



**ALABAMA
DESTINATIONS
CAREER ACADEMY**
at Chickasaw City Schools

POWERED BY STRIDEK12

ALDCA Parent/Student Handbook

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Letter from the Leadership Team

Dear Parents, Learning Coaches and Students:

Thank you for choosing Alabama Destinations Career Academy (ALDCA). Our mission is to prepare students for college, career, and beyond. We have a dedicated team of teachers and staff members here to support you every day as we work together toward a successful academic year.

Parents and Learning Coaches play a vital role in our students' success. We encourage you to make full use of all the resources available to support your student's journey. Please refer to the parent-student handbook to familiarize yourself with our school's policies and procedures. Most importantly, we urge you to read all communications, monitor your student's progress, and reach out to our teachers whenever necessary.

We are committed to our mission of providing an exemplary, individualized, and engaging educational experience. We challenge every student to meet—and when possible, exceed—the expectations set before them. We ask that each of you give your best effort and embrace the support offered by our staff.

Finally, we strive to be the best, and achieving this goal requires all of us to give our best. Through engaging class connect sessions, effective communication, and the creative contributions of all stakeholders, we will guide our students as they grow into well-rounded, academically sound individuals.

We look forward to a wonderful year of growth, learning, and achievement together. Let's make it a great school year!

Sincerely,

ALDCA Leadership Team

ALDCA Mission Statement

The mission of Alabama Destinations Career Academy (ALDCA) is to provide an exemplary, individualized, and engaging educational experience for students by fostering partnerships among school, community, and families, combined with a rigorous curriculum and a data-driven, student-centered instructional model.

ALDCA Vision Statement

At ALDCA, we strive to help every student reach their full potential. Our vision is for each student to be well-prepared for college, career, and beyond.

ALDCA Core Beliefs

At ALDCA, we believe...

- Every student deserves innovative learning experiences that enable them to reach their full potential.
- In positive, authentic, and strategic partnerships. We know that strong relationships with students, learning coaches/parents, school leadership, faculty/staff, district leadership, and the broader community are essential to preparing our students for an ever-evolving global society.
- In a learner-centered approach to teaching and learning. Through this approach, we cultivate creativity, confidence, resilience, intentionality, authenticity, and true collaboration.
- In combining standards-based and competency-based approaches to education. We believe in measuring students' proficiency on state standards, while also supporting learners to progress or earn credit based on demonstrated competency.
- In public school choice. We recognize that virtual learning may not suit everyone, but we believe it can benefit anyone. We are dedicated to offering a high-quality virtual option that provides equity and access for students across Alabama.
- In a culture of continuous learning—one that ignites curiosity and fosters a growth mindset.
- In nurturing the whole child. We are committed to helping students develop habits, skills, and mindsets that build their social, emotional, and academic competencies.



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2025-2026 Student Calendar

Jul-25							Aug-25							Sep-25						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
							31													

Oct-25							Nov-25							Dec-25						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

Jan-26							Feb-26							Mar-26						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				

Apr-26							May-26							Jun-26						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													

NOTEABLE DATES

First Day of School	August 7
Asynchronous Learning Day	October 14
Asynchronous Learning Day	November 10
Last Day Students/Teachers semester end	December 19
Students Return /Semester 2 Starts	January 6
Asynchronous Learning Days	February 19 - 20
High School Graduation (tentative)	May 8
Last Day Students/Half Day for students	May 22
1st Quarter	August 7 - October 10
2nd Quarter	October 13 - December 19
3rd Quarter	January 6 - March 13
4th Quarter	March 16 - May 22

NO SCHOOL (HOLIDAYS AND STAFF PD)

Labor Day	September 1
Fall Break	October 13
Veterans Day	November 11
Thanksgiving Holidays	November 24 - 28
Winter Break	December 22 - January 5
Martin Luther King Jr. Day	January 19
Mardi Gras Break	February 16 - 18
Teacher Professional Development Day	March 16
Spring Break	April 13 - 17

- Student Instructional Day
- Student Holiday/Staff still reports
- Staff & student holiday
- Quarter Begins/Ends
- Asynchronous Learning Days
- Student holiday/New staff reports

SAVE-the-DATES for 2025-2026

October 21-24, 2025- Grade 10- *ACT with Writing*

Students are assigned to attend one day during the window at a regional test site. i

October 21-24, 2025- Grade 12-*ACT WorkKeys*

Students will be assigned to attend one day during the window at a regional test site.

January 9-13, 2026- *ACCESS for ELLs and ALT ACCESS for ELLS*

Students are assigned to attend two days during the window at a regional test site.

January 9-13, 2026- *ACAP Alternate Assessment*

Students are assigned to attend one day during the window at a regional test site.

March 10, 2026, - Grade 11- *ACT with Writing*

Students will attend this one day of testing at a regional test site.

March 23-27 or March 30-April 3, 2026-Grades 2-8- *ACAP Summative*

Students are assigned to attend one or two consecutive days during one of the two weeks listed at a regional test site.

Alabama Destinations Career Academy

We believe that a collaborative relationship between you and your assigned teachers is necessary. Your homeroom teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic or technical in nature. As your teacher makes contact with you, know that this is a team effort to ensure that your student is making progress and demonstrating compliance in all areas.

TEACHER RESPONSIBILITIES

- Help you to use the Online School. Guide and direct you through the K12 curriculum
- Provide instruction as needed using the K12 curriculum and other educational resources
- Develop and explain accommodations or modifications to the curriculum
- Conduct conferences with you to discuss your students' academic progress
- Collect and review work assignments and provide constructive feedback
- Be available from 8:00 am – 5:00 pm
- Respond within 48 school hours to all emails and telephone calls
- Inform you of school updates/information from ALDCA and/or K12
- Plan and attend school functions
- Proctor state and other standardized tests
- Provide encouragement and support in all areas of student learning and achievement
- Complete progress reports
- Be the first point of contact for parents and students

LEARNING COACH EXPECTATIONS

Serving as the learning coach is a full-time job. ALDCA's program is challenging. As a learning coach you can expect to work 6.5 hours per day with your student providing guidance and support. The Online School and its curriculum have the flexibility that allows for students to be challenged according to their mastery of skills. Most students spend between 25 and 70 percent of their day online and the remainder of their time working offline completing **assignments in workbooks, printed lessons, or other related activities.**

Learning Coaches expectations include:

- Ensuring students log into the OLS and their courses to complete assignments to the best of their abilities
- Ensuring that students spend an adequate amount of time studying/reading online materials
- Ensuring that students are logged into and engaged in required Class Connect sessions
- Ensuring that students attend required testing sessions
- Monitoring students' weekly progress reports
- Communicating with teachers/staff in a timely manner
- Attending the required conferences and sessions with your student(s) teachers/staff.

ALDCA has chosen the K12 curriculum because it is designed to help children exceed state, national and international standards. Lesson planning, materials preparation, progress planning, teaching and the administration of a student's day-to-day education are both exciting and challenging. All these things

require parental commitment to discipline and organization implicit in the skills needed to manage a first-class education.

TITLE I

Alabama Destinations Career Academy is a school of Chickasaw City Schools, which are Title I Schools. The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging academic achievement standards and assessments.

Parent/Student Roles and Responsibilities

Student success is truly dependent upon the level of legal guardian/learning coach involvement. ALDCA is a partnership between teachers, legal guardians/learning coaches, and students.

Parents are an essential component in the education of children, particularly in the online educational environment. At ALDCA, the adult working with the student during the day is the “Learning Coach.” Successful online students have parents who work with them on a daily basis to ensure understanding, progress, and completion of assignments and courses.

The student’s role is;

- to share the responsibility to improve their academic achievement through open communications between their parents, learning coaches and teachers;
- to demonstrate respect for the school, teachers, and school staff, and;
- to follow all rules and procedures outlined in the Alabama Destinations Career Academy handbook.

Parent/Legal Guardian/Learning Coach and Student

Beginning of year:

Participating in Orientation Week

Complete Introduction to Online Learning Course with student

Assist student in setting up learning space and organize

materials Attend ILP conference with counselor

Begin communicating with teachers and advisor

Daily (minimum of 15 minutes a day):

Review daily lessons and assignments with student

Review Class Connect schedule with student and ensure that they attend required sessions

Check student progress on lesson and assignment completion and provide assistance and report issue to teachers as needed

Read and respond to emails, Emails, and phone calls from the ALDCA teachers in a timely manner (preferably 24 hours)

Help monitor students’ progress by logging into the LMS and looking at their students’ time spent in courses, assignments and current grades.

As required or scheduled:

Attend or schedule student-parent-teacher conferences

Attend for you student: IEP or 504 placement meetings (if your child is identified with special needs), Rtl (Response to Intervention) conferences

Complete parent surveys for K12 STRIDE, Inc. and ALDCA

Attend orientation sessions

Ensure your student’s attendance in mandated assessments; enrollment in our program requires full participation in all mandated state testing on the required dates and at the assigned location.

Student

Beginning of year:

- Participate in Orientation Week
- Complete Introduction to Online Learning Course
- Set up learning space and organize materials
- Attend Orientation Session with Your Counselor
- Begin communicating with teachers and staff

Daily:

- Students should log into every class each school day to make the most of their learning experience. They will participate in up to 50 minutes of live Class Connect sessions for core classes and electives. Additionally, some students may have small group intervention sessions scheduled as part of their Class Connect timetable.
- Check and respond to emails
- Read announcements in each course
- Review the calendar, the schedule posted in announcements and the “course checklist” at the bottom of the course home screen to determine the lessons and assignments to be addressed
- Post questions in the Raise Your Hand area found in each unit (in each LMS classroom) or email your teachers with questions
- Complete work for each course and submit assignments on or before the due date
- Respond to staff email—Remember to email, and return phone calls in a timely manner (24-48 hours)
- Before you log out of a course, make sure you have completed all of the work for the day.

As required:

- Participate in small group intervention sessions.
- Attend Homeroom, Counseling, and CTE/CRE sessions
- Complete required assessments

Copies of Assignments

- All students should save a copy of their assignments to their hard drives. These should be saved until the semester grades are received, or until they exit the class. (Assignments that have not been saved first to a student’s hard drive are oftentimes difficult to attach and submit through the online Dropbox.)
- Each student should create a file folder for each class, each semester (teachers may give you a specific format to save your assignment). It is highly recommended that students also back-up these folders once a week to a disc or thumb drive in case their hard drive crashes.
- Each assignment should be saved with the name of the class and the name of the assignment

My Info and Email

Email is a primary communication platform for ALDCA teachers, administration, parents and students (email is a secondary resource). The majority of academic information needing to be communicated to the ALDCA families will be sent via email. Often, the information is time-sensitive, and many items require a specific response. Therefore, parents are expected to inform their ALDCA advisors promptly of any changes to their e-mail and physical address. Parents and students are responsible for checking their Email daily and replying promptly (within 48 hours) to any Email requests received from ALDCA or K12 STRIDE, Inc. Be aware that teachers and administrators have complete access to your Email, so nothing you do with your school email account is considered private. Any inappropriate use of email will result in administrative action.

STUDENT MATRIX OF SUPPORT

Issue	Who to Contact
Academic Help	Teacher
Address Update	School
Attendance Questions & Submitted Incorrectly	Teacher
Course Change or Missing OLS Course	For Elementary School students: Teacher For Middle and High School students: Academic Advisor
Course Content Comments & Minor Errors	Feedback in your Online School
Course Content Questions	Teacher
Course Materials Shipping, Missing & Damaged	Customer Support: https://www.help.k12.com / 866-512-2273
Curriculum	Teacher
Grades and Scores for Online Assessments	Teacher
Internet Reimbursement	School
K12 Computer Hardware Troubleshooting	Customer Support: https://www.help.k12.com / 866-512-2273
K12 Computer Keyboard, Mouse & Microphone	Customer Support: https://www.help.k12.com / 866- 512-2273
K12 Computer Malware/Virus	Customer Support: https://www.help.k12.com / 866- 512-2273
K12 Computer Requests	School
K12 Computer Software Updates	Customer Support: https://www.help.k12.com / 866- 512-2273
OLS Account Set-Up & Login	Customer Support: https://www.help.k12.com / 866- 512-2273

Issue	Who to Contact
OLS Error Messages	Customer Support: https://www.help.k12.com / 866- 512-2273
OLS Navigation	Teacher or Customer Support: https://www.help.k12.com / 866- 512- 2273
PDF Links	Customer Support: https://www.help.k12.com / 866- 512-2273
Return Course Materials	Customer Support: https://www.help.k12.com / 866- 512-2273
Return K12 Computer Equipment	K12 Computer Returns: computer-returns@k12.com / 866-571- 4310
Return Labels (Need Additional UPS Labels)	Customer Support: https://www.help.k12.com
School Events & School Community Logins	Teacher and/or School
Suggestions & Comments	Feedback in Your Online School
Transcript Requests	School
Withdrawal Requests	Teacher or School (When Teacher is Not Available During the Summer)

PARENTS RIGHT TO KNOW

Teacher Qualifications—ESSA, Section 1112 (c)(6)

(6) PARENTS RIGHT-TO-KNOW

- (A) **QUALIFICATIONS-** At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
- i. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - ii. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
 - iii. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
 - iv. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- (B) **ADDITIONAL INFORMATION-** In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—
- i. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
 - ii. timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
- (C) **FORMAT-** The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the

parents can understand.

- (D) To request this information, send an email to Mrs. Candace Doak at cdoak@k12.com

English Learners—ESSA, Section 1112 (3)(A)

Language Instruction-

- (A) NOTICE—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of—
- i. the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - ii. the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
 - iii. the methods of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - iv. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - v. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - vi. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
 - vii. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
 - viii. information pertaining to parental rights that includes written guidance—
 - I. detailing the right that parents must have their child immediately removed from such program upon their request;
 - II. detailing the options that parents must enroll their child in such program or to choose another program or method of instruction, if available; and
 - III. assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.
- (B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR. —For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).
- (C) PARENTAL PARTICIPATION. —
- i. IN GENERAL. —Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—
 - I. be involved in the education of their children; and
 - II. be active participants in assisting their children to—
 - aa. attain English proficiency;
 - bb. achieve at high levels within a well-rounded education; and
 - cc. meet the challenging State academic standards expected of all students.
 - III. REGULAR MEETINGS. —Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities

for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

- (D) BASIS FOR ADMISSION OR EXCLUSION. —A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.
- (E) NOTICE AND FORMAT. —The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

(form located on next page)

**Alabama Destinations Career Academy at Chickasaw City Schools
Parents Right-To-Know • Request Teacher Qualifications**

Title I, Part A, Section 1112(c)(6), *Every Student Succeeds Act*, Public Law 114-95

I am requesting the professional qualifications of _____
Teacher/Paraprofessional Name (Please Print)

who teaches my child, _____ at _____
Child's Name (Please Print) School (Please Print)

My mailing address is _____
Street (Please Print) City State Zip

My telephone number is _____.

