

# ALABAMA DESTINATIONS CAREER ACADEMY

POWERED BY **K12**

**Chickasaw City Schools**

**Parent/Student  
Handbook 2021-2022**

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## Mission Statement:

*To ensure each student reaches his/her potential and is prepared for the day after graduation through inspired teaching, individualized learning, and career preparation.*



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## Letter from the Head of School

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Dear Parents, Learning Coaches and Students:

As we embark upon the beginning of a new school year, we are excited to be launching this new school program with Chickasaw City Schools. Thank you for choosing to be a part of a school system that is innovative and supportive of school choice for parents and more opportunities for students. Our desire is to prepare students for college and career via quality instruction and exposure to a variety of 21<sup>st</sup> century careers. We have a fantastic group of teachers and staff members to support you in your efforts each day to have a great academic year.

Parents and learning coaches play a vital role in the success of our students. We want each of you to use all the resources that are provided to support your students. Use the parent-student handbook to become familiar with the policies and procedures of our school. Most importantly, read all emails, monitor the progress of your student(s), and communicate with our teachers as often as necessary.

We will adhere to our mission statement of creating a supportive learning environment. I challenge every student to meet and when possible exceed the expectations that have been established for you. We ask that you give your best and embrace the support of our staff as needed.

Finally, it is our desire to be the best. We cannot be the best without all of us giving our best. We will use engaging class connect sessions, effective communication, and the creative minds of all stakeholders to assist our students as they grow into academically sound individuals. I look forward to working with each of you. Let's have a great school year!

Sincerely,

*Kayleen Marble*

Kayleen Marble

## 2021-2022 ALDCA School Calendar

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	M	Tu	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
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26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July	

August	
12	1st Day of School Quarter 1 Begins

September	
6	Labor Day

Oct	
8	Quarter

November	
11	Veterans Day
22-26	Thanksgiving Break

December	
17	Quarter 2 Ends
20	Winter Break Begins

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

January	
5	Semester 2 Begins
17	Martin Luther King Jr. Holiday

February	
28	Mardi Gras Break

March	
2	Mardi Gras Break
11	Quarter 3 Ends

April	
18-22	Spring Break

May	
26	Last Day of

June	
17	Summer School

## Alabama Destinations Career Academy

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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 compliancy 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 student's academic progress
- Collect and review work assignments and provide constructive feedback
- Be available from 8:00 am – 5:00 pm
- Respond within 24 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

### COMMUNICATION

Ongoing and consistent communication is required between the student, parent, and teacher(s) for school compliancy. School communication includes: Telephone (leaving voicemail when necessary); E-mail; School Announcements; Newsletters; School Directory; Workshops (in person and online); Secure chat rooms (using Metis InText or Newrow); Faxing; First Class Mail and texting to parents. Parents are always expected to maintain an updated and working phone number in their student's record.

### 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 ClassConnect sessions
- Ensuring that students attend required testing sessions
- Ensuring that all student attendance is logged accurately
- Monitoring students weekly progress reports
- Communicating with teachers/staff in a timely manner
- Attending 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 the 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 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.

### **Parent/Legal Guardian/Learning Coach and Student**

#### **Beginning of year:**

- Participate in Orientation Week
- Complete Introduction to Online Learning Course with student
- Assist student in set 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 student’s 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 ILP conference with counselor

Begin communicating with teachers and advisor

**Daily:**

Students must log into every class, every school day. Students will need to spend approximately 60 minutes online/offline each day for each class, and additional time on homework. Attend Class Connect and small group interventions as required on Class Connect schedule

Check and respond to Email

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 through the dropbox tool (unless they are computer scored) on or before the due date

Respond to staff email, Email, and phone calls in a timely manner (24 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 and Counseling Block sessions

Update ILP throughout the year in required counselor conferences

Complete required assessments

**Copies of Assignments**

All students must save a copy of their assignments to their hard drives. These must 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 often times 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 email and physical address. Parents and students are responsible for checking their Email daily and replying promptly (within 24 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.

