote Learning Plan. On that call, the following topics should be covered:

- Special education and related services that will be provided remotely during the school closure;
- If a scholar has assistive technology, the school should confirm that the family has the technology at home already; and
- If the scholar will be receiving related services through teletherapy, the family should be informed that they will be sent a consent form and that in order to receive the teletherapy related services. That consent form may be completed and returned electronically. The form must be returned for services to be provided. The family should also be informed that they will be provided with more information regarding the schedule for teletherapy.

The telephone call and any attempted contacts should be documented in the secured Google Drive folder as well as Infinite Campus.

IEP services will look different during school closure, and they will be made available to all scholars with disabilities. School teams will collaborate with parents to schedule remote IEP services designed to support scholar learning and maintain skills. Special education teachers and related service providers will use many of the same technology platforms to deliver services as general education teachers. IEP teams will work to complete special education evaluations virtually and to facilitate virtual IEP meetings to the greatest extent possible. Parents and IEP teams will work together to decide if any evaluation or meeting should be postponed. Parents should direct questions about their child's special education services to the case manager, related service provider(s), and then to the school's principal.

Parents have the right to refuse for their child to participate in services delivered through teletherapy. If parents exercise that right to refuse certain services, document their refusal must be notarized and documented in the secured drive as well as Infinite Campus.

Scholars receiving special education services may have additional on camera, small group interactions, and attendance requirements per their IEP. Parents will have additional meetings with staff as is required.

Early Intervention/Remedial Education Program

The Early Intervention Program (EIP) and Remedial Education Program (REP) is designed to serve scholars who are at risk of not reaching or maintaining academic grade level. The purpose of both programs is to provide additional instructional resources to help scholars who are performing below grade level obtain the necessary academic skills to reach grade-level performance in the shortest possible time.

Scholars receiving EIP/REP services may have additional on camera, small group interactions, and attendance requirements. Parents will have additional meetings with staff as is required.

Section 504 Plans

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

Scholars that have a 504 plan or have been identified as needing RtI Tier 2 or 3 support, may have additional on camera, small group interactions, and attendance requirements. Parents will have additional meetings with staff as is required.

RESPONSE TO INTERVENTION (RTI)/MULTI-TIERED SUPPORT SYSTEM (MTSS)

Centennial Academy supports the academic achievement of all scholars, particularly those most at-risk. The Response to Intervention (RtI)/Multi-tiered Support System (MTSS) team composed of parents, teachers, administrators, trained professionals and the scholar (as appropriate), uses a tiered model incorporating problem-solving methods and research-based.

Scholars that have been identified as needing RTI Tier 2 or 3 support, may have additional on camera, small group interactions, and attendance requirements. Parents will have additional meetings with staff as is required.

English to Speakers of Other Languages (ESOL)

ESOL is a state-funded instructional program for eligible English Learners (ELs) in grades K-8 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985). The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL coursework is based upon the WIDA Consortium English Language Development (ELD) standards.

scholars who are served in the ESOL program are required to complete an annual state assessment, which is called the ACCESS. Certain program exit criteria are in place and must be followed as part of the eligibility process.

Scholars that have been identified as needing ESOL support, may have additional on camera, small group interactions, and attendance requirements. Parents will have additional meetings with staff as is required.

Gifted and Talented Program

The Gifted and Talented Program is a supplemental program designed to meet the needs of our advanced learners in a variety of ways including enriched sessions, curriculum compacting, topic enrichment and extension, honors, advanced, and/or accelerated course planning and placement; along with other activities which incorporate academics, multiple intelligences, and social interaction. General Advanced and Gifted program qualifications are set forth by GaDOE guidelines and implemented in accordance with specific Centennial Academy criteria. These requirements are subject to change year to year; therefore, scholars may need to re-qualify annually to remain in the Gifted and Talented program.

Accelerated Pathway

Centennial Academy is offering an Accelerated Pathway for Scholars in Grades First - Eighth Grade! Centennial Academy will meet the learning needs of all scholars through differentiated instruction while implementing a school-wide STEAM program. This program will be achieved through daily integration of rigorous Project-Based Learning (PBL) Units. Additionally, high-yield instructional strategies will be the foundation for our instructional program.

Centennial Academy believes that all scholars are capable, confident, and curious learners. With this belief, it is critical for Centennial to fulfill the needs of scholars whose needs may be different than the general population. In order to customize the educational experience for all scholars, it is necessary for Centennial to implement the appropriate measures to accelerate the process.

Within our instructional program, Centennial Academy will implement an Acceleration pathway that will produce substantial academic benefits including academic gains of approximately three-fifths of a year's growth. Research has shown that oftentimes accelerated scholars are one of the most underserved populations within schools.