My name is _____
Name (Please Print)

Signature

Date

This Section to be Completed by School/Central Office

Date Form Received: _____ Received by: _____

Teacher's Name: _____ Subject: _____

Has the teacher met state qualifications and licensing criteria for the grade levels and subject areas in which he/she teaches?
 Yes No

Is the teacher teaching under emergency or other provisional status?
 Yes No

Undergraduate Degree _____ (University/College)
Major /Discipline _____

Graduate Degree _____ (University/College)
Major/ Discipline _____

Does a paraprofessional provide instructional services to the student?
 Yes No

If yes, what are the qualifications of the paraprofessional?

High School Graduate _____ (Year)

Undergraduate Degree _____ (University/College)
Major/Discipline _____

College/University Credit _____ (Hours)
Major/Discipline _____

Signature of Person Completing Form

Date Returned to Parent/Guardian

Non-Resident Students

A student whose parent/legal guardian resides outside of the city limits of Chickasaw may be eligible to attend Chickasaw City School System. Such enrollment or continued enrollment will be based upon the following:

- Annual written application by the student's parent/legal guardian to the Superintendent or Principal of the program for consideration and/or approval.

Approval will be based on:

- The ability to accommodate the applicant without placing undue financial burden on the school system;
- Availability of space at the grade level and school;
- Acceptable previous school attendance;
- Average or above academic performance as determined through a review of educational records, including standardized test scores;
- Attendance and participation at required state and school testing;
- Satisfactory student behavior as determined through a review of discipline records;
- Agreement by the parent/legal guardian, and the student, when appropriate, that the student will follow the rules and regulations established by the virtual school within the system, and the rules and regulations established by the Chickasaw City Board of Education.
- Agreement by the parent/legal guardian to assume responsibility for transporting their child(ren). The Chickasaw City Schools will not provide transportation.
- Internet access and ability to be online for the majority of the school day.

Failure to comply with these rules and regulations may be cause for expulsion and the withdrawal of permission to attend the Chickasaw City Schools.

Chickasaw City Schools has the right to revoke enrollment of any non-resident student based on any of the following conditions:

- Excessive poor class connect attendance or poor overall school attendance record;
- Unsatisfactory academic performance;
- Attempts to circumvent the policies/procedures of the school and/or school system;
- Inappropriate behavior or poor disciplinary record;
- Any other good and sufficient reason.

If during the school year it becomes evident that guardianship or state residency has been misrepresented in order to obtain enrollment, the student will be withdrawn immediately.

Appeal/Re-Entry Process

Any and all appeals for re-entry must be submitted in writing to the ALDCA Executive Director, Dr. Kisha Tolbert, at ktolbert@k12.com

Technology Clause

By enrolling in ALDCA, you are acknowledging that the ability to access the internet is required daily. It is understandable that errors in technology do occur occasionally, however, if your internet or computer will be out-of-commission for more than a day or two, it is the responsibility of the student and/or LC to (1) notify the instructor and (2) seek and utilize other methods of online access, such as local libraries or a relative's home. Also, K12 Tech Support can be contacted with any technology issues that arise: K12 Customer Tech Support <https://www.help.k12.com/s> 866-512-2273.

All issues regarding K12[□] computers can be directed to K12[□] technical support directly. Technical support is available at 866-512-2273 between the hours of 7 am and 7 pm central time. Access to the Internet via equipment and resource networks provided to families as a result of their enrollment in ALDCA are intended to serve and pursue educational goals and purposes. In addition, parents are to comply with the Use of Instructional Property Agreement completed as part of the enrollment process.

Alabama Destinations Career Academy: Career Learning

Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. At Alabama Destinations Career Academy, opportunities are provided for students in grades K-12 to make this connection through a variety of work-based learning opportunities, career awareness experiences, career exploration tasks, career preparation skills and certification opportunities.

All students, kindergarten through twelfth grade, have access to career advising and career exploration experiences throughout the year. Career advising helps students understand how their personal interests, strengths and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Career exploration experiences take the form of interactive presentations with professionals (Pathful), job shadowing, career focused field trips, internships, and courses designed to expose students to the different career clusters.

During the school year, ALDCA has a progressive Career Readiness Model with a range of career exploration and advising opportunities that build upon each other throughout their time with ALDCA.

- Elementary students participate in virtual sessions with professionals through Pathful, utilize KUDER GALAXY to gain an awareness of careers, and partake in field trip outings to further explore careers.
- Middle school students develop professional skills utilizing the career explorations specialized courses
- Eighth grade students explore a little deeper by taking a career exploratory course that exposes them to various career clusters and offer age-appropriate certification opportunities
- Freshmen officially begin their pathway course sequence by gaining career technical course credits specific to their career pathway. These credits may be earned through high school course offerings or dual enrollment hours earned at their local community colleges.
- With each pathway course, students are offered participation in student organizations lending opportunities to build their leadership and teamwork skills.



The goal of ALDCA is for our students to obtain valuable industry recognized credentials, certifications, career experiences, and the work-ready soft skills necessary for our students to become college, career, and life ready. Our objective is to prepare our students for the day AFTER graduation. We strive to prepare our students for high-wage, high-demand jobs which are determined by the Alabama Workforce Council data.



Alabama Destinations Career Academy

Alabama Destinations Career Academy will offer the following pathways within their associated career clusters for the academic year.

- **Business Management and Administration**
 - Business Information Technology
 - Digital Design
- **Health and Human Services**
 - Pharmacy Technician
 - Therapeutics
- **Manufacturing**
 - Modern Manufacturing
 - Additive Manufacturing
- **Benefits of being an Alabama Destination Career Academy Student**
 - Work-based learning opportunities
 - CTSO's (Career Technical Student Organizations)
 - College credit/Dual Enrollment opportunities
 - Industry credential obtainment

Setting Up the Learning Coach Account

OVERVIEW

Once a student is approved for enrollment, the Learning Coach will receive the registration email to complete the Learning Coach and student(s) account set up process. This email is usually received within 24-48 hours after a student has been approved. This email contains all the information needed to complete the account setup process which will provide access to the Online School (OLS). The Learning Coach account setup can be completed via the Set Up OLS Accounts button within the registration email or from the Set Up Your Account button of the K12 Online School Login page.

ACCOUNT SETUP VIA THE REGISTRATION EMAIL ([HTTPS://WWW.HELP.K12.COM/S/ARTICLE/OLS-ACCOUNT-LEARNING-COACH-ACCOUNT-SET-UP](https://www.help.k12.com/s/article/OLS-Account-Learning-Coach-Account-Set-Up))

1. Click the **Set Up OLS Accounts** button found within the Registration Email.
2. You will land on the Account Setup page. Here you will need to create your Learning Coach account credentials which will be used to access the Online School during the school year.
3. **Select or Create your Learning Coach Username:** The system will generate a Learning Coach username for you. You can use this pre-selected option or create your own username.
4. **Create your Learning Coach Password:** Create a password for your account that is easy to remember and at least 8 characters long. You will need to enter the password two times to ensure that the system has captured the entered information correctly.
5. **Select and Answer Password Reminder Questions:** Password Reminder Questions are very important as teachers, school administration and K12 Customer Support may ask you to validate your answer. Please be sure to pick a question and an answer that is easy to remember and that you alone would know!
6. **Enter your Email Address that you will use and check regularly:** You will also need to provide a valid email address to continue with the Account Setup process. This email address will be the primary method for communicating with your student's teachers and school during the year.
7. Once all the fields have been completed, click the **Continue** button to move on to the next step.

Your Learning Coach account should now have been created. You will now have the ability to create student(s) Online School Accounts.

Important Note: Completing the Student(s) Online School Account Setup is **REQUIRED** as schoolwork must only be completed when logged into the Online School using Student Account credentials.

OLS ACCOUNT QUESTIONS OR INFORMATION

For technical issues and immediate assistance, please call toll free 1-866-K12-CARE (512-2273) or visit <https://www.help.k12.com/s/>

New Student Strong Start and Orientation

Families new to ALDCA are required to complete the onboarding process by completing the online learning course (Online Learning K5 or OMHS Online Learning Middle School High School) the first day of school and attending several orientation sessions during the first several days of their official start dates. The online learning course will appear in the student's daily plan in the Online School and should be the very first course completed. It is required. It is preferable that the student and learning coach complete the course and attend the orientation sessions together. During the onboarding period, the learning coach and student will receive all of the information they need to successfully navigate the Online School (OLS) and Class Connect, complete and submit assignments, and meet school requirements. The time spent learning the requirements and systems will greatly benefit students and learning coaches. A strong start leads to a stronger finish.

To aid in the Strong Start process, please

- Download the K12 App. <https://www.k12.com/tuition-based-school-programs/mobile-apps.html>
- Subscribe to our YouTube channel: ALDCA at Chickasaw Schools
- Visit and bookmark our school website: <https://aldca.k12.com/>
- Visit and bookmark our school Weebly: <https://aldca.weebly.com/strong-start.html>

Truancy Prevention and Procedures

Every child between the ages of six (6) and seventeen (17) years shall be required to attend a public school, private school, church school, or be instructed by a competent private tutor for the entire length of the school term in every scholastic year except that, prior to attaining his or her 16th birthday, every child attending a church school as defined in Section 16-28-1 is exempt from the requirements of this section, provided such child complies with enrollment and reporting procedure specified in Section 16-28-7.

Admission to public school shall be on an individual basis on the application of the parents, legal custodian, or guardian of the child to the local board of education at the beginning of each school year, under such rules and regulations as the board may prescribe.

As a public school, Alabama Destinations Career Academy at Chickasaw City Schools is required to monitor student attendance in accordance with all applicable statutes set forth by the State of Alabama and the Chickasaw City Schools. Any parent, guardian, or other person having control or custody of any child enrolled in public school who fails to require the child to regularly attend the school or tutor, or fails to compel the child to properly conduct himself or herself as a pupil in accordance with the written policy on school behavior may result in the withdrawal of the student, shall be reported by the Academic Administrator to the superintendent of education of the school system in which the suspected violation occurred.

Enrolled Kindergarten students will be held to the same attendance standards as the rest of the grade levels while they are enrolled with ALDCA.

Absences

Every parent, guardian, or other person having control or charge of any child required to attend public school, shall as soon as practical, explain the cause of any absence of the child under his control or charge which was without permission of the teacher, and a failure to furnish such explanation shall be

admissible as evidence of such child being a truant with the consent and connivance of the person in control or charge of said child, unless such person can show to the reasonable satisfaction of the court that he/she/they had no knowledge of such absence and that he/she/they has been diligent in his efforts to secure the attendance of such child. All work and time missed must be made up in a reasonable timeframe and attendance added for the days missed.

Students are not permitted to be absent from assigned live class sessions unless there is an emergency, extenuating circumstances, or pre-approval. **Reasonable excuses allow students to miss live class sessions, but students are still responsible for the work missed. Students are permitted to make up missed work and time in a reasonable timeframe.**

Excessive absences may result in a loss of academic credit, and possible referral of the matter to juvenile truancy officials, or other appropriate legal authorities for investigation.

Excused Absences

When a parent/legal guardian knows that their student will be absent beforehand, it is requested that the parent/ legal guardian give the school prior written notice of the upcoming absence. If prior notice cannot be given, it is the legal guardian/learning coach's responsibility to call or email the student's homeroom teacher within 24 hours of the absence.

ALDCA considers the following factors to be "reasonable" excuses and will result in an "excused absence" for time missed from school:

- Personal illness (a written physician's statement verifying the illness may be required);
- Observance of a religious holiday; -- **preapproval required**
- Death in the immediate family; shall mean parents, legal guardians, spouse, brothers, sisters, children, grandparents, parents-in-law, brothers-in-law, sisters-in-law, aunts and uncles;
- Family emergency; circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student (the reasonableness of the parent's or legal guardian's concern is subject to evaluation by the Academic Administrator, Academic Administrator's designee, on a case-by-case basis)—**families are allowed 5 handwritten notes per semester;**
- Other situations beyond the control of the student as determined by the Academic Administrator, Academic Administrator's designee, on a case-by-case basis, including, but not limited to, homelessness.

Truancy Process

Students who do not attend required online sessions or fail to complete required assignments within the online school will be considered absent for the required amount of time.

Families who fail to notify the appropriate ALDCA staff are subject to unexcused absences. "Parents or guardians are required to ensure that students under their care, custody or control attend school regularly. Habitual or excessive absences from school may require school administrators to refer the matter to juvenile authorities or to initiate truancy proceedings.

A student is deemed truant when he/she/they is/are absent from school for the equivalent of ten (10) school days.

- **5 days** Students who are at risk of failing or currently failing and have accumulated a total of five (5) absences will receive an ALDCA initiated text and/or email notification stating "Let us support you! How can we help?"

This gives students an opportunity to indicate whether they need specific support.

- **6-9 days:** *Students who are at risk of failing or currently failing and have accumulated a total of six to nine (6-9) absences are required to attend a meeting with the grade level-based Truancy Advisory Team and participate in a corrective action plan. They will also be emailed and mailed a withdrawal warning notification.*
- **9 days:** *Students who are failing and have accumulated a total of nine (9) absences will receive a final call/email/text notification.*
- **10 days:** *If students who are failing continue to not respond, engage, or participate in the corrective action plan, the student will be reviewed by the ALDCA Executive Truancy Team and LEA Executive Officials to determine the best course of action—including but not limited to withdrawal. **NOTE:** Legal guardians/learning coaches will have an opportunity to contest the withdrawal. Students who are allowed to remain enrolled must agree to consistently work with ALDCA staff and re-commit to enrollment requirements for a 2–4-week trial period.*

In the event that a student's chronic truancy results from homelessness, the student's enrollment rights at ALDCA shall be based on the McKinney-Vento Homeless Assistance Act. In the event that a truant student is currently being served by our Special Programs teams, a manifestation meeting will be held to include the Student Attendance Specialist, Special Programs Manager, Academic Administrator, Executive Director and the parents of the student to determine and evaluate next steps. Attendance is mandatory of all students enrolled in the school during regular school days whether working in online coursework or offline assignments, and/or at Live class sessions to which s/he has been assigned to attend. All absences and missed work must be made up and accounted for.