**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.

#### **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. Jessica Nelson at [jenelson@k12.com](mailto:jenelson@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.

ii. 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 Head of School, Kayleen Marble, at [kmarble@k12.com](mailto:kmarble@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**

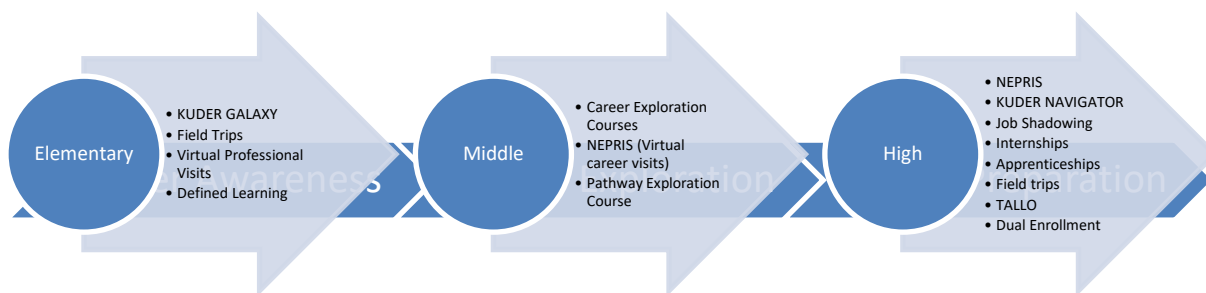
Now more than ever, students need to see a connection between what they are learning in the classroom and their future careers. At Alabama Destinations Career Academy, opportunities are provided for students in grades K-12 to make this connection through a variety of work-based learning opportunities,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

All students, kindergarten through eleventh 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 (NEPRIS), job shadowing, career focused field trips, internships, and courses designed to expose students to the different career clusters.

For the 2021-2022 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 NEPRIS, utilize KUDER GALAXY to gain an awareness of careers, and partake in field trip outings to further explore careers.
- Middle school students dive into each of the 16 career clusters and develop professional skills utilizing the career explorations specialized courses.
- Eighth grade students explore a little deeper by taking cluster specific exploratory courses of their selected career pathway courses.
- Freshmen officially begin their pathway course sequence by gaining career technical course credits specific to their career pathway. These credits may be high school credits only or dual enrollment credits obtained at their local community colleges.

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

- For the 21-22 School year, Alabama Destination Career Academy offers 11 pathways listed under our 3 Career Academies.
  - **Information Technology**
    - Networking
    - Web & Graphic Design
    - Programming
  - **Health and Human Services**
    - Medical Billing and Coding
    - Certified Nursing Assistant
    - Pharmacy Technician
    - Medical Assistant
  - **Manufacturing**
    - Welding
    - Industrial Maintenance
    - Instrumentation Technician
    - Electronics
- **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

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### 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 Program

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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 this website: <https://aldca.weebly.com/strong-start.html>

#### Attendance/Truancy Policies and Procedures

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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 suspension of the pupil, shall be reported by the Academic

Administrator to the superintendent of education of the school system in which the suspected violation occurred.

### Instructional Time

Alabama statute requires all public schools offer a minimum of 1080 hours of instructional time per year. This attendance requirement is prorated for students enrolling after the first week of school.

Required Hours of Instruction per Year	Recommended Average Daily Hours	Recommended Average Weekly Hours
1080	6.5	32.5

It is mandatory that all ALDCA learning coaches log student progress in the Online School (OLS) daily, for a minimum of six and a half (6.5) hours per day in order to meet school attendance requirements. This should be relective of all work the student has completed online, offline and in ClassConnect sessions. 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 Newrow sessions to which s/he has been assigned to attend.

### What is Considered Instructional Time

- Attending any Class Connect session
- Completing online lessons
- Completing off-life lessons (ex: math practice, reading books, etc. Offline work should only account for approximately 20-40% of attendance time.)
- Completing required school and state testing
- Attending club meetings, outings, or field trips
- Conducting any other school related business

**Note: Attendance logged in the OLS must reflect the progress made in the courses.** If attendance logged far exceeds the student's log in, work completed, and/or progress, Administration may modify the attendance for those hours logged and/or request proof of all work completed during the times withn attendance was logged. This modification of hours will put the student in jeopardy of becoming behind on attendance or below the mandated state requirement for attendance. The student would then be considered excessively absent. Teachers and administrators may ask for proof of all work completed at any time of the year.

### Truancy Prevention Procedures

#### 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 had no knowledge of such absence and that he/she has been diligent in his efforts to secure the attendance of such child.

### What is Considered an Absence?

- Not logging into the OLS
- Not logging into courses

- Not attending required Class Connect sessions
- Not completing required assignments
- Not logging required attendance hours (learning coaches)

Students will be considered absent for the required amount of time unless a valid written excuse is provided to the homeroom teacher. Absences not identified as “reasonable” above will be considered “unexcused”.

Families who fail to log a full day in the Online School are subject to unexcused absences.

### **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;
- 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);
- 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 and its attendant difficulties.