With the Accelerated pathway, scholars will be exposed to rigorous instruction using above grade-level standards in Mathematics and Science. The ultimate goal is to prepare scholars to take and receive high school credit for Algebra I and Biology during their 8th-year at Centennial Academy.

All interested parents are encouraged to attend the upcoming Accelerated Pathway Virtual Parent Information Meeting on Wednesday, July 22nd at 6 pm. While all scholars are encouraged to participate, please note the required following scholar criteria:

- Identification as gifted by Gifted Coordinator and/or
- High academic achievement as indicated by STAR assessment scores in Proficient or Distinguished categories; All A & B grades on the final semester report card
- Satisfactory attendance as defined by having absences less than 10% of enrolled days
- Demonstration of scholar motivation and desire for academic, social, and personal success
- If a scholar is being considered for movement in the middle of the school year, he or she will be assessed based on his/her conceptual understanding of the content that will remain uncovered due to the new placement.

Note that the school administration in concert with the Gifted Coordinator will assemble data from scholars who have been identified as gifted. These scholars will be given first priority in placement in the grade-level accelerated class. All scholars will be given the opportunity to initiate the process for consideration for acceleration by completing the Scholar Acceleration Referral Form. The Instructional Leadership Team will hold final approval in the placement in the grade-level accelerated class.

Scholars that have been identified as receiving support from our Gifted/Talent and Accelerated Pathway program may have additional on camera, small group interactions and attendance requirements. Parents will have additional meetings with staff as is required.

VII.   SCHOOL CULTURE

Centennial's vision for school culture is to build a strong scholar-centered culture where:
- Scholars love coming to school to learn
- Feel safe and valuable
- Feel secure enough to take risks in order to grow
- Leave with a personal vision for their future

Centennial will continue to provide remote assemblies, programs, and fun interactive activities for our scholars.

Centennial will structure scholar activities to increase scholar involvement by 25% in co-curricular clubs and activities or developmental programs (with the latter being the focus). Such clubs are, but not limited to the following: Beta Club, Student Government Association (SGA), Student Ambassadors, Academic Team, STEAM Club, and Esports.

At this time, we will highly encourage but not **mandate** full uniforms for Cyber Academy. Scholars are **expected to wear black or white polo** during class sessions. This polo does not have to be embroidered for remote learning. Scholars may wear their polos with jeans or other appropriate bottoms. **No scholar will be allowed to remain in the virtual classroom with pajamas or other inappropriate attire**. We want to model how the instructional day would look if we were in the building as closely as possible. Scholars will still have an opportunity to participate in our monthly Leadership Day celebrations which require the full dress uniform. For more information regarding uniforms and vendors, please click here.

VIII.   COMMUNICATION

Centennial Academy educators will maintain an open line of communication with scholars and parents. We encourage all stakeholders to visit our website and social media pages for updated information.

Social Media Outlets

- Visit our Centennial Academy website at www.centennialacademycharter.org
- Like us on Facebook www.facebook.com/centennialacademy
- Follow us on Twitter www.twitter.com/centennialatl
- Friend us on Instagram www.instagram.com/centennialatl
- Watch us on YouTube www.youtube.com/centennialatlanta

Media Release

Internal and external media may frequently showcase school events and activities. If a parent prefers for his/her child to not be on television, the school's website, social media (Facebook, Twitter, Instagram, Youtube) or photographed, you must complete the "Media Opt-Out" form provided by Centennial.

Periodic Communication Avenues

- Community Bulletin
  - The Community News Bulletin is emailed bi-weekly on Wednesdays to our parents, staff, and board members. This is our vehicle to inform parents of educational and enrichment opportunities available to their families within the community. We will also include news and events that have been provided by our school partners and upcoming events from the PTA.

- Parent Bulletin
  - The Parent News Bulletin is emailed monthly to our parents and includes important school information regarding school events, academics, athletics, extracurriculars, and a monthly calendar at a glance.
- Emails/Robocalls/Text Messages
  - Emails, robocalls, and text messages will be utilized to communicate school information including cancellations/schedule changes, emergency procedures, and reminders about school events.

To ensure that school communication is received, it is encouraged to periodically update your contact information in Infinite Campus. This is the source for parent contact information and how the school communicates to families both general and critical school information. Please email Sharon Gardner-Pierre, Enrollment Manager, at enrollment@centennialacademycharter.org to update your contact information.

Google Classroom

Google Classroom is Centennial Academy's remote learning platform. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and scholars. All Centennial Academy scholars will be issued a username and password to access Google Classroom which should not be shared with other scholars. If you need assistance in accessing Google Classroom, please contact your scholars' teacher first.