LEARNERS PERMIT/DRIVER'S LICENSE DENIAL DUE TO TRUANCY

Students must be in excellent academic AND attendance standing in order to request proof of enrollment documentation for driver's license and learner's permits. ALDCA has the right to withhold any student's proof of enrollment required for obtaining a driver's license or learner's permit if the student is truant.

Please contact the school registrar to request your proof of enrollment.

EXTENDED LEAVE FOR MEDICAL TREATMENT

At ALDCA, we take great pride in our ability to aid and foster students with intensive physical and mental conditions. These conditions often make extended leaves from school necessary. In the event a student requires therapy and/or treatment for an extended time period (more than 5 school days), the student is encouraged to use the afternoons, weekends, school holidays and catch-up days available to finish his or her work. However, if the illness/treatment/therapy makes completing assigned tasks impossible and an extension or an excusal of assignments is requested, you **MUST** provide the course teacher a **SIGNED** and **DATED** excuse from a **DOCTOR**. Note that it is highly suggested that these occurrences/documents be presented as situations arise and not at the end of the semester, the Hospital Homebound Committee (HHC) must receive documentation from the doctor or hospital. The HHC will meet to develop a Hospital Homebound Service Plan that will be followed by teachers and reviewed until the student is able to return.

Class Connect Requirements

CLASS CONNECT SESSIONS

ALDCA teacher host a variety of sessions throughout the week. While it is expected that students complete their work daily in the online school, live class sessions are created to allow for standards-based instruction and course support. Teachers provide interactive class time to allow students to practice and master skills, interact with other students, and receive instruction from a certified teacher. Teachers also do some tutoring, small group, and 1-on-1 sessions.

It is vital to the success of each student that they attend the sessions they are invited to. ALDCA utilizes the skills of certified teachers to engage students daily in the virtual classroom and to provide opportunities for students to work with other students. Attendance in class connects is a school requirement.

CLASS CONNECTS & WEB CONFERENCING

Class Connect sessions provide students with a rich collaborative environment for students to participate in real time, remote one-to-one, small group, or large group instruction with a certified teacher. While students are engaged in live web conferencing sessions, the ALDCA Code of Conduct is in effect. Abusive language, profanity, harassment, racial, religious, or ethnic slurs, cheating, disruptive behavior, unauthorized access, false information, or threats constitute a violation of the student code and are subject to disciplinary action including suspension and expulsion. Additionally, it is important to ensure that the environment being displayed in the background is school appropriate and free of distraction.

It is expected that students conduct themselves in a manner appropriate for a classroom when on webcam. Dress should be appropriate for school and all conduct should be respectful of all students in the classroom.

This conduct and dress code applies to **all persons** that may be seen and/or heard by school staff, teachers and/or students during any sessions.

CONTINUED ENGAGEMENT PLAN

At times, technology is inconsistent and a protocol needs to be established for these events. At ALDCA, there will be times when students are unable to access a class and/or the OLS will be down. Please understand that the online school and other programs rely on many different levels of technology and such incidences do occur.

If a time arises that we have a school wide systems error or outage, we will initiate continued engagement procedures. An autodialer will be sent out and all families will receive a short phone call initiating the continued engagement plan. Your teacher will have instructions for things they can do during this time to stay productive during a systems outage. Please check in every 30 min to an hour as there will not be another autodialer when the outage is over.

If you are in a class connect session and the teacher either is not there or gets removed, please wait for 10 minutes and then leave the session. As our teachers live around the state, there are different things that affect their ability to connect. You will experience the same thing as a student, so please be patient as our use of advanced technology does have some glitches from time to time. If teachers are unable to get into a class connect session for any reason, they will create a recording and send out to the class as quickly as they are able to.

ENGAGELI FOR CLASS CONNECT

What is Engageli?

Engageli is a utility that provides a convenient and reliable way for you to launch your web conferencing sessions and recordings. We use Engageli for Class Connect sessions.

What is Class Connect?

Class Connect sessions are live instructional lessons lead by your teacher. Class Connect sessions can be accessed at scheduled times and recorded sessions can be accessed on demand.

How do I use Engageli for Class Connect?

Before joining your Engageli Smart session complete the Engageli:

[Engageli Tech Check:](#)

This test will check:

- Your internet connection
- Your microphone and Webcam
- Your laptop/computer performance
- Your operating system

Alabama Literacy Act

AL HB388 established the Alabama Literacy Act in 2019 to improve the reading proficiency of kindergarten to third grade students to ensure that those students are able to read at or above grade level by the end of their grade by monitoring the progression of each student from one grade level to another, in part, by his or her proficiency in reading. Students will be assessed throughout the year using NWEA MAPS and/or DIBELS for a summative measurement and Stride Academy for benchmarks. Students who need further intervention will be invited to RtI Tier 3 sessions with an interventionist and work in the K12 program Mindplay, Stride, and/or Nessy. An additional summer reading program will be offered each year to students who fall in the at-risk ranges. Students who do reach a proficient score on the third grade state testing reading assessment (ACAP) will not promote to the fourth grade.

Testing

SCHOOL LEVEL ASSESSMENTS

Testing, whether it be diagnostic, benchmark, or state testing, is required for continued enrollment in Alabama Destinations Career Academy. **Any in person testing requires that the LC/LG provides transportation to the assigned testing location.**

All students will take the NWEA Map Assessment at the beginning of the year, middle of year, and end of year to chart growth on standards-based mastery. Additionally, students will have benchmarks in October and March in Stride for teachers to monitor what was taught and retained during that instructional cycle. Students are also expected to work in this program on a daily basis in order to both strengthen and build skills. Kindergarten students are also required to take the Kindergarten screener as one of their assessments. These assessments are not optional. In addition, teachers use exit tickets to determine the mastery of students on concepts from the week before and provide immediate remediation to those students who are not proficient. This is an important part of the program to make sure we are individualizing for each student.

ALDCA Assessments include:

- NWEA/MAPS;
- STAR (K3 Reading Fluency)
- Any additionally required benchmark testing

MANDATORY STATE TESTING

Alabama Destinations Career Academy students are required to complete all state testing for the 2025-2026 school year. 2nd through 8th grade students will take the ACAP Summative. 10th graders will take Pre-ACT, 11th graders will take ACT and 12th graders will take ACT WorkKeys. Students are required to complete all state testing.

SAVE-the-DATES for 2025-2026

October 21-24, 2025- Grade 10- ACT with Writing

Students are assigned to attend one day during the window at a regional test site. i

October 21-24, 2025- Grade 12-ACT WorkKeys

Students will be assigned to attend one day during the window at a regional test site.

January 9-13, 2026- ACCESS for ELLs and ALT ACCESS for ELLS

Students are assigned to attend two days during the window at a regional test site.

January 9-13, 2026- ACAP Alternate Assessment

Students are assigned to attend one day during the window at a regional test site.

March 10, 2026, - Grade 11- ACT with Writing

Students will attend this one day of testing at a regional test site.

March 23-27 or March 30-April 3, 2026-Grades 2-8- ACAP Summative

Students are assigned to attend one or two consecutive days during one of the two weeks listed at a regional test site. - ALDCA State Testing SMORE (<https://secure.smore.com/n/xu7fc>)

Student Services

CHILD FIND

Child Find is a process based on the Individuals with Disabilities Act (IDEA) Part C. The purpose is to identify, locate and evaluate individuals with disabilities who may need special education services. Anyone can initiate the process: a parent, doctor, teacher, relative or friend.

To ensure that all ALDCA students are properly identified and served, the parent or guardian will be asked at least twice if their student has ever been evaluated for possible special education services, and if the student has ever received special education services as a student in a public or private school. If so, the parent or guardian will be asked if their student has an active Individual Education Plan (IEP).

SPECIAL EDUCATION SERVICES

ALDCA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). ALDCA Special Education professionals assist parents in accessing and coordinating services pursuant to a current Individualized Education Plan. Parents should indicate that their child has an Individualized Education Plan on their enrollment form.

Special education services are available to students who have been identified with a disability which adversely impacts their academic achievement. Documentation of the disability must be provided; such as a previous Individualized Education Plan (IEP), eligibility report, and/or a psychological evaluation. Students with IEPs in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress toward IEP goals in the general education setting.

Services offered may include: accommodations and/or modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing or timing. ALDCA is considered an **inclusion** program. The student's home is the regular classroom and services are provided by consultation with a highly-qualified special education teacher via phone, e-mail and the online (virtual) classroom.

What to expect:

- Every special education student will be assigned a special education teacher and regular education teachers for various subjects.
- The special education teacher will work with the learning coach to achieve IEP goals; on how to accommodate or modify the learning environment; and to discuss curriculum paths for success.
- The special education teacher will serve as the direct point of contact for the parent; acting as a case manager, and will meet with the learning coach for a conference call once every grading period.
- The special education teacher will hold Class Connects online to assist students with their specific learning needs.
- The special education teacher is available to act as a resource for instructional strategies and adaptations and/or modifications to the curriculum.
- IEP meetings will be held either online or through the use of a conference call line.
- The special education teacher will provide a progress report at the end of each grading period noting the progress towards the student's IEP goals.
- Special Education students are required to meet the same attendance, testing, and grading policies as their peers. The home environment, one on one instruction, and flexible schedule can help the students create a learning environment that meet their specific needs.

Mastery Model:

Special Education students will have accommodations met with the mastery model. Teachers may accommodate by reducing the amount of multiple choice items, providing extended time, and/or modifying assignments and tests. The special education teachers and regular education teachers will determine the best way to make adjustments to the curriculum to accommodate these students. Your assigned special education case manager will communicate this plan with you at the beginning of the school year.

Extended Time:

If a student with an IEP or 504 receives extended time, this allows them to have more flexibility within their work day. Extended time with assignments means that students have more time each day on subjects or assignments. It also could mean additional time on tests and quizzes (usually time and a half). Extended time does not mean that the monthly or end of semester deadlines are extended for all assignments. Students can request additional time on individual assignments that need more assistance prior to the deadline, but cannot ask to extend all the work past the assignment deadlines. For further clarification, please discuss during the IEP or 504 meeting.

RELATED SERVICES

ALDCA provides related services and special education evaluations through contracts with service providers (school psychologists, speech language therapy, occupational therapy, physical therapy, etc.). **It is important for students and parents to attend all related services appointments in order for the student to receive maximum benefit and achieve IEP goals.** More than 3 absences will result in an IEP meeting and subsequent absences may constitute a refusal of services. We understand that it is our responsibility to provide a free and appropriate public education to each enrolled special education student. Because ALDCA is a virtual school of choice, it is understood that speech and related services may be provided either virtually or face to face; however, not always in the home environment. Services will be offered at the nearest office to the family's home.

ENGLISH LANGUAGE LEARNERS (ELL)

According to the Alabama Department of Education, English Learners (ELs) must be identified at the point of enrollment. ALDCA uses the Home Language Survey (HLS) to help identify language minority students. A language-minority student is one whose home language is other than English. Information obtained from the survey is helpful when considering appropriate placement for the student. If any response on the HLS indicates the use of a language other than English by the student or an individual in the home, then further assessment must be conducted to determine the student's English-language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

Language minority students identified through the HLS during registration before the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.

The Alabama State Department of Education has adopted the *World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT™)* to help determine eligibility for placement in the English language development program. The W-APT™ assesses English language proficiency in all four domains of language development—listening, speaking, reading, and writing—as well as comprehension to ensure that students' language needs are properly identified and addressed through ALDCA's educational program.

Any student in grades 1-12 scoring an overall composite score of 3.9 or below on the W-APT™ /MODEL **must** be identified as limited-English proficient and **will** require placement in an English language instruction educational program.

Any student scoring an overall composite score of 4.0 or above on the W-APT™ /MODEL **may** be identified as limited-English proficient and **may** require placement in an English language instruction educational program. Further assessment of the student's English language proficiency is needed to determine placement.

Concerning kindergarten placement, a W-APT™ score of 25 or above (out of 30) is considered proficient. The student **may** not need EL services, but their academic progress **may be monitored in case rescreening is needed** in first grade to determine reading and writing proficiency.

ALDCA will provide limited English proficient (LEP) parents with access to language assistance through translated materials or a language interpreter. Language assistance is free and provided by appropriate and competent outside resources. ALDCA will distribute information to LEP parents in a language they can understand about any program, service, or activity that is addressed to native English-speaking parents. ALDCA provides the translation or interpretation services and does not rely on students, siblings, friends, or school staff to translate or interpret for parents. For translated materials, please contact Emily Miranda by email at emiranda@k12.com or by phone at 251-309-9400.

English Learners whose parents have waived supplemental Title III services must be assessed on the ACCESS for ELLs® English language proficiency test until they are proficient in English with a composite score of 4.8 or above. Students are coded on the ACCESS for ELLs® test as having waived services.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

At Alabama Destinations Career Academy (ALDCA), our Multi-Tiered System of Supports (MTSS) framework is designed to meet the diverse academic, behavioral, and social-emotional needs of all students. MTSS provides a structured, multi-tiered approach to support students comprehensively, ensuring they receive the appropriate interventions and assistance to help them succeed.

MTSS encompasses both academic and behavioral supports, creating a holistic approach to student success:

- Academic Support: MTSS includes targeted academic interventions through our Response to Intervention (RTI) services, outlined below.
- Behavioral Support: MTSS also provides behavioral interventions to promote a positive learning environment. Behavioral support within MTSS includes:
 - Tier 1: Universal behavioral expectations and positive reinforcement strategies for all students.
 - Tier 2: Targeted group interventions for students who may benefit from additional behavioral guidance.
 - Tier 3: Individualized behavioral plans and intensive support for students requiring focused assistance.

Response to Intervention (RTI)

As part of the MTSS framework, Response to Intervention (RTI) at ALDCA offers targeted academic

support for students identified as needing assistance in meeting grade or course-level standards. RTI is designed to provide evidence-based instructional strategies tailored to each student's specific academic needs, with progress closely monitored by the school's Problem Solving Team (PST).

RTI follows a three-tiered approach to academic intervention:

- Tier 1: High-quality instruction and universal academic support for all students.
- Tier 2: Additional small-group academic interventions for students who may need extra support.
- Tier 3: Intensive, individualized academic support for students requiring more focused assistance to succeed.

Through the MTSS and RTI frameworks, ALDCA is committed to addressing both academic and behavioral challenges early, fostering a supportive environment that encourages every student to reach their full potential. If you believe your student may benefit from additional support, please reach out to their homeroom teacher for guidance.