Log Excuses for absences [here](#). Learning coaches must use [student email addresses](#) to log in.

### **EXTENDED ABSENCES**

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.

Students who must be absent for extended periods of time because of medical conditions may qualify for Hospital Homebound Services. 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.

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 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 your 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

### **ACCUMULATED UNEXCUSED ABSENCES AND TRUANCY PROCESS**

Students who do not attend required online sessions, fail to log into the OLS and courses, fail to complete online assignments and/or fail to log attendance within the Online School when required, will be

considered absent for the required amount of time unless a valid written excuse is provided to the Students who do not attend required online sessions, fail to log into the OLS and courses, fail to complete online assignments and/or fail to log attendance within the Online School when required, will be considered absent for the required amount of time unless a valid written excuse is provided to the homeroom teacher. Absences not identified as “reasonable” above will be considered “unexcused”.

Families who fail to log a full day in the Online School are subject to unexcused absences.

A student is deemed truant when he/she is absent from school without an acceptable excuse when three (3) unexcused absences are accumulated. The parent/legal guardian must submit a doctor's note or a written excuse for absences that are deemed as excused.

#### **Attendance Notifications (Excused or Unexcused):**

**1 day:** All students who do not log into and complete at least one lesson by noon each day will receive an automated call from K12.

**2 days:** Students who accumulate a total of three (3) absences will receive text and email reminders to log in to complete required tasks (i.e. Class Connect sessions and online assignments.)

**3-4 days** Students who accumulate a total of three and four (3-4) absences will receive text and email reminders with a survey in which they can indicate whether or not they need specific support and a link to live help support.

**5 days** Students who accumulate a total of five (5) absences will receive a personal call, so ALDCA support staff can determine if extra support is needed.

**6-7 days:** Students who accumulate a total of six and seven (6-7) absences are required to attend a meeting with our attendance advisor and/or administrative staff. They will also be emailed and mailed a withdrawal warning notification.

**8-9 days:** Students who accumulate a total of eight and nine (8-9) absences will receive a final call and withdrawal warning email.

**10 days:** Students who accumulate ten or more (10+) days of absence will be mailed and emailed a withdrawal warning. 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 an advisor and/or the attendance advisor 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 Support Advisor, Special Programs Manager, Academic Administrator, Head of School and the parents of the student to determine and evaluate next steps.

#### **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.

#### **LOGGING ATTENDANCE**

Attendance is mandatory of all students enrolled in the school [during regular school days](#) whether working in online coursework or offline assignments, and/or class connect sessions to which s/he has been assigned to attend.

Learning coaches are required to log attendance reflective of the time of his/her student(s) spends attending school daily. A minimum of six and a half (6.5) hours per day is required to meet school attendance requirements.

ALDCA learning coaches. may log instructional time anytime during the day between the first day and the last day of school as stated on the current ALDCA academic calendar. Any attendance hours during the weekend need to be logged the following Monday. Instructional time must directly relate to lesson objectives, which are aligned to the standards set forth in the Alabama Grade Course of Study

## ATTENDANCE FAQs

### *1. When can I log attendance?*

You are able to log attendance from your first day of school, August 12, 2021 until the last day of school, May 26, 2022. If you start later than the first day of school, you can log attendance on your first official day of school at ALDCA.

### *2. Where do I need to log my child's attendance and how often?*

Student attendance hours are logged in the learning coach account and must be entered daily by 5:00 p.m. central time.

### *3. Why should I log attendance?*

In addition to meeting the legal attendance requirements for Alabama Destinations Career Academy, logging attendance provides you and your child with a log of the work accomplished.

### *4. What are supplemental hours?*

Provided you complete your K12 coursework first, attendance time may be logged for activities your student engages in that relate to the course objectives. Please contact your teacher before entering supplemental attendance time to ensure the additional activity you wish to include satisfies course objectives. There is a maximum of 12 hours per week of non-instructional time allowed.

### *5. What should I do if I forgot to log my child's supplemental hours?*

You can go back and add hours after initially entering attendance. If you have already entered hours for the specified day and clicked the "submit" button, your teacher must add the hours for you. Contact your teacher and he or she may assist you in entering supplemental hours

### *6. How many hours should my child log if he or she enrolled after the start of school?*

Hours are prorated based on a student's start date. Your homeroom teacher can give you more specific information about this.

### *7. Is there a maximum number of hours a day a student can log?*

There is no maximum number of hours per day a student may log; however, the student's teacher must document hours in excess of 12 hours per day. Notify your teacher of each circumstance requiring more than 12 hours of instructional time.