Each teacher will create their own Google Classroom for scholars based on grade level and content. This classroom can be accessed through an access code provided by your scholar's teacher. Please note that it would be a violation of school rules for scholars to share the access code to individuals that are not a member of their immediate learning community.

Within Google Classroom, teachers may use Google Meets or Zoom to conduct synchronous (live) lessons. Access links and passwords will be provided for scholars. Again, it is a violation of school rules for scholars to share this information with individuals outside of their immediate learning community. Scholars found guilty of sharing information will potentially lose their access to Google Classroom resulting in missed lessons, assignments, and valuable instructional time.

Contacting Your Scholar's Teacher

If a parent/guardian would like to contact any staff member, the following procedures should be followed:
- The parent/guardian should email the teacher and expect a response within 2 business days after initiating the communication.

- Scholars and parents may also pose questions and concerns to your scholar's individual Google Classroom
- Some classroom teachers may also provide their personal cell phone information or a Google Voice number. Parents are asked to please be respectful by only calling/texting teachers during school hours 8 am - 4 pm. Please note that teachers are actively engaged in the learning process with scholars so an immediate response will not always be feasible.

Teacher Office Hours and Tutorial Schedule

Centennial Academy Educators will offer tutorial and office hours for scholars. These times will be used to offer additional assistance to scholars and to answer questions/concerns that may arise. Scholars are encouraged to fully participate in live lessons to ensure that any instructional questions are answered at the time of learning when possible.

All tutorial sessions will be held once a week between 2:45 - 3:45 (Monday - Thursday). Teachers will identify one day per week for tutorials. All other days will serve as office hours for teachers. During office hours, teachers will be available to answer questions and address concerns that parents/scholars may have. All teachers will provide parents with contact information including email address and Google Voice phone number.

Addressing Concerns/Protocols

A high quality educational program for scholars at Centennial Academy can be achieved when all parties to the educational experience (parents, staff and scholars) work together cooperatively. There will be times, however, when a parent or scholar would like to express a concern or complaint about his or her experience. These questions are best expressed and resolved within the school, directly with the staff member(s) involved or affected. The following protocol should be followed when addressing specific concerns; however, when this process seems to fail at providing a satisfactory resolution, a parent or scholar may seek further review and counsel by the school's Board of Directors following Grievance Policy and Procedures.

K-8 Academy Protocols
- Instructional Concerns
    1. Classroom Teacher
    2. Assistant Principal of Academy
        a. Lower (K-2) - emaddox@centennialacademycharter.org
        b. Middle (3-5) - shodges@centennialacademycharter.org
        c. Upper (6-8) - jsiah@centennialacademycharter.org
    3. Principal - sheckstall@centennialacademycharter.org

4. Head of School - tlamar@centennialacademycharter.org
- Attendance Concerns
    1. Classroom Teacher
    2. Social Worker - scureton-clark@centennialacademycharter.org
    3. Assistant Principal of Academy
        a. Lower (K-2) - emaddox@centennialacademycharter.org
        b. Middle (3-5) - shodges@centennialacademycharter.org
        c. Upper (6-8) - jsiah@centennialacademycharter.org
    4. Principal - sheckstall@centennialacademycharter.org
    5. Head of School - tlamar@centennialacademycharter.org
- Discipline Concerns
    1. Classroom Teacher
    2. Assistant Principal of Academy
        i. Lower (K-2) - emaddox@centennialacademycharter.org
        ii. Middle (3-5) - shodges@centennialacademycharter.org
        iii. Upper (6-8) - jsiah@centennialacademycharter.org
    3. Principal - sheckstell@centennialacademycharter.org
    4. Head of School - tlamar@centennialacademycharter.org

If a resolution is not reached after speaking with each level of leadership, parents are welcome to complete the grievance process with Centennial Academy Board of Directors. This process is located in our 20-21 Schlar/Parent Handbook
https://docs.google.com/document/d/1mo39uWGp2CLYgdv_mqPrCH0z2fzIH62MFI3HdLzLKbU/edit?usp=sharing

IX.   STAKEHOLDER RESPONSIBILITIES

Administrator Responsibilities

- Develop thoughtful, accessible remote learning plans
- Support schools in planning and implementing remote learning plans
- Help schools identify needed resources in the community (academic, health, social, emotional)
- Provide data-driven feedback and professional development
- Build and leverage systems in order to support all stakeholder
- Monitor and report the professional progress of the instructional staff
- Communicate regularly with all stakeholders
- Support teachers in planning and implementing remote learning plans
- Help families find needed resources in the community (academic, health, social)
- Facilitate clear lines of communication between all stakeholders

- Maintain a team-oriented culture and partnership among all instructional and support staff