HEARING AND VISION SCREENINGS

The vision and hearing guidelines in this handbook were developed to rule-out of vision and hearing deficits as the primary cause of a disability when a student is suspected to have a disability. Vision and Hearing Screenings are always the first step. Evidence that vision/hearing screening results are satisfactory prior to proceeding with evaluations is the first step in evaluating students for special programs. (AAC, 290-8-9-.03). Alabama Destinations Career Academy can provide these screenings to the families if they cannot be obtained from the pediatrician or eye doctor. Consent must be given through the special education or 504 process to proceed with the screening. Screenings can be performed around the state in central areas and public locations.

GIFTED STUDENTS

Many ALDCA students have participated in Gifted and Talented programs before enrolling in our program. Our curriculum is already very complex and all students may work above level in their courses (if that is where they are placed) or at a faster pace. If you feel that your student needs enrichment or more challenging work, please speak with your ALDCA teacher and he/she will assist you with finding a way to meet the needs of your child.

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist.

For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.

Service Model:

Grades K-2: Consultative Services

The Gifted Specialist will consult with the K-2nd grade teachers to provide advanced/ challenging content in the general education classroom setting.

Second Grade Child Find:

All second graders are screened for gifted throughout their second grade year using state mandated protocol.

Grades 3-5: Resource Support Sessions

Students in 3rd – 5th grade will be provided 3 hrs/week of direct resource services via Class Connect Sessions. The curriculum covers challenging concept and problem-based units, and social and emotional support is integrated into the service hours provided.

Advanced courses for grades 6-12:

Advanced/Honors Courses & Elective Options: Students in 6th – 12th grade will be provided opportunities to enroll in Advanced/Honors courses to supplement the general education curriculum with more challenging program options to fit their individual needs.

Helpful Links:

[Alabama State Department of Education - Gifted](#)

[Alabama Gifted Education Standards and Student Outcomes Manual](#)

K-5 Student Learning Expectations & Grading Policies

SCHOOL REQUIREMENTS

The following are ALDCA school requirements:

- Complete all testing requirements
 - Diagnostic testing, and interim benchmark assessments, Kindergarten screeners, numeracy and literacy assessments
- Work daily in the curriculum as assigned on the daily plan in the OLS
- Submit work samples to teacher
- Attend and participate in class connect sessions
- Participate in conferences and calls
- Complete all required assignments
- New Families will receive orientation from an onboarding advisor after they are enrolled. As a part of the enrollment process it is important that ALDCA students and their learning coaches review this acknowledgement of expectation document (see appendix) in its entirety. This document includes important information that is connected to the ultimate success of your ALDCA student.

PROGRESS

At the elementary level (K-5), most coursework is based on mastery. Lessons are typically followed by assessments to ensure students have mastered the content. Progress for students in grades K-5 is measured through participation in live Class Connect sessions, completion of the online curriculum, offline assignments, submission of work samples, progress monitoring data, benchmark test results, exit tickets, and overall mastery of state standards.

While teachers monitor and support instruction in each subject, the consistent guidance and support of the Learning Coach in each lesson is essential. Without the daily involvement and presence of the Learning Coach, a student's academic progress may be at risk.

GRADEBOOK

ALDCA gradebooks are available 24/7, offering students and their learning coaches a live view of their academic progress. Gradebooks can be accessed through the Online Learning System (OLS). Each course is managed by the assigned teacher, so if there are any questions or concerns about posted grades, please reach out directly to the teacher.

GRADING SCALE

Grades K-5: A=90—100%, B=80—89%, C=70—79%, D=60—69%, F=59% or below

SCHOOL REQUIREMENTS

School requirements includes diagnostic and benchmarks, weekly checkups, quarterly work samples from core courses, state testing attendance requirements and participation throughout the year, and catch up plans. Catch up plans are plans put in place by teachers, advisors, learning coaches and students for those families which progress and attendance are lacking.

PHYSICAL EDUCATION REQUIREMENTS

All students in grades K-5 will participate in physical education to meet Alabama's K-12 physical education requirement. The State of Alabama mandates a minimum daily instructional period of 30 minutes for elementary school physical education.

BACK ON TRACK PLANS

At times, when students get behind in attendance and/or progress, teachers will develop a back on track plan. These plans will help students to catch up on those areas of deficiency, over time, in a manageable way. These plans will be reviewed on a weekly basis with the teacher, and must be followed in the prescribed way. The initial meeting to discuss and implement the back on track plan will be done in class connect, and the teacher will share a variety of tips and strategies to help the student be successful. Attendance in the back on track meeting and participation in the plan is required.

MARKING LESSON COMPLETE

Students and Learning Coaches will not mark Unit Lessons complete for units that they are not currently working on without teacher approval in writing. Non-assessed items marked complete for a Unit out of order shall be removed and added back to the student's plan. The practice of marking non-assessed items complete in order to boost student progress will result in removal of progress and a referral for an academic integrity violation.

6-8th Grade Student Learning Expectations & Grading Policies

SCHOOL REQUIREMENTS

The following are ALDCA school requirements:

- Complete all testing requirements
 - Diagnostic testing, and interim benchmark assessments, screeners, and assessments
- Work daily in the curriculum as assigned on the daily plan in the OLS/OMHS
- Submit work samples to teacher
- Attend and participate in class connect sessions
- Participate in conferences and calls
- Complete all required assignments
- New Families will receive orientation from an onboarding advisor after they are enrolled. As a part of the enrollment process it is important that ALDCA students and their learning coaches review this acknowledgement of expectation document (see appendix) in its entirety. This document includes important information that is connected to the ultimate success of your ALDCA student.

PROGRESS

As students approach adolescence, they experience a growing sense of independence. Students in middle grades (6-8) move from having one teacher teaching all subjects, to having one teacher per subject. Course work in middle school supports this developmental stage by encouraging students to look inward while also exploring the outer world in greater depth. They are asked to develop skills in critical thinking and creative problem solving, to analyze and synthesize. In this way, students cultivate an ability to think for themselves that will serve them well in high school and beyond. Coursework is mastery based, and teacher paced. At the middle school level, students also participate in career focused exploration courses. Middle school Career Technical Education (CTE) has the power to expose students to college and career options and equip them with the transferable skills they need to plan for and succeed in high school and beyond.

Whether core academic classes, CTE exploration classes, or general electives, each middle grades' course has a weekly schedule of assignments and live sessions led by the teacher. While the teacher will collect and grade most assignments, the learning coach continues to support by making sure the student is following the assignment schedule, getting work turned in on time, and attending the required class connect sessions.

GRADEBOOK

ALDCA gradebooks are available 24/7, offering students and their learning coaches a live view of their academic progress. Gradebooks can be accessed through the Online Learning Middle/High School Learning System (OMHS). Each course is managed by the assigned teacher, so if there are any questions or concerns about posted grades, please reach out directly to the teacher.

GRADING SCALE

Grades 6th-8th: A=90—100%, B=80—89%, C=70—79%, D=60—69%, F=59% or below

PHYSICAL EDUCATION REQUIREMENTS

All students in grades 6-8 will participate in physical education to fulfill Alabama's K-12 physical education requirement. The State of Alabama mandates a minimum daily instructional period of 50 minutes for middle school physical education.

BACK ON TRACK PLANS

At times, when students get behind in attendance and/or progress, teachers will develop a back on track plan. These plans will help students to catch up on those areas of deficiency, over time, in a manageable way. These plans will be reviewed on a weekly basis with the teacher, and must be followed in the prescribed way. The initial meeting to discuss and implement the back on track plan will be done in class connect, and the teacher will share a variety of tips and strategies to help the student be successful. Attendance in the back on track meeting and participation in the plan is required.

MARKING LESSON COMPLETE

Students and Learning Coaches will not mark Unit Lessons complete for units that they are not currently working on without teacher approval in writing. Non-assessed items marked complete for a Unit out of order shall be removed and added back to the student's plan. The practice of marking non-assessed items complete in order to boost student progress will result in removal of progress and a referral for an academic integrity violation.

SCHOOL REQUIREMENTS

The following are ALDCA school requirements:

- Complete all testing requirements
 - Diagnostic testing, and interim benchmark assessments, screeners, and assessments
- Work daily in the curriculum as assigned on the daily plan in the OLS/OMHS
- Submit work samples to teacher
- Attend and participate in class connect sessions
- Students should engage in College and Career Readiness Indicators (CCRI) to enhance their preparedness for future academic and professional pursuits. These may include attending College and Career Preparation sessions, participating in credential or certification test administrations, and taking part in internships, apprenticeships, externships, job shadowing, co-op programs, and work-based learning classes, among other opportunities.
- Participate in conferences and calls
- Complete all required assignments

PROGRESS

As students move into grades 9-12, coursework becomes increasingly more independent and rigorous. High school courses are credit-bearing and designed to put students on a pathway to either earning an industry credential, begin an immediate career, enroll in a community college, or enroll in a four-year institution. Coursework at the high school level allows students to get a competitive edge in the future. Courses are designed to prepare students to be both college and career ready by integrating core academic skills with employability skills, and current industry-relevant, career pathway courses. In 9th grade, students choose a cluster pathway and begin to take foundational career pathway program courses.

Students interested in completing a dual enrollment course, or collegiate program to earn a short certificate, long certificate, or attempt a collegiate program (e.g. nursing assistant, medical assistant, pharmacy tech, building construction, building maintenance, etc.) requires students to enroll in one of the state's dual enrollment programs where they will attend a local community college to receive high school and college "career technical education" credits as a part of their pathway program. In such cases, program courses are scheduled by the local community college and are offered in either a face-to-face or blended format. In most cases, students are required to attend classes on campus to engage in the hands-on components of their program of study. Students and their families are responsible for providing transportation to and from the community college and following all collegiate program requirements.

Through the Alabama Workforce Development grant, **all eligible students** are qualified to receive Alabama CTE tuition-free dual enrollment scholarship in partnership with ALSDE and ACCS **as long as funds are available**. These Dual Enrollment scholarship funds are available to eligible high school students participating in approved CTE programs offered through one of Alabama's Community Colleges. In some cases, books and/or lab fees may be required and are the responsibility of the student. For specifics about which courses or programs are covered by this grant, please reach out to your high school counselor and/or dual enrollment coordinator. Again, in most cases, students are required to attend classes on campus to engage in the hands-on components of their program of study. Students and their families are responsible for providing transportation to and from the community college.

College Dual Enrollment Eligibility

- Successfully completed 10th grade
- Have a minimum of a 2.0 or 2.5 GPA on high school coursework—specific GPA requirements varies by community college and programs offered at the community college.
- Approval from your local high school principal, high school counselor or CTE administrator(s).

Continuous College Dual Enrollment Eligibility

- Maintain a grade of C or better in all attempted college courses
- Maintain a 2.5 GPA on all high school coursework

GRADEBOOK

ALDCA gradebooks are available 24/7, offering students and their learning coaches a live view of their academic progress. Gradebooks can be accessed through the Online Learning Middle/High School Learning System (OMHS). Each course is managed by the assigned teacher, so if there are any questions or concerns about posted grades, please reach out directly to the teacher.

GRADING SCALE

Grades 6th-8th: A=90—100%, B=80—89%, C=70—79%, D=60—69%, F=59% or below

PHYSICAL EDUCATION REQUIREMENTS

In Alabama, high school students must earn one credit in Physical Education, typically through the **Beginning Kinesiology** course, to meet graduation requirements. This course introduces students to the principles of human movement, encompassing physiological, psychological, sociological, and mechanical aspects. It is designed to promote lifelong health, fitness, and wellness, empowering students to make informed choices and develop positive behaviors in physical activity.

BACK ON TRACK PLANS

At times, when students get behind in attendance and/or progress, teachers will develop a back on track plan. These plans will help students to catch up on those areas of deficiency, over time, in a manageable way. These plans will be reviewed on a weekly basis with the teacher, and must be followed in the prescribed way. The initial meeting to discuss and implement the back on track plan will be done in class connect, and the teacher will share a variety of tips and strategies to help the student be successful. Attendance in the back on track meeting and participation in the plan is required.

MARKING LESSON COMPLETE

Students and Learning Coaches will not mark Unit Lessons complete for units that they are not currently working on without teacher approval in writing. Non-assessed items marked complete for a Unit out of order shall be removed and added back to the student's plan. The practice of marking non-assessed items complete in order to boost student progress will result in removal of progress and a referral for an academic integrity violation.

FINAL EXAM POLICY

Students with an A average and who:

- (1) have turned in all assignments by their due dates; and
- (2) have perfect attendance

are EXEMPT from taking the final exam IF ALL coursework is complete including any additional lessons (if applicable).

This Policy is "per course" therefore, if a student has an A average in their Math course, they are exempt from the math final only, but may need to take the final exam in other courses if they have lower than an A average.

GRADUATION REQUIREMENTS

[Alabama High School Graduation Requirements Cohort 2028 & Beyond OPTION A](#)

[Alabama High School Graduation Requirements Cohort 2028 & Beyond OPTION B](#)

[Alabama High School Graduation Requirements Cohort 2026 & 2027 OPTION A](#)

[Alabama High School Graduation Requirements Cohort 2026 & 2027 OPTION B](#)

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CREDIT RECOVERY

Credit Recovery Program Guidelines

Overview

In accordance with Alabama Department of Education guidelines, Alabama Destinations Career Academy (ALDCA) will offer students who have received failing grades in graduation-required courses the opportunity to recover lost credit through a standards-based approach. This program targets specific knowledge and skill deficits rather than requiring students to repeat the entire course. Students must meet eligibility requirements to apply, and the program must operate under the guidelines outlined in this document.

Student Failure Reports

Students who fail courses required for graduation will be added to a Student Failure Report, which is submitted to administrators and counselors. This report identifies the failed course and final grade for each student. Enrolled Credit Recovery students will complete unit-specific diagnostic exams, provided through software vendors or school-based assessments, which align with the Alabama Course of Study content standards. Each assessment requires a minimum score of 70% to progress. If a student scores below 70%, content lessons and the unit test will be released, allowing further study before re-assessment.

Student Eligibility, Admission, and Removal

To be eligible for Credit Recovery, students must have a final course grade between 40% and 59% for graduation-required courses. Alternatively, they may choose to repeat the course during the regular school term. To request placement, students and their parents/guardians must complete and sign an application (Attachment A), consenting to program terms and requirements. Removal from the program may occur if a student violates academic integrity, fails to meet attendance requirements, or does not progress adequately.

Credit Recovery Program Authorization and Operation

There will be no charge for Credit Recovery courses. Programs conducted during summer or outside normal school hours must be supervised by an administrator. Teachers involved in Credit Recovery must be certified and highly qualified in the relevant content area or certified in one area if facilitating a software-based program. In online courses, an approved adult facilitator employed by the school system may be used. Course offerings may be limited by space, teacher availability, or specific content requirements.