### *8. Do I log attendance for the actual time the lesson took or just the default time that comes up on the OLS?*

The default time is given as a guide for time to spend in each subject per day. If you consistently observe your student completing lessons before he or she accumulates the required amount of time, you may benefit from setting a time limit to each subject, rather than just expecting one lesson per day.

### *9. What should I do if my student is ill?*

Send an email to your child's teacher to communicate the student is ill. Any OLS progress that the student can comfortably achieve, such as reading from the literature selection is encouraged. Attendance needs to be marked accordingly. Doctor's excuses need to be scanned and emailed, or mailed to the teacher. The doctor's appointment can be counted as attendance for Health. If no work can be completed by the

student due to illness, mark the day as non-attendance by entering zeros in all subjects. It will need to be made up at a later date.

### 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

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### 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.

### **NEWROW FOR CLASS CONNECT**

#### **What is Newrow?**

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

Before joining your Newrow Smart session complete the Newrow:

[Quick Tech Check \(newrow.com\)](https://supportk12.newrow.com/en/article/newrow-guide-for-studentslearning-coaches)

This test will check:

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

For a guide to Newrow, or a good resource for any questions you may have, please go to:

<https://supportk12.newrow.com/en/article/newrow-guide-for-studentslearning-coaches>

### **Alabama Literacy Act**

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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

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### 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 2021-2022 school year. 2nd through 8th grade students will take the ACAP Summative. 10<sup>th</sup> graders will take the Pre-ACT and 11<sup>th</sup> graders take the ACT. More specific time and locations will be sent to you when final details are arranged.

TEST	Grade Level	Dates
Pre-ACT	10 <sup>th</sup> grade	October
ACT	11 <sup>th</sup> grade	March/April
ACAP Summative	2-8 <sup>th</sup> grade	April
ACCESS/AAA	Special populations only	March

## Student Services

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### 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.

### RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) Services at ALDCA are available for students who have been identified as academically “at-risk”. A student that is defined as “at-risk” has tested significantly below grade level expectations on his/her assessments has demonstrated that he/she is struggling with the current curriculum he/she is enrolled in, or he/she has been identified with some type of need on the Child Find screening.

RTI is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified intervention teams that are matched to the student’s needs, and those needs are monitored on a frequent scheduled basis. This monitoring and identification is carried out via the schools Problem Solving Team (PST).

The goals of the PST at ALDCA:

- Create a productive learning experience for all ALDCA students
- Use prevention rather than reaction to student difficulties
- Prevent unnecessary academic failure
- Prevent unnecessary special education referrals

How to request PST assistance and what to expect:

1st: The learning coach will share concerns with the homeroom teacher who will set up a 6 week plan of interventions. At the end of those 6 weeks, determination will be made whether a referral should be made to the RTI Coordinator.

2nd: The RTI coordinator will set up an initial meeting with the learning coach and the regular education teacher to review the needs of the student.

3rd: After the team meets and reviews the given information, the student may be placed on an intervention plan to assist with the OLS progress.

4th: The Problem Solving Team will review the case after the student has had ample time to work through the OLS with appropriate interventions to determine whether the student will need ongoing interventions or a referral for special education testing.

The process for RTI requires the student to move through three tiers of intervention (for a minimum of 30 days in each tier). The entire process of intervention before a possible referral will take a minimum of 90-120 days.

### 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-2<sup>nd</sup> 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: Pullout Services**

Students in 3rd – 5th grade will be provided 3 hrs/week of direct 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**

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### **SCHOOL REQUIREMENTS**

The following are ALDCA school requirements:

- Complete all testing requirements
  - DIBELS, diagnostic testing, and interim assessments (MAP), Kindergarten screener, STAR, Reading Fluency(k-3)
- Work daily in the curriculum as assigned on the daily plan in the OLS
- Log attendance daily (32 ½ hours per week)
- Submit work samples to teacher
- Attend and participate in class connect sessions
- Participate in conferences and calls
- Complete assignments in STRIDE

### **PROGRESS**

To earn progress in the Online School (OLS), students must score at least an 80% (mastery) on their assignments. LC's should regularly check the students' progress and look to see if the work is mastered or not. In the course progress, LC's can go into each subject and see the mastered and not mastered lessons. It is recommended that LC's check this daily and have students go back and redo work that does not earn mastery as they will not get progress until they do. In addition, a weekly automated email will be sent that will include the student's updated progress.