Teacher Responsibilities

- Adhere to Centennial *A.S.A.P.* philosophy particularly during synchronous learning periods
- Engage scholars with age-appropriate rigorous, standard-based lessons with both synchronous and asynchronous learning opportunities.
- Be connected to scholars on a regular basis
- Be compassionate about scholar situations
- Provide timely learning-focused feedback on scholar work
- Be flexible with due dates, and demonstration of learning
- Be flexible and readily participate in appropriate school-wide activities

Scholar Responsibilities

- Engage learning with a growth mindset
- Endeavor to know and meet all appropriate learning targets
- Review and complete your assigned work
- Ask your teacher clarifying questions when you need help or don't understand
- Be respectful to yourself, teachers and peers and use good digital citizenship practices
- Actively participate in all synchronous learning sessions

Parent/Guardian/Family Responsibilities

- Talk to your scholar about the work assigned and feedback from the teacher
- Reserve a space for scholars to complete remote learning work
- Set sensible time limits for technology use
- Contact the teacher with questions or for assistance
- Help scholars establish and follow regular daily routine

X.   STAKEHOLDER SUPPORTS

Centennial is proud to offer two additional unique supports, opportunities to our parents and stakeholders who support our scholars at home. The Daily Call Center and Wednesday Night Parent University are programs that bridge the gaps that our scholar's *"First Responders" (parents and guardians*) may encounter while leading learning remotely.

The Daily Call Center

The Daily Call Center is a centralized phone contact information system. Throughout the remote learning scenario, it is maintained by Centennial Academy educators whose purpose is to be immediate support to scholars and their families. The immediate support is a *point of contact* that offers *a pathway* to solutions and or an outlet for pressing concerns associated with remote learning. Additionally, it lessens the isolation effects possibly experienced with remote learning.Centennial Academy is inviting you to a scheduled Zoom meeting.

Topic: Daily Call Center and Parent Support
https://zoom.us/meeting/tJMvfuisqjwvGNXxLDXK7wnCdWr32JwSq74Z/ics?icsToken=98tyKuCvrDIrHtCStR
 uGRowEAIr4d-jwiGZYjY1lhDPBOwsEdQ3VMtVQYeBVB-vB
Join Zoom Meeting
https://zoom.us/j/97291447521?pwd=T2Fkc1M2MHJQZ1c0UUVsN2JMeXREQT0
Meeting ID: 972 9144 7521
Passcode: BnArP6

Daily Call Center *Features*

- Its hours of operations run concurrently with the school day and approximately two hours beyond (8 am to 5 pm). It is not a replacement for parent to teacher contact. *Nor is it a message center for teachers, staff, and or administrators*. For example, it provides the information of the team member who does the task, but it does not connect you with the team nor takes a message for the teammate.
- Call center attendees attempt to answer immediate pressing needs, field concerns, and connect stakeholders to those who can provide solutions to individual remote learning occurrences.
- It logs each experience in order to generate data leading to improved service.
- It is a customer service or solution-oriented system and is <u>not tutoring</u> and or a substitute for teacher-student remediation-tutoring sessions, etc.
- Its main purpose is governed by the question and statement, "How can I help you?" and "Let's find the answer together!"
- It extends our culture of trust and the Power of Nice by "being there when our scholars can't be here."

Wednesday Night Parent University

Wednesday Night Parent University (*WNP U!*) is an andragogy or adult learning support system. It is designed to build the instructional support capacity of those adults who are directly responsible for our scholars remotely. The WNP U! Leverages the expertise of certified educators with the enthusiasm of "first responders" (parents and guardians) in order to ensure there is quality instructional support available.

WNP U! Key Features

- It is under the immediate responsibility of and is supported by our Centennial Academy's Family Liaison.

- It occurs every Wednesday night from 6 pm to 7 pm throughout the remote experience.
- Each session offers at least *one high yield instructional strategy and one social and emotional strategy* necessary to support Centennial Academy scholars remotely.
- The strategies are taught primarily by instructional coaches, teachers, or social and emotional teams. However, the opportunity to expose the forum to other highly qualified professionals exists.

Parent University Schedule *(Dates and Learning Targets are subject to change)*	
Date	**Learning Target**
August 26th	**Remote Learning Technology Overview: IC/Zoom/Google Classroom**
September 2nd	**Literacy/ ELA**
September 9th	**Math**
September 16th	**Social Studies/Science**
September 23rd	**Socio-Emotional Stability**
September 30th	**Rollins Center for Language & Literacy (Responsive Interaction)**
October 7th	**Rollins Center for Language & Literacy (Meaningful Conversations)**
October 21st	**Rollins Center for Language & Literacy. (Interactive Storybook Reading)**
DATE TBD	**Principal's Chat (Close of 1st Quarter, State of the School Update)**

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