Credit Recovery Form: [Linked Here](#)

Instructional Content and Curriculum

Instruction will combine computer-based software and weekly virtual check-ins. Credit Recovery teachers will receive training in organizing and managing the applicable software. An individualized student plan, developed using the STRIDE Credit Recovery Curriculum, will identify required standards for mastery. Teachers will use professional judgment and diagnostic data to determine necessary support for each student. The student's remediation plan must be completed within the program's published dates and hours. Students may recover multiple credits, but one credit must be completed before starting another. All assignments align with Alabama academic standards.

Program Completion and Grades

A maximum grade of 70 may be awarded for Credit Recovery courses, and this grade will be added to the student's transcript and factored into the GPA. Students may earn a maximum of ten credits per school year, including summer terms. Completion of individual remediation plans, regardless of instructional hours, will release students from the program.



**Alabama Destination Academy Credit Recovery
Student Registration Form**

Student Name: _____ Grade Level: _____
Gender: M _____ F _____ Student ID #: _____ Date of Birth: __/__/__
Street Address _____
City _____ State _____ Zip Code _____
Home Telephone _____ Parent/Guardian Work Telephone _____
Student Email Address: _____
Parent Email Address: _____
Parent/Guardian Name(s) _____

Course Name: _____
Course Name: _____

Alabama Destinations Career Academy and its employees are not making any representation or assurance as to any student's National Collegiate Athletic Association (NCAA) eligibility or compliance in connection with a student's enrollment in Credit Recovery courses. It is the student and guardian's responsibility to ensure that they meet the NCAA eligibility and compliance standards as a condition to enroll in Credit Recovery courses. The student and guardian are responsible for following all NCAA guidelines including those related to course selection and course completion at the standard pace as set forth in applicable NCAA standards, including, without limitation, the NCAA's non-traditional course requirements. Monitoring appropriate course progress and course selection is the sole responsibility of the student and guardian. ALDCA staff will facilitate documentation requests to assist in the eligibility process as required by the NCAA.

I have read and understand the above responsibilities and conditions for enrolling in Credit Recovery courses. I also understand that the maximum grade I can earn is a 70.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

END OF YEAR GRADE LEVEL PROMOTION/RETENTION

Below are the retention guidelines from the Chickasaw Board Policy Policy 5.24 regarding promotion/retention guidelines for our district.

Chickasaw City Schools' philosophy embraces the concept that each student should be encouraged to develop his or her knowledge and skills to the greatest extent possible. To this end, considerable provision is made by means of special classes and services and by teachers within classes to meet the individual needs of students.

In most cases, students are able to attain the competencies needed through these channels and to progress through their classes within the normally allotted period of time.

On occasion, however, it becomes obvious that a student is falling so far behind his or her classmates that it would be to the student's advantage to spend an additional year in a particular grade in order to bring his or her competencies more in line with others in the group. It is for this reason that these guidelines are established:

Grades K-5: The process of making the decision as to the promotion and retention of elementary students should take into consideration a variety of factors including age, maturity, capacity for learning, and academic progress. The determination process will involve the ALDCA administration and teachers, with the authority for determining promotion and retention resting entirely with the teacher(s) and administrator. If a student needs to be retained, the parent(s) or guardian(s) of that student will be informed as early as possible. Passing reading and math is required for promotion to the next grade.

Grades 6-8: Students in grades sixth through eight must pass English language arts and math with a yearly average of 60 (D) or higher. Those students failing science or social studies may be offered summer school.

Grades 9-12: Students will be kept in their cohort year for graduation but will be given credit recovery and additional opportunities to advance. Students must complete all graduation requirements in order to complete 12th grade and receive a diploma.

Special Education Students: Promotion of any student in a special education program, with the exception of gifted students, may be based on his/her accomplishments of goals stated in the IEP with consideration given to other regular program requirements. The IEP team will determine if a student will be promoted or retained based upon the decision of what is best for the child. However, a special education student (except gifted) may not be placed at any grade level unless the student has attended school for a commensurate number of years equal to the proposed grade placement; i.e., for a special education student to be placed at the sixth (6th) grade level, he/she must have been enrolled in school for at least five (5) years.

Reference(s): Code of Alabama 16-11-9

K-8 RETENTION GUIDELINES

The guidelines which follow are provided to assist Principals and teachers in making decisions regarding the retention of students in grades K-8:

1. Parents shall be notified in writing as early as possible that retention is under consideration. Such notification shall be by the end of the first semester, if possible. Notification shall indicate that while promotion is doubtful at the time, substantial progress during the remainder of the school year could lead to promotion.
2. The decision to promote or retain a child is the responsibility of the principal and the teacher(s). The teacher shall make the initial suggestion, but careful consideration shall be given by both teacher and principal. A parent may suggest promotion or retention, but the decision is a professional one and shall not be made solely on the basis of the wishes of a parent. Parent conferences are required and documented in all cases under consideration for retention.

ASSESSING OUT OF THE CURRICULUM

Your student is encouraged to assess out of curriculum already mastered. In doing this, your student takes the lesson, unit or semester assessments and if he/she achieves a score of 80% or higher, the student may move on to the next lesson/unit. As a student assesses out of the curriculum, learning coaches will mark the “assessed out” lessons in the unit as skipped and move on to the next unit. When a student encounters a unit in which he/she is no longer mastering the objectives, at 80% or more, he/she should begin working through individual lessons in this unit.

It is important while doing this the student is completing a minimum of one unit test or lesson each day, with an average of 5 lessons a week. If he/she assesses out of a unit on Monday, this would count as one lesson and he/she would start on lesson 1 of the next unit on Tuesday, and on. Students are given credit for the lessons skipped towards course promotion, but skipped lessons do not count toward progress goals and report card grades. To ensure continual growth, consistent progress at an average rate of 5 lessons per week to meet progress goals.

EXEMPTIONS FOR NEWLY ENROLLED STUDENTS

After the first few weeks of school, all students that are newly enrolled will start their course work where the class is currently at in the pacing guide. It is understood that the student has already received instruction for all previous lessons while enrolled at the previous school. This will help the student to be ready to participate with Class Connect sessions and not fall behind. For K-5th grade, this ‘skipping forward’ will automatically take place by the teacher upon initial contact. For 6-12th grade, each classroom teacher will take care of this for their subject. There are few exceptions to this rule. Please discuss such exceptions with your homeroom teacher.

REPORT CARDS

cards are issued at the end of each semester. Fall semester report cards will be emailed in January and end of the year report cards will be emailed in June.

Parent/Student/Teacher Communication

Certified Alabama teachers play a vital role in the educational model used by Alabama Destinations Career Academy (ALDCA) at Chickasaw City Schools. These teachers are responsible for validating student attendance, monitoring curricular progress, and supporting educational growth. The homeroom teacher serves as the primary contact for parents and students for any school-related issues. ALDCA teachers provide a range of resources, including instructional and curricular support, organizational assistance, Class Connect sessions, tutoring, and encouragement. A strong, collaborative relationship between the student, parent, and assigned ALDCA teacher is essential to student success.

Parents are expected to inform their homeroom teachers of any changes to contact information and update information within the online school. *Note updating the information in the OLS does not update the information on the school end.

Email is a primary source of contact between the ALDCA teacher and the parents/students; therefore, parents and students are encouraged to check their email at least twice a day (morning and evening). Parents and students are asked to promptly reply to any email received from the ALDCA or K12[□]. Please allow 24 hours for a return phone call and/or email. ALDCA does not reimburse parents for long-distance calls. Parents are expected to inform their ALDCA teacher of any changes to contact information. Parents must also update contact information within the account setup on the Online School[□]. Secondary sources of communication include texting between teachers/staff and parents/ LCs, and autodialers. Autodialers are a one-way communication in which ALDCA may send information out to families. Texting allows ALDCA teachers/staff to hold a two-way communication with the LG/LC and may be used to supplement email or phone conversations.

The Online School includes a home page for each parent and student account. The home page provides families easier access to all aspects of the Online School[□]. ALDCA and K12 posts important, school-wide information in the Announcements section of the home page.

CONFERENCES

One of the strongest points of the school's program is the close monitoring of each student's educational progress. Learning Coaches are required to participate in at least two scheduled conferences with their ALDCA teacher(s) per year (fall and spring). These conferences are held in Class Connect where data can be shared and resources can be used. The conference is an opportunity to voice concerns, relay good news about the student, obtain enrichment ideas for the child, and discuss attendance and progress through the curriculum, which are vital to success in the program. It is expected that parents attend all of their scheduled conferences, provide 24 hours' notice if a cancellation is required for the conference, and reschedule when it is cancelled. Parents are required to participate in conferences and class meetings with their ALDCA teacher.

GRADUATION/EDUCATION (GRAD/ED) PLANS

Graduation/Education Plans are created by students with the counselor beginning in 8th grade and checked each consecutive year to ensure students are on track for graduation. Grad/Ed plans track student's required courses and credits required for graduation. These plans also allow students the opportunity to choose courses based on their interests and college/career goals. Grad plans are also accessible by parents and should be reviewed yearly to ensure student follow through.

Community

OPTIONAL OUTINGS

To help develop a stronger school community, Alabama Destinations Career Academy at Chickasaw City Schools expects to offer in person events throughout the year with monthly events being held in students' geographical area as possible (depending on local, state and federal guidelines). Parents and/or Learning Coaches are required to stay with students during these events. While attendance is not mandatory, it is a wonderful opportunity to meet other school participants and have conversations about our children and programs and share practices that work. Outings are opportunities for both the students and parents to socialize. It is our hope that the teachers and parents will work together to plan and implement these activities. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings. While credit for field trips is not offered in lieu of the regular curriculum for most outings, attendance at these events can be included under supplemental time.

ALDCA expects students to dress appropriately when attending outings. Examples, of inappropriate dress include:

- Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs, or demeans, degrades, or intimidates another because of race, sex, religious persuasions, national origin, disability, or gang membership.
- Apparel that reveals or exposes the midriff/lower back or sides of the upper body or torso and/or undergarments.
- Any clothing that is excessively tight, is of transparent material, see through material, or that is ripped or torn, or has suggestive signs or symbols.
- Any clothing through which undergarments may be seen.
- Spandex, clothing that does not cover backs, clothing that permits viewing of cleavage, halter tops, tank tops with open sides, spaghetti strap tops, and muscle/tank shirts.
- Spikes, dog chains/chokers, ball bearing chains, wallet chains, or other jewelry that increases the risk for accidents.

ALDCA parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for supervision of their children at all times.

PARENT CONNECTIONS

Parents are encouraged to become involved in their school community through participation in outings and clubs and also arranging other "non-official" outings with ALDCA parents. Parents may freely meet and organize unofficial outings as they wish. These outings are not considered "official" outings unless sponsored by ALDCA.

FAMILY DIRECTORY

Parents are able to find other parents by location of their homes and student grade levels. Parents may search by name and other information in a parent profile. The parent directory is accessed through the community link in OLS. A parent's status changes, such as moving across town or changing an e-mail address is automatically updated in the directory when a parent updates the information in OLS under my account. There is an online opt-in/out capability on the OLS so parents can easily include or exclude themselves from the directory.

Student Code of Conduct

ALDCA students are subject to the rules and restrictions implemented by Alabama Destinations Career Academy at Chickasaw City Schools and the Student Code of Conduct: Acceptable Use Guidelines for the Internet. Students enrolled in ALDCA should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Communications and Internet access should be conducted in a responsible and professional manner reflecting the school's commitment to honest, ethical and non-discriminatory practice. Therefore, the following is prohibited:

- Any use that violates federal, state, or local law or regulation.
- Knowing or reckless interference with the normal operation of computers, peripherals, or networks.
- The use of ALDCA Internet-related systems to access, transmit, store, display, or request inappropriate materials.
- Any use that is deemed to adversely affect ALDCA.
- Violation of ALDCA or K12's Terms of Use for any ALDCA or K12 website.

ACCEPTABLE USE GUIDELINES FOR THE INTERNET

- Posting anonymous messages online is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own user names and passwords, and must not share these with anyone.
- Students must log into Class Connect through their student OLS account.
- Students may not interfere with other users' ability to access ALDCA or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activity that is associated with their usernames and passwords.
- Students must not publicly post their personal contact information (address and phone number) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students are not allowed to download, transmit or post material that is intended for personal gain or profit, non-ALDCA commercial activities, non-ALDCA product advertising, or political lobbying on an ALDCA owned instructional computing resource.
- Students may not use ALDCA instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on ALDCA instructional computing resources that are not specifically required and approved for student assignments.

CYBER BULLYING

What is cyber bullying?

Cyber bullying is sending any type of threatening or hateful message to someone over the Internet or a cell phone. Many people believe that they can get away with this type of behavior. They mistakenly think they can hide their identity and won't have to take responsibility for their actions.

How can cyber bullying be prevented?

Talk about it before it ever happens. Many young people are not aware that saying hurtful things about another person, calling him/her names in an email, or telling lies about someone, even as a joke, is a form of cyber bullying.

What do you do if you are a victim of cyber bullying?

- Ignore the person and the comments. Most bullies want the attention they gain and will give up if they are ignored. If you respond to their messages, they will know that you are affected, which will encourage them to continue.
- Leave the site or get off the internet immediately. Most email services and instant message sites also allow you to block access to another person.
- Change your screen name or email address. Be sure to only give the new one to your friends.
- Tell your parents.
- Make a copy of any threatening or outrageous email messages in case you need proof later.
- Report the bullying behavior to the proper authorities – the site moderator, the school, or even the police.

INAPPROPRIATE BEHAVIOR: EXAMPLES OF CYBER BULLYING

- Insults or attacks of any kind against another person.
- Use of obscene, degrading, or profane language.
- Harassment (continually posting unwelcome messages to another person) or use of threats.
- Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing “spam” mail, chain e-mail, viruses, or other intentionally destructive content.

ALDCA reserves the right to review any material transmitted using ALDCA instructional computing resources or posted to an ALDCA instructional computing resource to determine the appropriateness of such material. ALDCA may review this material at any time, with or without notice. E-mail transmitted via ALDCA instructional computing resources is not private and may be monitored.

ALDCA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. ALDCA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. ALDCA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author’s individual point of view and not that of ALDCA, its affiliates, or its employees. ALDCA assumes no responsibility for damages to the user’s computer system.

Nothing in this policy negates any obligation the student and Learning Coach have to use the instructional computing resources as required in the Use of Instructional Property Agreement ("Agreement") the Learning Coach or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

VIOLATION CONSEQUENCES

- Removal of student access to ALDCA instructional computing resources, which could result in his/her inability to complete learning activities.
- Suspension or expulsion from ALDCA.
- Involvement with law enforcement agencies and possible legal action.