Students are expected to progress 2.5% to 3% each week in each core curriculum course. Exceptions will be made when needed and is based on start date. Students must complete 80% - 100% of their courses by the end of the school year to be prepared for the next grade level (prorated based on start date).

### **GRADEBOOK**

ALDCA gradebooks are available to provide students and their learning coaches a 24/7 live view of their weighted grades. Students and learning coaches can access the gradebook through their OLS. Courses in the gradebook are managed by grade/course teachers. If there are any errors or questions about posted grades, please contact the teacher directly.

### **GRADING SCALE**

K – 2<sup>nd</sup> Grade: U=0-59%, NI=60–79%, S=80–100%

3<sup>rd</sup> – 5<sup>th</sup> Grade: A=90—100%, B=80—89%, C=70—79%, D=60—69%, F=59% or below

### **PROGRESS REPORTS**

A progress report for the purpose of transmitting an evaluation of student progress to the student and his/her parent(s)/guardian(s) shall be issued at least four (4) times during the scholastic year to all students enrolled in grades K-12. Progress reports shall be emailed to parents each nine (9) weeks as defined by the annual school calendar. Any corrections needed on Progress Reports shall be made by the teacher responsible for the specified Progress Report.

For each grading period, the letter grade is based on the weighted grading scale below. Students' grades are based on Online School (OLS) progress and School requirements. School requirements include but are not limited to work samples and required testing. Progress reports will be emailed at the end of each quarter. Official report cards will be mailed at the end of the school year in June.

Final Grades Breakdown: K-2nd grades			
Course	OLS Progress	School Requirements	Benchmark Assessments
Math	70%	20%	10%
Literature & Comp	70%	20%	10%
Language Arts *	70%	20%	10%
History	100%		
Science	100%		
Electives	100%		
K-2 Grading Scale: <b>S</b> =Satisfactory 80-100%, <b>NI</b> = Needs Improvement 60-79%, <b>U</b> = Unsatisfactory 0=59%			

\*Handwriting, Vocabulary and Spelling do not have the weightings. These will be 100% OLS progress.

### K-2 Grade Indicator Explanations:

#### **S=Satisfactory (80-100%)**

Earning an S indicates that the student does above average work, achieves mastery of almost all of the course objectives and learning outcomes, produces above average work demonstrating skill and awareness and is able to apply knowledge gained to many new situations.

#### **NI=Needs Improvement (60-79%)**

Earning an NI indicates that the student does below average work and is not making adequate progress toward mastering the course objectives and learning outcomes. Additional attention is needed to bring the student up to mastery of grade level standards.

#### **U=Needs Improvement (0-59%)**

Earning an U indicates that the student is well below adequate progress and is not mastering the course objectives and learning outcomes. Much attention is needed to bring the student up to mastery of grade level standards.

Final Grades Breakdown: 3rd-5th grades			
Course	OLS Progress	School Requirements	Benchmark Assessments
Math	70%	20%	10%
English Language Arts	70%	20%	10%
History	70%	20%	10%
Science	70%	20%	10%
Electives	100%		
3-5 Grading Scale: <b>A</b> = 90-100%, <b>B</b> = 80-89%, <b>C</b> = 70-79%, <b>D</b> = 60-69%, <b>F</b> = 0-59%			

### 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 K-5 will participate in their grade level's physical education course pursuant to the K12 curriculum. Students will have the opportunity to fulfill the physical activity portion of the course through a variety of activity choices. A minimum daily instructional period of at least 30 minutes in elementary physical education is required by the State of Alabama.



### **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.

## **6-12<sup>th</sup> Grade Student Expectations & Grading Policies**

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### **EXPECTATIONS OF DIFFICULTY, PARTICIPATION AND TIME COMMITMENT**

ALDCA 6-12<sup>th</sup> grade program is teacher paced, graded and on a semester calendar. It is not mastery based or LC directed like the elementary program. Students work the majority of the time on the computer and have online textbooks and have specific due dates for assignments.

Students often find that going to school online takes longer and is more difficult than going to school in a traditional setting. Be prepared for this course and online schooling in general to be a little more difficult than you might expect. If you are not spending at least 60 minutes on this course each day, you're probably not doing enough to pass the class. If this is happening, make an appointment to meet with your teacher in Office Hours so you can review what you are doing each day. If you need help in working out a personal schedule, staying motivated or creating an effective home learning environment, contact your homeroom teacher.

### **PHYSICAL EDUCATION REQUIREMENTS**

All students 6-8 will participate in their grade level's physical education course pursuant to the K12 curriculum. All high school students will complete a 1 credit hour (1 full year) physical education course. Students will have the opportunity to fulfill the physical activity portion of the course through a variety of activity choices.

### **GRADING SCALE**

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

### **GRADED ASSIGNMENTS**

Whether teacher scored or computer scored, graded assignments will be weekly. On average, students should have 2-3 assignments to complete per week for each core subject and 1-2 assignments per week for electives. State specific topics, benchmarks, and participation in school requirements will be added into the assignments for students and will be a part of their final grade.

Zeros will be entered each Monday by the end of the day. This zero is entered to reflect that the student has NOT completed the assignment by the due date. Students will have through the due dates to turn in their late work. Any assignments NOT completed by the final submission date will become a permanent zero.

## GRADE DETERMINATION

ALDCA Middle and High School grades are determined by the sum total of points a student earns on all graded assignments and tests. Points earned by student/Total points possible = Grade. *Example: In his or her math class, the student earns 563 points out of a total of 700 possible points. The grade will be 80%.  $563/700 = 80\%$*

Some High School classes receive 1.0 year long credit and others are .5 Carnegie Credits each semester, depending on the course. Regular courses are weighted using a 4 point scale where A = 4, B = 3, C = 2, D = 1 and F = 0. Honors courses are weighted higher per district policy.

## SEMESTER END DUE DATES AND FINAL EXAM SCHEDULE

Students must take final exams at the end of both fall and spring semesters. Excused absences are not allowed for these exams. In order to protect test confidentiality, all exams must be taken on assigned days. Students who cheat and/or plagiarize in any way on a final exam or final project shall not be allowed to resubmit it for credit. Final exam schedules are posted in course calendars at the beginning of the semester; further information is posted in course announcements and emailed to families throughout the semester.

Semester 1 End Dates and Finals					Semester 2 End Dates and Finals				
Dec 6th	Dec 7th	Dec 8th	Dec 9th	Dec 10th	May 16th	May 17th	May 18th	May 19th	May 20th
	All Teacher Graded work due by midnight			All Computer scored work due by midnight	All Teacher Graded work due by midnight	Final Reviews	Final Reviews	All Computer scored work due by midnight	Finals Exemptions Sent
Dec 13th	Dec 14th	Dec 15th	Dec 16th	Dec 17th	May 23rd	May 24th	May 25th	May 26th	
Final Reviews & Exemption letters sent	English, History & Electives	Math & Science	Makeups	No finals - teacher grading	English, History and Electives	Math & Science	Makeups	No finals - teacher grading & End of Year Celebrations	

## 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.

## 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 and mailed in June. Progress reports will be emailed at the end of the 1<sup>st</sup> and 3<sup>rd</sup> quarters but these will not be official report cards.

## GRADUATION REQUIREMENTS

The school uses the following scale of Carnegie units for classification of high school students. Students must have at least 24 credits in specific areas in order to qualify for graduation. Specific information can be found at [Alabama Department of Education Highschool Graduation Requirements](#).



- **FRESHMAN:** 0-5.5 credits
- **SOPHOMORE:** 6 – 11.5 units
- **JUNIOR:** 12- 17.5 units
- **SENIOR:** 18 – 24+ units

Any deviation from this scale must be examined on a case-by-case study. Students will not be moved from one grade level to the next at mid-term.

For continued enrollment in the 11<sup>th</sup> and 12<sup>th</sup> grade, students must commit to the in-person and online requirements to earn a credential in their career pathway.

## CREDIT RECOVERY

### Summer School Credit Recovery

Summer school will consist of 20 days of 4 hours for each ½ credit the student wishes to recover (with a max of 2 allowed). Summer school credit recovery will be offered for all core classes in high school. B term courses only are available for summer credit recovery. We will offer the following core courses during summer school:

- |  |   |
|--|---|
| • Algebra I  | • American Literature (11 <sup>th</sup> ) |
| • Geometry (9 <sup>th</sup> /10 <sup>th</sup> Grade) | • Modern US History (11 <sup>th</sup> )   |
| • English 9  |   |
| • Biology (9 <sup>th</sup> Grade)                    |   |
| • World History (9 <sup>th</sup> Grade)              | • Algebra 2 (11 <sup>th</sup> )           |
| • English 10   | • Earth Science (11 <sup>th</sup> )       |
| • US History (10 <sup>th</sup> Grade)                |   |
| • Physical Science (10 <sup>th</sup> Grade)          |   |

### APPEALING OF FINAL GRADES AND AWARDING OF CREDIT

Students and parents may appeal a student's final grade or the school's decision to award credit for a course up to 30 days after the end of a semester. Appeals *will not* be considered later than 30 days after the end of a semester.