ALDCA administration reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to ALDCA instructional computing resources. ALDCA instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by ALDCA.

INTERNET SAFETY

Please consider the location of the computer your child works on. The K12 lessons sometimes have links to other sites. Before you leave the K12 website, there is a pop-up that verifies that you want to leave. Please make sure that a firewall is installed on your computer. While the internet is a fabulous tool, it can present dangers to students. Please take time to talk to your students about internet safety and take steps to protect them.

- Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of the Alabama Destinations Career Academy.
- Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with the Alabama Destinations Career Academy.

NETWORK ETIQUETTE

As an Alabama Destinations Career Academy student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, and body type, physical or mental health.
- Focus your responses on the questions or issues
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.

DRUGS, ALCOHOL, WEAPONS, PHYSICAL HARM OR THREATENED PHYSICAL HARM

The principal shall notify appropriate law enforcement officials when any person violates local board of education policies concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person. If any criminal charge is warranted arising from the conduct, the principal is authorized to sign the appropriate warrant. If that person is a student enrolled in any public school in the State of Alabama, the local school system shall immediately suspend that person from attending regular classes and schedule a hearing at the earliest possible date, which shall not be later than five school days. The decision to suspend or initiate criminal charges against a student, or both, shall include a review and consideration of the student's exceptional status, if applicable, under Chapter 39, or appropriate federal statutory or case law. [*Code of Alabama (1975) § 16-1-24.1(b)*]

If a person is found to have violated a local board of education policy concerning drugs, alcohol, weapons, physical harm to a person, or threatened physical harm to a person, the person may not be readmitted to the public schools of this state until (1) criminal charges or offenses arising from the conduct, if any, have been disposed of by appropriate authorities and (2) the person has satisfied all other requirements imposed by the local board of education as a condition for readmission. [*Code of Alabama (1975) § 16-1-24.1(c)*]

THREATS TO SCHOOL PERSONNEL

Any threats directed toward ALDCA OR Chickasaw City School employees will not be tolerated and the individual making such threats could be banned from Chickasaw City Schools' property, ALDCA offices, school events, and other facilities. If the individual is banned and is then found on said property the police will be notified immediately; criminal trespassing charges will be filed; and will be prosecuted to the fullest extent of the law.

ACADEMIC INTEGRITY POLICY

ALDCA students are expected to uphold the highest standards of Academic Integrity by expressing their own thoughts, language, and expressions, and to respect and acknowledge any other author's works with proper documentation in all assignments. Academic Dishonesty or plagiarism is the act of using another person's work to claim as your own. Examples of Academic Dishonesty are:

- Copying answers word for word from any portion of any outside source such as Yahoo Answers, Wikipedia, Ask.com, Brainly.com, etc.
- Intentionally paraphrasing ideas from any outside source without proper acknowledgement
- Submitting in whole, or in part, the work of another student
- Submitting in whole, or in part, an assignment written for another course by someone else
- Intentionally allowing one's essay, assignment, or test answers to be copied by another student

Plagiarism and cheating are taken very seriously. Students who use all or part of someone else's work, without appropriate credit or citation, are in violation of these policies.

Students will receive a zero on any submitted assignment containing all or partial work not completed as their own work, or properly cited within the assignment.

Students assisting other students to cheat or plagiarize are also in violation of this policy, and will receive a grade of zero on their assignment submission.

1st Offense: This will be handled between the teacher and the student. The teacher will call the student and parent to provide additional instruction as to what constitutes academic integrity and send student an email explaining and documenting the academic integrity offense. The student **MAY** have an opportunity to make up the assignment, **at the discretion of the teacher.**

2nd Offense: The student will receive an email from the teacher documenting and explaining the academic integrity offense. The teacher will call the student and family providing additional instruction and feedback regarding academic integrity. The student will earn a grade of zero without any chance to make up the assignment.

3rd Offense: The student will receive an email explaining from the teacher explaining and documenting the offense. The teacher will call the student and family providing additional instruction and feedback regarding the incident. The teacher will schedule a live session with student, family, and principal or other administrator. The student will earn a grade of zero without any chance to make up the assignment.

4th Offense: The student will receive an email explaining and documenting the academic integrity incident. The student will earn a grade of zero without any chance to make up the assignment. Teacher will provide the documentation to the principal or other administrator. The student's curriculum will be locked and the student and parent must meet with the principal or other administrator before being allowed to return school at ALDCA.

NOTE: Offenses are cumulative for the year regardless of the class questionable work is submitted in. If a student gets a first offense in History, and another incident occurs in math, then this is their “second offense”, and so on.

ACADEMIC INTEGRITY IN K-5

At times, students will mark work complete that doesn't have assessments in order to increase their progress overall. This is usually done when they go to Units that haven't show up on their plan and they strategically mark everything done. Even if a lesson does not have an assessment, there are activities that should be done for the assignment (for example: math problems done in a notebook, drafts of an essay, etc.). If a teacher notices that this is happening, they will call the LC and discuss what they are seeing. If needed, this will be noted as an academic integrity violation and the following procedures will be used.

1st Offense: Teacher will call the family; discuss the incident. Lessons will be put back on plan to be redone.

2nd Offense: Teacher will schedule a conference with the family, work samples will be requested to show the work that was done, and lessons will be put back on plan to be redone.

3rd Offense: LC and Student will meet with the administrator. Administrative action will be determined.

4th Offense: Curriculum will be locked until in-person conference can be made with an administrator.

Suspension and Expulsion

ALDCA POLICY

A good faith effort shall be made by the Principal, Executive Director, or his/her designated representative to employ parental assistance or other alternative measures prior to placing student in out-of-school suspension, except in the case of emergency or disruptive conditions which require immediate removal of the student from the school environment. Parents will be required to participate in a conference with school personnel before their suspended child returns to school.

ALDCA will not use continuous or multiple out-of-school suspensions to exclude a student with a disability from educational services since the major purpose of disciplinary action is to bring about positive student behavior within the school setting, not in exclusion. Students with an Individualized Education Plan (IEP) or a Section 504 Plan shall not be suspended for more than ten cumulative days within a school year without provision of educational services. By the 10th day of suspension, a Manifestation Determination must be conducted by ALDCA's IEP team. After the manifestation determination the IEP team will review the student's current IEP to initiate behavior interventions, create a Functional Behavior Assessment, a Behavior Intervention Plan, and/or other educational plans as deemed appropriate by the IEP team.

STUDENT OFFENSES AND SCHOOL ACTION

Student Offense	Possible School Action
Academic Dishonesty (plagiarism, cheating on coursework and/or standardized testing)	ALDCA students are required to attend, complete, and submit all work as their own for all schoolwork and state assessments. Teachers closely monitor academic integrity in all areas. If a student is found to have plagiarized, cheated, or falsely identified themselves, the ALDCA teacher will intervene immediately to research the possible infraction. A meeting may be scheduled by faculty or staff with ALDCA administration, possibly leading to disciplinary consequences including suspension following repeated infractions as outlined in the Academic Integrity section of our handbook.

Assault, verbal threats, or intimidation; battery	School suspension or expulsion may occur. Notification of appropriate local law enforcement as needed.
Bullying (in-person or cyber) based upon race, gender, color, national origin, sexual orientation, disability, etc.	School suspension or expulsion may occur.
Inappropriate behavior or actions during Class Connect sessions	School suspension or expulsion may occur for repeated infractions or infractions of a severe or profane nature.
Inappropriate Computer Use specific procedures, conditions, and legal restrictions guide the use of school owned computers. Parents should review appropriate usage of computers with their students before using school computers. Parents are the responsible adult for logging into the computer and should maintain a confidential user password.	Depending up on the misuse of the school computer, the Academic Administrator or Executive Director will determine disciplinary consequences, including loss of privileges up to expulsion. Notification of appropriate law enforcement agency as necessary.
Disrespectful Behavior or Inappropriate Conduct: students and parents are expected to comply with reasonable directives of school personnel in a timely and cooperative manner. Any refusal to comply or any use of profane means of expression toward school personnel will be assigned a range of consequences.	School suspension or expulsion may occur.
Weapons: Weapons are not permitted in any facility utilized by ALDCA during school events or outings, including any standardized testing locations. Weapons may be defined as firearms, knives, cutting tools, or any instrument capable of inflicting serious bodily injury. Small pocket knives are considered to be weapons under this definition and should not be brought on any premise utilized by ALDCA for any reason.	Possession of a deadly weapon on school property or at/during school events with the intention to do bodily harm is a Class C Felony. All persons, other than authorized law enforcement personnel, are prohibited from bringing or possessing any deadly weapons or dangerous instrument, and specific penalties for students and school personnel who violate this policy, not withstanding any criminal penalties, may also be imposed. The Chickasaw City Board of Education authorizes the superintendent or designee to immediately and automatically suspend any student found in possession of a deadly weapon. A deadly weapon shall be defined as anything manifestly designed, made or adapted for the purpose of inflicting death or serious bodily injury. Deadly weapons are not to be carried by students on school grounds and/or at any school sponsored event, during or after regular school hours.
Vulgar/Obscene Language, Gestures, or Display: To establish and maintain a proper atmosphere for education, students are to refrain from inappropriate, vulgar, and obscene, language, or gestures.	School suspension or expulsion may occur.
Bomb/Terror Threat/False Report	Notification of appropriate law enforcement agencies, disciplinary action including out of school suspension and expulsion may occur pending investigation results.
Sexual Harassment: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, inappropriate verbal or physical conduct of a sexual nature, or display of materials that evoke responses not in keeping with an appropriate educational atmosphere.	School suspension or expulsion may occur. Notification of appropriate law enforcement agency as necessary.
Controlled Substances, Unauthorized Prescription Medications, Purported Substances, Alcohol, etc.:	Local law enforcement will be contacted and students will be required to leave the premises once the investigation

<p>Illegal drugs (including prescription medications not in possession of the parent or appropriate school officials), purported drugs, tobacco, and alcohol products will not be permitted on school outings or at any sites utilized by ALDCA for any school related activities or events, including testing.</p>	<p>has concluded. School suspension and/or expulsion may occur pending results of the investigation.</p>
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ELEMENTARY ADMINISTRATIVE OPTIONS

1. Immediate suspension following investigation for a period of up to 7 days based upon the student's current grade level
 - a. Grades K-1 maximum of 3 days
 - b. Grades 2-3 maximum of 5 days
 - c. Grades 4-5 maximum of 7 days
2. Referral to appropriate law enforcement agency if necessary
3. Investigate to see if expulsion is warranted
4. Expulsion recommendation if necessary pending investigation outcome

SECONDARY ADMINISTRATIVE OPTIONS

1. Immediate suspension following investigation (3-10 days) as deemed appropriate by the school's administration
2. Referral to appropriate law enforcement agency if necessary
3. Investigate to see if expulsion is warranted
4. Expulsion recommendation if necessary pending investigation outcome

REQUIRED EXPULSION OFFENSE

Expulsion of a minimum of one year is mandatory if student is found to be in violation of CCS Code of Conduct Policy 3.09: Possession of Firearms. Possession of Firearms is defined as:

“Any firearm (including a starter gun) which will, or is designed to, or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device”

Confidentiality will be provided to the extent possible to any student or affected party who alleges discrimination or harassment.

Other Policies and Helpful Information

STUDENT SEARCHES

School officials may make searches of a student and/or the personal belongings of a student if there is reasonable suspicion to believe that the student is carry articles that may endanger other individuals in the school or that such articles possessed are contrary to law or school policy. If a student is searched, it shall be in private by a school official of the same sex with a certified staff member of the same sex present. Any such action shall not deliberately be intended to embarrass, harass, or intimidate the student.

RESTRAINT AND SECLUSION POLICY

ALDCA complies with Rule 290-3-1-.02(1)(f) adopted by the Alabama State Board of Education on Seclusion and Restraint for ALL students, which prohibits the use of seclusion and limits the use of restraint to those situations in which students are a danger to themselves or others. Physical restraint is prohibited as a form of discipline or punishment and should only be used if the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. Designated person(s) must be trained. Only those people(s) have the authority to use physical force to restrain a student from abusing or attempting to abuse himself/herself, other students, teachers, administrators, parents, guardians, or other staff members. This must be done in a reasonable fashion to

protect all parties involved. The restraint should be removed as soon as the student is no longer a danger to himself/herself or others. Parents should be notified, and the restraint should be documented in an incident report and given to school or program administrator. The report must include:

- Date
- Student's name
- Location of restraint
- Precipitating behavior
- De-escalation efforts attempted
- Description of the restraint used
- Observations of student behavior and physical status during the restraint
- Injuries to the student or staff (if any)
- Total time spent in restraint
- Staff participating in the restraint
- Staff signatures

OBJECTIONAL MATERIALS POLICY

There may be times a parent finds certain lessons, books or materials objectionable for various reasons. If a parent finds objectionable material, he/she should contact his/her ALDCA teacher via e-mail. Teachers work with parents to find alternative lessons to meet the lesson objectives. The assessment for the lesson must be completed to show that the objectives have been met. Parents should also contact K12[□] directly using the feedback option of the OLS[□].

PHOTOGRAPHY POLICY AND RELEASE STATEMENT

Alabama Destinations Career Academy makes use of photographs to increase student motivation and staff morale, and to help parents and the community celebrate the school's achievements. Photographs are used in a responsible way, respecting young people's and parents' rights to privacy. In order to protect these rights, ALDCA will obtain permission from parents before allowing photographs and/or children's names to be published in any form. Additionally, group shots will be used wherever possible and we will avoid naming individual children. When named, only first names will be used.

Permission for use of images of children is implied by signing the Handbook Acknowledgement form. It is the parent's responsibility to inform ALDCA should they wish to amend their original decision. They must inform an ALDCA staff member in writing at all in-person activities (outings, state testing, etc.) that they do not want themselves or their child photographed. When a parent does not agree to their child being photographed, the staff will make every effort to comply sensitively.

GANG AFFILIATIONS

Gang related activity poses a serious threat to the safety of students and families and is strictly forbidden. For the purposes of this policy, "gang related activity" is defined as any conduct that is engaged in by a student on behalf of a gang or as a result of the student's gang membership; and/or any conduct engaged in by a student to perpetuate, proliferate or display the existence of a gang.