### OBTAINING AN ENROLLMENT FORM TO FOR LEARNER'S PERMIT/DRIVER'S LICENSE

Pursuant to AL Code § 16-28-40, licensee applicants under the age of nineteen (19) years must present proof of enrollment in secondary education in order to obtain their permit/license. To obtain the permit, please visit <http://www.alea.gov/Documents/Forms/EnrollmentExclusion-DL-1-93.pdf>. Fill out section I "Applicant" and email the form to [registration@alabamadca.org](mailto:registration@alabamadca.org) to the attention of the Registrar. The registrar will complete Section II and will send it back to you. You will need to print the page to take to the DMV in order for your student to obtain their permit/license.

## Academic Advancement

### 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 will 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 12<sup>th</sup> 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.

#### **K-5 COURSE PROMOTION**

It is important to understand that the decision to advance a student to the next course is made jointly by the parent and teacher and focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Alabama Destinations Career Academy and the K12<sup>®</sup> curriculum. ALDCA understands that children do not learn at the same rate or in the same manner. The program offers families flexibility in scheduling and instructional strategies. ALDCA focuses on mastery of

lesson objectives, encouraging families and students to spend the time needed daily and throughout the year to reach mastery of most lesson objectives.

It is the goal of ALDCA to allow students to advance to the next course level upon 100% completion of the current course by March 30th of the current school year. Prior to approval from administration, a student will be required to complete a 1-on-1 session with the teacher, submit work samples, and have shown proficiency on benchmarking throughout the year. Together, the ALDCA teacher and parent arrive at a decision on the advancement of the student. Advancement of a student from one course level to the next requires the approval of ALDCA school administration. Students are expected to work in a course for a minimum of a semester before accelerating to the next course. Any exceptions would need to be approved by administration.

*Sufficient progress in all courses is expected before course level advancement in one area may be considered. **Students typically advance course levels for Math and/or Language Arts.** Course level advancement in other courses will have to be approved by a school administrator. **If a student is behind on progress in any other subject, course level promotion requests will not be approved.***

### 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-5<sup>th</sup> grade, this ‘skipping forward’ will automatically take place by the teacher upon initial contact. For 6-12<sup>th</sup> 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.

### Parent/Student/Teacher Communication

Certified Alabama teachers are an essential component of the educational model utilized by the Alabama Destinations Career Academy at Chickasaw City Schools. The teacher is responsible for validating student attendance, curricular progress and educational growth. **The homeroom teacher is also the first point of contact for the parents and students with all issues regarding the school.** Resources provided by ALDCA teachers include: instructional and curricular support, organizational assistance, Class connect instruction and tutoring, and ‘good old-fashioned’ encouragement. A healthy working relationship between the student/parent and the assigned ALDCA teacher is essential.

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 PLANS

Graduation Plans are created by students with the counselor beginning in 8<sup>th</sup> grade and checked each consecutive year to ensure students are on track for graduation. Grad 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

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### 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 underwear or any type of undergarment 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 an ALDCA representative attends.

#### **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**

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##### **ALDCA POLICY**

A good faith effort shall be made by the Principal, Head of School, 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 school work 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 Head of School 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	ALDCA administration will take any and all necessary action to protect students, teachers, and staff. If a weapon is discovered, local law enforcement will be notified. Possession of a weapon will lead to suspension, and could ultimately lead to expulsion, pending investigation outcome.

considered to be weapons under this definition and should not be brought on any premise utilized by ALDCA for any reason.	
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.: 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.	Local law enforcement will be contacted and students will be required to leave the premises once the investigation has concluded. School suspension and/or expulsion may occur pending results of the investigation.

#### **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"*

## Other Policies and Helpful Information

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### 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 person(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

#### 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:

**Alabama Destinations Career Academy @ CCS**  
**110 Beauregard St. Suite 303**  
**Mobile, AL 36602**

TITLE	NAME	EMAIL	PHONE
Head of School	Mrs. Kayleen Marble	<a href="mailto:kmarble@k12.com">kmarble@k12.com</a>	251-272-3510
High School Administrator	Mrs. Lynda Ingram	<a href="mailto:lingram@k12.com">lingram@k12.com</a>	
Middle School Administrator	Mrs. Gina Warren	<a href="mailto:giwarren@k12.com">giwarren@k12.com</a>	251-263-6665
Elementary Administrator	Mrs. Heather Barber	<a href="mailto:hbarber@k12.com">hbarber@k12.com</a>	251-340-1354
Manager of Operations	Mrs. Jessica Nelson	<a href="mailto:jenelson@k12.com">jenelson@k12.com</a>	251-309-9401
Student Support Administrator	Mrs. Liz Leger	<a href="mailto:eleger@k12.com">eleger@k12.com</a>	251-309-9402
CRE Administrator	Mrs. Danielle Morton	<a href="mailto:dmorton@k12.com">dmorton@k12.com</a>	251-309-9403
Special Programs Manager	Mrs. Emily Miranda	<a href="mailto:emiranda@k12.com">emiranda@k12.com</a>	251-309-9405

### 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** Mrs. Jodie McPherson. She can be reached:

- by email at [jmcpherson@chickasawschools.com](mailto:jmcpherson@chickasawschools.com)
- by U.S. Mail or in-person at:
- Chickasaw City Schools  
201 N. Craft Hwy  
Chickasaw, AL 36611

### 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. 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 Head of School. The Head of School responds within ten (10) working days.

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

## **CCS-ALDCA Non-Discrimination Policy**

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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**

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### **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** Jodie McPherson. She can be reached:

- by email at [jmcperson@chickasawschools.com](mailto:jmcperson@chickasawschools.com)
- by phone at 251-309-9400
- by U.S. Mail or in-person at Alabama Destinations Career Academy

### **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.

## I UNDERSTAND AND AGREE

The purpose of this "I Understand" section is to set expectations for ALDCA parents. Student success is a primary goal of ALDCA and that can only be achieved if you, the parent, are successful. To be successful it is important that parents of ALDCA students understand and are in agreement with the following curricular and attendance requirements:

- ❖ I understand that my student is enrolled in a public school with attendance requirements that I am expected to meet. The state requirement is an average of 6 ½ hours per day. Please see the Instructional Time section of the Parent/Student Handbook for more information. Students who have poor attendance (insufficient hours recorded over time in the system) may be referred to the juvenile courts system as a truant student in need of supervision.
- ❖ I accept the responsibility to supervise my student in using the K12® curriculum, and I understand that I am expected to become knowledgeable about it. Any other work accomplished by the student is supplemental to, and not in place of, the K12® curriculum lessons. ALDCA does not consider it acceptable to leave a student home alone or unsupervised to complete coursework.
- ❖ I understand and agree that student progress is an expected part of ALDCA in addition to the hours logged, and that my student is expected to complete the work of one grade level in one academic year. I understand that my student should be completing assignments each week in each subject. I am committed to ensuring that my student meets this expectation.
- ❖ I understand and agree that I am expected to follow the guidance and support of a certified teacher in implementing the ALDCA program with my student. I understand that the amount of time with the teacher in classes depends upon the needs of my student and I agree to make sure the student attends the live sessions that are required.
- ❖ I understand and agree that I am expected to participate in regular conferences and meetings with my student's teacher, and that I must submit work samples as requested.
- ❖ I understand and agree that, as students in a public school, ALDCA students are required to participate in state testing, Benchmark testing, and other assessments as assigned by the teacher or program. I understand my child is expected to fully participate in the testing at his/her enrolled grade level and that I am required to provide transportation to all testing sites regardless of distance.



- ❖ I understand and agree that it is my responsibility to secure an Internet service provider and that I am reimbursed according to the school policy and compliancy with the program, as described in this handbook.
- ❖ I understand and agree that ALDCA is a full-time public school and that my student may not be enrolled in any other full-time or part-time school.
- ❖ I understand that if my child receives special services, they may not be provided in the home and I must provide transportation to those services.
- ❖ I understand that if my phone number, address, email, or emergency contacts change that I must inform the ALDCA teacher in a timely manner.
- ❖ I understand that ALDCA is requesting a one year commitment.
- ❖ I understand that as an 11<sup>th</sup> or 12<sup>th</sup> grader in the program, I am required to participate in in-person and online activities to earn a credential in my pathway
- ❖ I understand that all school policies and procedures must be met for continued enrollment in the school.
- ❖ 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 study in ALDCA's curriculum in my absence.
- ❖ I hereby grant permission to Alabama Destinations Career Academy to use photographs and/or video of me and/or my children taken at school events in publications, news releases, online and in other communications related to the mission of Alabama Destinations Career Academy.
- ❖ I understand that ALDCA reserves the right to amend this handbook at any time.

**Please go to the link below to acknowledge receipt of your handbook.**

**<https://forms.office.com/r/LNHR4XXevZ>**