Conduct prohibited by this policy includes:

- Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items with the intent to convey membership or affiliation in a gang
- Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) with the intent to convey membership or affiliation in a gang
- Tagging, or otherwise defacing school or personal property with symbols or slogans intended to convey membership or affiliation in a gang

- Requiring payment of protections, insurance or otherwise intimidating or threatening any person related to gang activity;
- Inciting others to intimidate or to act with physical violence upon any other person related to gang activity
- Soliciting others for gang membership
- Committing any other illegal acts or other violation with school policies in connection with gang related activity

IMMUNIZATION POLICY

Pursuant to Alabama Code: “The State Health Officer is authorized, subject to the approval of the State Board of Health, to designate diseases against which children must be immunized or for which they must be tested prior to, or, in certain instances after entry into the schools of Alabama.” (*Code of Alabama, 1975, § 16-30-1*) It shall be the responsibility of the parents or guardians of children to have their children immunized or tested as required by Section 16-30-1. (*Code of Alabama, 1975, § 16-30-2*)

The provisions of this chapter shall not apply if: (1) In the absence of an epidemic or immediate threat thereof, the parent or guardian of the child shall object thereto in writing on grounds that such immunization or testing conflicts with his religious tenets and practices; or (2) Certification by a competent medical authority providing individual exemption from the required immunization or testing is presented the admissions officer of the school. (*Code of Alabama, 1975, § 16-30-3*)

The boards of education and the governing authority of each private school shall require each pupil who is otherwise entitled to admittance to kindergarten or first grade, whichever is applicable, or any other entrance into an Alabama public or private school, to present a certification of immunization or testing for the prevention of those communicable diseases designated by the State Health Officer, except as provided in Section 16-30-3. Provided, however, that any student presently enrolled in a school in this state, not having been immunized upon initial entrance to school, is hereby required to present a certification of immunization as described in this section upon commencement of the next school year. Section 16-30-1 and this section shall apply only to kindergarten through 12th grade and not to the institutions of higher learning. (*Code of Alabama, 1975, § 16-30-4*)

REPORTING MEDICAL NEEDS

In order to ensure student safety at in person events such as school wide events, outings, and testing, it is imperative to identify students who may need medical support or assistance. Families **must** notify ALDCA if students have any medical concerns. Examples include but are not limited to physical, hearing or vision impairment, diabetes, severe allergies, seizures, autoimmune concerns, asthma, migraines, anxiety, and ADHD.

If determined necessary, an Individualized Health Plan will be developed for your child. This may include gathering information from parent/guardians and medical records from physicians. Please note, a nurse will not be guaranteed to be at in person events. Parent/guardians of students with health concerns must remain onsite.

MEDICATION FOR STUDENTS

It is the school policy not to administer medicine except in the case of a life-threatening situation. Parents and/or Learning Coaches must stay onsite at any in person event (Welcome Event, Expo, Outings, Testing, etc.) to administer medication.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Education Rights and Privacy Act (FERPA) provide parents and students over 18 years of age (“eligible students”) certain rights regarding students’ education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. To request an inspection and review, the parent or eligible student should submit a written request to the Academic Administrator that identifies the record (s) they wish to inspect. The Academic Administrator makes arrangements for access and notifies the parent or eligible student of the time and place where the records may be inspected.
2. The right to request an amendment of the student’s education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the Academic Administrator, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School notifies the parent or eligible student of the decision and advises him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA allows disclosure without consent. One exception that permits the School to disclose information without consent is when the School discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors of the School; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202-4605
5. FERPA requires that the School, with certain exceptions, obtain a parent’s or eligible student’s written consent prior to the disclosure of personally identifiable information from a child’s education records. However, the School may disclose “directory information” without written consent, the parent or eligible student, have advised the School in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory

information is to allow the School to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

- Shipment of computer and school materials to and from student's home
- Entry of student enrollment information into a computer database for use by school officials
- Sports activity sheets, such as for wrestling, showing weight and height of team members

6. Due to the nature of the K12/Stride online programs and their use of third party programs for student education, PII (personally identifiable information) can and may be shared with third party vendors (STRIDE and related services contractors).

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

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

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

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

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

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

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

DATA USE AND GOVERNANCE POLICY

The Alabama State Board of Education's Data Use and Governance Policy is based upon, but not limited to, maintaining compliance with the Family Educational Rights and Privacy Act (FERPA). Said policy is also based on the knowledge that the appropriate use of data is essential to accelerating student learning, program and financial effectiveness and efficiency, and policy development.

This policy serves the purpose to ensure that all data collected, managed, stored, transmitted, used, reported, and destroyed by the department is done so in a way to preserve and protect individual and collective privacy rights and ensure confidentiality and security of collected data.

Data Collection Process:

The Alabama State Department of Education (ALSDE) does not collect individual student data directly from students or families. This function is retained at the local school and system level through our state-funded and state-owned student data management system. Local school and system student data is transmitted daily to the state's data management system from which state and federal reporting is completed. Each student is assigned a unique student identifier upon enrollment into the student management system to ensure compliance with the privacy rights of the student and his or her parents/guardians. No personally identifiable individual student data is shared in either state or federally required reporting.

Data Categories:

All data elements collected and transferred to the U. S. Department of Education are based on the reporting requirements contained in EDfacts and include only aggregated data with no personally identifiable data. A listing of those reports can be accessed at <http://www2.ed.gov/about/inits/ed/edfacts/index.html>. This data is used by the USDOE for policy development, planning, and management and monitoring of individual states' federally funded programs under the *Elementary and Secondary Education Act (ESEA)*.

Data Security:

Data collected by the ALSDE is maintained within a secure infrastructure environment located within the department and within a remote location for backup. Access to data is limited to pre-identified staff that are granted clearance related to their job responsibilities of federal reporting, state financial management, program assessment, and policy development. Training in data security and student privacy laws is provided to these specific individuals on a regular basis in order to maintain their data use clearance along with a signed Data Use Policy assurance of confidentiality and privacy.

External Data Requests:

The ALSDE maintains a managed external data request procedure managed through a Data Governance Committee. Each external data request is measured against a pre-determined set of qualifiers that includes, but are not limited to, applicability to the goals of the Alabama State Board of Education, data availability, report format ability, cost of report development, and adherence to FERPA requirements.

Third Party Data Use Assurances:

The ALSDE provides one-way data feeds to approved service providers to carryout goals of the Alabama State Board of Education. These data feeds are sub-sets of the data system limited by executed agreements or individual Memorandums of Use (MOU) that meet all state and federal privacy laws and re-disclosure assurances set by the state.

Local School and School System Data Use Compliance:

All of Alabama's Local Education Agencies (LEAs) shall have a locally adopted student records governance and use policy. These policies and their implementation shall be monitored by the ALSDE as part of our Comprehensive Monitoring that requires annual assurances of compliance, on-site monitoring on a three-year cycle or more often based on deficiencies noted in annual assurances or prior comprehensive monitoring cycles, and investigations of reported non-compliance activities.

DIRECTORY INFORMATION

The Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws requires the School to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the School in writing that they do not want their student's information disclosed without prior written consent. The School has designated the following information as directory information:

- name
- address
- telephone number
- e-mail address
- photo
- athletic information
- grade level
- activities and clubs

CONTACT LIST

The following is a list of all managers, coordinators and liaisons referenced herein along with their contact information. Should anything need to be sent via U.S. mail to any of the people listed below, it can be sent to:

TITLE	NAME	EMAIL	PHONE
Executive Director	Dr. Kisha Tolbert	ktolbert@k12.com	251-309-9400
K-8 Administrator	Mrs. Farica West	fwest@alabamadca.org	251-309-9400 ext. 1023
9-12 Administrator	Dr. Stephanie Robinson	srobinson@alabamadca.org	251-309-9400 ext. 1029
Operations Manager	Mrs. Candace Doak	Cdoak@alabamadca.org	
Career Learning Administrator	Mrs. Cynthia Cates	cycates@alabamadca.org	251-309-9400 ext. 5085
Special Programs Administrator	Mrs. Emily Miranda	emmiranda@alabamadca.org	251-309-9400 ext. 4005

ADMISSION OF HOMELESS CHILDREN AND YOUTH

This federal law ensures that the educational needs of homeless children and youth are met through immediate enrollment, comparable services, and supplemental services. All homeless children and youth must have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths and afforded the opportunity to meet the same challenging state student academic achievement standards to which all students are held.

Authority: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 et seq.

Alabama Administrative Code 290-3-1-.02(7)(c) through 290-3-1-.02(7)(i)(iv)

Any questions regarding homelessness can be directed to the **McKinney-Vento Homeless Assistance Liaison** Katt Boxley. She can be reached:

- by email at kboxley@alabamadca.org

FOSTER CARE/FOSTER CARE COORDINATOR

Any questions regarding foster care enrollment can be directed to the **Foster Care Coordinator Katt Boxley**. She can be reached

- By email at kboxley@alabamadca.org
- By US Mail
 - Alabama Destinations Career Academy
3504 Rainbow Ste D 411
Rainbow City, Alabama 35906

SCHOOL PROPERTY

ALDCA provides materials, computer (if applicable), printer, books and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the school or completion of the school year. All printed materials are copyrighted and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

STUDENT RECORDS

Student records are maintained at the ALDCA office at Chickasaw City Schools. Parents/legal guardians may contact the ALDCA office to obtain a copy of student records. If parents change their address, telephone, e-mail address, or place of employment, they are asked to notify their teacher immediately. Parents are responsible for keeping contact information current within the account setup section of the OLS.

INTERNET SERVICE PROVIDER (ISP) SUPPLEMENT POLICY

ISP checks are issued automatically to those families who qualify at the end of the school year. In order to be eligible for the ISP supplement, each ALDCA student in the family must meet all of the following criteria:

- Qualify for free and reduced lunch
- Enroll in ALDCA by February 1
- Be enrolled on the last day of the school year
- Successfully complete assigned coursework and meet required attendance guidelines.

The amount of the supplement for those families who qualify is \$11 per eligible month per family. Please be advised that if you share the same family ID as other members in your household with eligible children, only one check will be issued per family ID.

Families with Two or More Students

Families with two or more students will receive the supplement at the rate of \$11 per eligible month. One check will be issued per household.

Lost Checks

Please be aware that if an ISP check is lost, ALDCA does not automatically reissue a check to that family. If a check is lost, parents need to notify the Operations Manager within 30 days for a replacement to be issued.

WITHDRAWALS

Parents of students who are withdrawing from the Alabama Destinations Career Academy must contact each students' homeroom teacher to request a withdrawal. Parents must provide a reason for the withdrawal and information regarding future educational plans for each student. A withdrawal form must be filled out by the legal guardian of the minor child. You may request a withdrawal form from your student's homeroom teacher.

COMPLIANT RESPONSE PROCEDURES

The Alabama Destinations Career Academy is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. ALDCA prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

The student and parent(s), custodian(s) or legal guardian(s), address in writing any concern or grievance to the Executive Director. The Executive Director responds within ten (10) working days.

If the concern or grievance is not resolved by the Executive Director, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the Executive Director's response, request in writing a meeting (via phone or in person) with the Executive Director to discuss the concern or grievance. He/she investigates and responds within ten (10) working days.

- Step 1: Request and complete a complaint form via the ALDCA Operations Department:

- By email at **cdoak@alabamadca.org**
- By mail at

Alabama Destinations Career Academy
3504 Rainbow Ste D 411
Rainbow City, Alabama 35906

- Step 2: Request a meeting with the Executive Director or designee
- Step 3: Request a meeting with the Superintendent or designee
- Step 4: Request a hearing with the Chickasaw City Schools Board of Education

CCS-ALDCA Non-Discrimination Policy

The Chickasaw City Schools Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts of America and other designated youth groups.

Title IX Policy & Procedures

Non-Discrimination Policy

Alabama Destinations Career Academy at Chickasaw City Schools (ALDCA) is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. ALDCA reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below.

Definitions

In order to properly identify issues that may comply under Title IX, specific definitions need to be provided for the Coordinator to use for determinations. Listed below are definitions for both sex discrimination and sexual harassment that pertain to both students and employees.

- Definition of Sex Discrimination and Sexual Harassment (for Students): Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance. Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal or physical.
- Definition of Sex Discrimination and Sexual Harassment (for Employees): Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action because of his or her sex. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made a term or condition of employment; 2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or 3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Information and Assistance

Information regarding Title IX is presented to all families during a Federal Programs Parent Meeting that is held at the beginning of each school year.

Any individual who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information

and assistance regarding the School's policies and reporting procedures from the **Title IX Coordinator** Mrs. Kay Lancaster. She can be reached:

- by email at klancaster@chickasawschools.com
- by phone at 251-309-9400
- by U.S. Mail at Alabama Destinations Career Academy (3504 Rainbow Ste D 411 Rainbow City, Alabama 35906)

Grievance Procedure

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, Operations manager, principal or other school administrator. A Title IX grievant is requested to complete a complaint form. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary. The grievance procedures will be as follows:

1. It is the express policy of ALDCA to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.
2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with ALDCA's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.
5. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, the ALDCA shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with ALDCA's Title IX principles and goals.
6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board (for Students) or the Deputy Vice President (for Staff) within thirty (30) working days from receipt of the complaint.
7. The School Board (for Students) or Deputy Vice President (for Staff) shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.
8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.
9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and ALDCA will take actions necessary to prevent such retaliation.

Dissemination of Information

ALDCA shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

QUESTIONS OR CONCERNS

ALDCA staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. ALDCA staff also realizes that parents and students do not always know what to do or where to seek out answers and often give up and become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

- Step 1: All concerns and issues should first be directed to the student's homeroom teacher via phone or email. If an ALDCA teacher cannot resolve the issue, he/she directs the parent to the appropriate contact for assistance.
- Step 2. If the concern is not resolved at this level, parents are advised to contact an administrator at the ALDCA office.

RIGHT TO AMEND

ALDCA reserves the right to amend this handbook or any of the policies contained herein at any time with no notice.

APPENDIX

Alabama Destinations Career Academy (ALDCA) at Chickasaw City Schools
Acknowledgement of Expectations and School Policies
SY 2025-2026

K-12 Orientation

New Families will receive orientation from an onboarding advisor after they are enrolled. As a part of the enrollment process it is important that ALDCA students and their learning coaches review this acknowledgement of expectation documents in its entirety. This document includes important information that is connected to the ultimate success of your ALDCA student.

Orientation for High School Students

High school orientation will include an overview of 4-year plans, including but not limited to our career and technical program information such as: information about career clusters, career pathways, industry credentials/certifications, the online Kuder career navigation tool, and collegiate dual enrollment courses and information about how to inquire about the program opportunities offered in partnership with the local Alabama community college located in your area.

Full Time Enrollment

Alabama Destinations Career Academy (ALDCA) is a school in the Chickasaw City School District (CCS), and upon acceptance students may not be enrolled in any other full or part-time public school, public charter school, private school, or any other school while attending ALDCA. Students are enrolled as non-resident students at CCS and must meet all program requirements in order to maintain enrollment.

Prospective students seeking enrollment in grades K-12 must meet the following requirements and agree to maintain these in order to stay enrolled.

- Have and maintain high speed internet in the home
- Have a learning coach available to monitor and assist in the virtual program. Learning coach must check to make sure assignments are turned in on a daily basis and be available for teacher conferences upon request.
- Agree to attend the online class sessions with teachers as required by the program. Each student will be given an online attendance requirement based on individual needs. Students and Learning Coaches must agree to attend and participate in order to maintain enrollment in the program.
- Students with special needs must agree to participate in the services required by their learning plan or refuse these services in writing.
- Students enrolling must have consecutive school enrollment in order to qualify. If a student has not been in school, they will not be eligible.
- **Students must participate in all required testing** (Beginning, middle and end of the year testing, quarterly benchmarks, mandated state testing and all hands-on industry credential testing for high school students). Beginning, middle and end of the year assessments, and benchmark assessments are done from home, but the state testing and some industry credential testing requires in-person testing at a testing site.

Prospective students seeking enrollment in grades 9-12 must meet the following requirements.

1) **Must be on their cohort year and on track to graduate on time.**

Being on track means:

- a) That the student has not failed more than one or two classes and have the credits needed to be considered a student at appropriate grade level and are on track to graduate on time.
- b) That the student is scheduled to graduate from high school within 4 years from the time of entry in 9th grade.

If the student has been withdrawn from school or did not attend for one or more semesters or delayed starting high school due to dropping out for any length of time, they are not eligible.

Homeschooled Students

Homeschooled students must submit all grades via report cards, progress reports, or transcripts for review. High school students will also need to submit elementary (K–5) and/or middle school (6–8) grades via report cards, progress reports, etc. High school students are required to submit a transcript for review.

All homeschooled students are subject to the ALDCA/Chickasaw City Schools homeschool assessment to determine student eligibility and/or grade placement. In Alabama, families may choose one of the following homeschool options:

1. **Attend a church school** (Ala. Code 16-28-1; 16-28-7; 16-28-8; 16-28-16)
2. **Attend a private school** (Ala. Code 16-28-1; 16-1-11; 16-28-7; 16-28-8; 16-30-3; 16-30-4; 16-40-1)
3. **Instruction by a private tutor** (Ala. Code 16-28-5)

Attendance/Participation

Attendance and student participation are integral parts of student success at ALDCA. While students are required to attend and participate in classes during the week, academic progress can also be achieved during the weekends. Students will spend on average, 6.5 hours per day on academic work. Should an absence be needed based on an excused event as set for the school's policy, the homeroom teacher should be made aware in advance or the morning of the student's absence. Alabama state law requires public school to verify and report attendance. Students not meeting attendance/participation requirements may be flagged as truant and a truancy petition/complaint may be submitted against the parent in truancy court or the student may be withdrawn from school for violation of the CCS non-resident policy. Daily logins to the student's online learning system, as well as attendance and **active participation** in live sessions and completion of course work all count towards student attendance and participation goals and remove the need for any truancy action.

Communication Expectations

Two-way communication between teachers and families is fundamentally important to a successful partnership for students. All emails will be read and responded to when applicable by the learning coach and teacher within 2 business days. Phone conferences and/or live meetings via Class Connect/Zoom will be initiated by the teacher and student attendance will be required. Access to all curriculum materials and a computer for conferences and Class Connect (class) sessions is required to ensure students are able to make appropriate progress. In-

person meetings may be required if needed.

Family Contact Information

A working phone number, email address, and current physical, mailing and shipping addresses must be provided throughout the school year. Families are required to notify the teacher or school office of any change in contact information. A proof of residence is required to change address to verify residence in the state of Alabama. Not notifying the school of any address changes can delay shipments of materials or equipment and could possibly affect eligibility in this program.

Coursework

Elementary School (Grades K-5)

At the elementary level (K-5), most course work is based on mastery. Lessons are generally followed by assessments to ensure student mastery of content. For students in grades K-5, progress is measured by attending live class connect sessions, completion of the online curriculum, offline assignments, submission of work samples, progress monitoring data, benchmark test data, exit tickets, and general mastery of state standards. While the teacher monitors and supports the instructional experience for each subject, the learning coach's constant guidance and support through each lesson is critical. Without the daily presence and involvement of the learning coach, a student's academic progress would be in jeopardy.

Middle School (Grades 6-8)

As students approach adolescence, they experience a growing sense of independence. Students in middle grades (6-8) move from having one teacher teaching all subjects, to having one teacher per subject. Course work in middle school supports this developmental stage by encouraging students to look inward while also exploring the outer world in greater depth. They are asked to develop skills in critical thinking and creative problem solving, to analyze and synthesize. In this way, students cultivate an ability to think for themselves that will serve them well in high school and beyond. Coursework is mastery based, and teacher paced. At the middle school level, students also participate in career focused exploration courses. Middle school Career Technical Education (CTE) has the power to expose students to college and career options and equip them with the transferable skills they need to plan for and succeed in high school and beyond.

Whether core academic classes, CTE exploration classes, or general electives, each middle grades' course has a weekly schedule of assignments and live sessions led by the teacher. While the teacher will collect and grade most assignments, the learning coach continues to support by making sure the student is following the assignment schedule, getting work turned in on time, and attending the required class connect sessions.

High School (Grades 9-12)

As students move into grades 9-12, coursework becomes increasingly more independent and rigorous. High school courses are credit-bearing and designed to put students on a pathway to either earning an industry credential, begin an immediate career, enroll in a community college, or enroll in a four-year institution. Coursework at the high school level allows students to get a competitive edge in the future. Courses are designed to prepare students to be both college and career ready by integrating core academic skills with employability skills, and current industry-relevant, career pathway courses. In 9th grade, students choose a cluster pathway and begin to take foundational career pathway program courses.

Students interested in completing a dual enrollment course, or collegiate program to earn a short certificate, long certificate, or attempt a collegiate program (e.g. nursing assistant, medical

assistant, pharmacy tech, building construction, building maintenance, etc.) requires students to enroll in one of the state's dual enrollment programs where they will attend a local community college to receive high school and college “career technical education” credits as a part of their pathway program. In such cases, program courses are scheduled by the local community college and are offered in either a face-to-face or blended format. In most cases, students are required to attend classes on campus to engage in the hands-on components of their program of study. Students and their families are responsible for providing transportation to and from the community college and following all collegiate program requirements.

Through the Alabama Workforce Development grant, **all eligible students** are qualified to receive Alabama CTE tuition-free dual enrollment scholarship in partnership with ALSDE and ACCS **as long as funds are available**. These Dual Enrollment scholarship funds are available to eligible high school students participating in approved CTE programs offered through one of Alabama's Community Colleges. In some cases, books and/or lab fees may be required and are the responsibility of the student. For specifics about which courses or programs are covered by this grant, please reach out to your high school counselor and/or dual enrollment coordinator. Again, in most cases, students are required to attend classes on campus to engage in the hands-on components of their program of study. Students and their families are responsible for providing transportation to and from the community college.

College Dual Enrollment Eligibility

- Successfully completed 10th grade
- Have a minimum of a 2.0 or 2.5 GPA on high school coursework—specific GPA requirements vary by community college and programs offered at the community college.
- Approval from your local high school principal, high school counselor or CTE administrator(s).

Continuous College Dual Enrollment Eligibility

- Maintain a grade of C or better in all attempted college courses
- Maintain a 2.5 GPA on all high school coursework

Testing

ALDCA students are required to participate in all beginning, middle and end of the year growth assessments (e.g., STAR 360, NWEA Maps, etc.)—*administered virtually*, all state-mandated assessments according to their grade level and course enrollment—*administered face-to-face*, and students in grades 11-12 are required to participate in all pathway related industry credential testing—**NOTE: depending on the pathway, some test are administered face-to-face, while others are administered virtually.**

It is important to note, state testing is administered and taken in person, and it is the family's responsibility to provide transportation to and from the assigned testing location. Specific testing dates, times and locations will be provided in advance. **Please note that if a student fails to attend and participate in growth assessments, mandated state testing or industry credential testing, it may result in the student being withdrawn from our school or made ineligible to re-enroll for the next school year.**

All testing is required as part of continuous enrollment at ALDCA, as teachers will use this data to guide the individual learning plans for their students.

Learning Coach (LC)-Teacher Conferences

ALDCA's annual LC-Teacher conferences are held from 1-3 times a year. A LC-teacher conference is a great opportunity:

- For teachers to share academic progress and growth based on classroom observations, testing data, assessments, portfolios, and assignments
- For teachers to learn from LCs so they can be better informed about students' strengths, needs, behaviors, and learning styles
- To discuss enrichment or intervention strategies to support students' learning
- To discuss issues that may be interfering with students' learning and growth

In some instances, teachers may engage in student-led conferences. Student led conferences,

- Encourage students to take responsibility and ownership for their learning by involving them in the goal setting and assessment process.
- Engage families in richer, more transparent conversations about student progress

Enrichment and Extra Curricular Activities

Activities may include, but will not be limited to, virtual clubs, service projects and scholastic activities such as spelling bees or science fairs and statewide student enrichment opportunities. Outings and other in-person events will be offered for all students as well as prom, and high school graduation.

Mobile Devices

Unfortunately, many portable devices do not support the software products required to run the Online School. These devices may include (but are not limited to): Chromebooks, iPads, iPhones, iPods, Kindles, eReaders, and the newer android phones.

Computers

All students must have a computer dedicated for schooling. Families qualifying for the USDA Free and Reduced Meals Program are eligible for a loaner computer. One computer is provided per every 2 students in family for grades K-5 and one per student in middle and high school, if requested. If families are income eligible or have requests for an additional computer due to multiple children enrolled, they should request in writing to the student's homeroom teacher.

Families that are using their own computers are responsible for ensuring their personal computers meet the required specifications for our Online School platform. Please check the specifications by visiting the website below:

https://www.k12.com/faqs/technical_requirements/

High Speed Internet

High speed internet access is required for enrollment for all students. It must be active by the first day of school and must be maintained for the duration of enrollment. Families who qualify for the USDA Free and Reduced Meals Program, regardless of whether they have requested and received a school assigned computer or not, may qualify for the Internet Stipend. The stipend is pro-rated based on time of enrollment with the school. The student must remain

enrolled until the end of the school year and meet all progress and attendance requirements in order to receive the stipend, which is issued over the summer, usually in July. Currently, the stipend is \$11 per month of enrollment per family.

Withdrawing from Current School

Students must remain enrolled in their current school until the student's official start with ALDCA. Withdrawing from the student's current school is the responsibility of the legal guardian. Please keep a copy of the withdrawal document from the previous school to give to the ALDCA teacher once started.

Alabama Destinations Career Academy Parent/Learning Coach

- I understand that enrollment includes full participation in online growth assessments, all in person state-mandated testing, and any in person or online industry credential test aligned to a student's chosen pathway. I understand that students are required to attend the aforementioned types of assessments on the required dates, and at the assigned location. It is my responsibility to provide transportation for all required testing. Attendance and participation in testing are required as a part of enrollment in ALDCA.
- I understand I will have the guidance and support of an Alabama certified teacher in implementing the K12 curriculum with my student.
- I accept the responsibility to supervise my student in using the K12 curriculum. I understand that I am expected to become knowledgeable about the curriculum and the Online School.
- I accept the responsibility to actively participate in the planning, instruction, and assessment of my child using the K12 curriculum and the Online School. I understand that I will schedule an average of 6.5 hours per day to accomplish this task.
- I understand that there are guidelines and policies regarding daily lesson completion and recording of scheduled Online School Lessons.
- I understand that, based on formative assessments, my student will be required to attend class connect sessions with teachers with a frequency based on the identified need.
- I understand that I will be expected to maintain accurate progress and actively participate in the Online School on a daily basis.
- I understand that my child and I are required to participate in scheduled conferences with my child's teacher(s). I understand that during these conferences I am expected to have access to all materials and the computer. Scheduled conferences are expected to occur from the primary location that the instruction takes place.
- I understand that I will be required to submit student work samples at designated intervals to my ALDCA teacher.
- I understand that I must read and respond to emails and phone calls from the ALDCA teacher within 2 working days.

- I understand that if my phone number, address, email, or emergency contacts change that I must inform the ALDCA teacher in a timely manner. If I move, I must provide a new proof of residency to verify that I am still living in the state of Alabama.
- I understand that ALDCA students are required to have full-time adult supervision and participation during instruction/learning in order to be enrolled in the school.
- I understand that any special services required by my student (per an IEP, 504, or other learning plan) is provided by ALDCA and student participation is required unless I revoke these services in writing.
- I understand that coursework in grades 9-12 is independent and rigorous. High school courses are credit-bearing and designed to put students on a pathway to either earning an industry credential, begin an immediate career, enroll in a community college, or enroll in a four-year institution.
- I understand that students interested in completing a dual enrollment collegiate program to earn a short certificate, long certificate, or attempt a collegiate program (e.g. nursing assistant, medical assistant, pharmacy tech, building construction, building maintenance, etc.) are required to enroll in one of the state's dual enrollment programs where they will attend a local community college to receive high school and college "career technical education" credit as a part of the collegiate pathway program.
- I understand through the Alabama Workforce Development grant, eligible students are qualified to receive Alabama CTE tuition-free dual enrollment scholarship in partnership with ALSDE and ACCS as long as funds are available

College Dual Enrollment Eligibility

- Successfully completed 10th grade
- Have a minimum of a 2.0 or 2.5 GPA on high school coursework—specific GPA requirements varies by community college and programs offered at the community college.
- Approval from your local high school principal, high school counselor or CTE administrator(s).

Continuous College Dual Enrollment Eligibility

- Maintain a grade of C or better in all attempted college courses
- Maintain a 2.5 GPA on all high school coursework
- I understand that beginning, middle and end of the year diagnostic assessments are a requirement and must be completed within the given timeframe, as well as any benchmarks during the school year.
- I understand and agree that it is my responsibility to secure an internet service provider. I understand that I must maintain internet access to stay enrolled.
- I understand and agree that ALDCA is a full-time public-school program and that my student may not be enrolled in any other full time public, private or charter school while enrolled in ALDCA.
- I understand that learning coach/mentor absences are not an excused reason for student absence, and it is my responsibility to create a plan for continued student in ALDCA's curriculum in my absence.
- I understand that students not zoned for Chickasaw City Schools (CCS) are considered, non-resident students must follow all school policies and procedures to be considered for continued enrollment at ALDCA, CCS.

