

Parent and Student Handbook



ALABAMA
VIRTUAL ACADEMY
at Eufaula City Schools
POWERED BY K12

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Updated Fall 2025

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ALVA Vision Statement

At ALVA, we believe...

- That the school community of Alabama Virtual Academy encompasses our students, learning coaches, parents/legal guardians, administrators, faculty, staff, and district partners.
- In establishing a culture of continuous learning for all members of our school community.
- In developing respectful, active partnerships between all members of our school community to foster student success with high expectations of growth.
- In providing a virtual public-school option that meets the diverse needs of its learners through a high-quality education.
- In an education which prepares students for today's dynamic digital and information society by using a variety of technologies to cultivate responsible citizens in a global community.
- In engaging students through a rigorous curriculum which prepares them for an appropriately challenging career path.
- In creating a positive learning environment that is individualized, supportive, and student-centered, with a focus on fostering growth-mindsets that prepare students for continued success.

Letter from Executive Director

Dear Parents, Learning Coaches, and Students:

Welcome to the Alabama Virtual Academy at Eufaula City Schools (ALVA)! We are excited that you have chosen to be a part of ALVA for the 2025-2026 school year. Our team of administrators and teachers are dedicated to fostering partnerships between students, teachers, parents, guardians, and school staff that will lead to continued individualized student success. Our goal is for every student at ALVA to achieve at least one year's academic growth, or more this school year. This goal is attainable because of the strong partnership that is formed between teachers, staff, parents, learning coaches, and students.

Parents and learning coaches are vital to the success of our students. We want you to maximize that success by committing to the following:

- Provide academic support, motivation, and guidance throughout the year.
- Ensure your child is on track with assignments and coursework.
- Read all forms of communication from the school and the teachers and communicate with their teachers as often as necessary.
- Access all the resources that are provided to support you and your student.
- Use the parent-student handbook to become familiar with the policies and procedures of our school.

We will commit to our mission statement of using a partnership to prepare students for their next steps in life. 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.

At ALVA, students reach their full potential through online personalized learning. We will use engaging live class sessions, effective communication, and the creative minds of all stakeholders to assist our students as they work towards accomplishing their goals.

I look forward to a great year.

Mrs. Melanie J. Barkley, ALVA Executive Director

Student Calendar

Alabama Virtual Academy 2025-2026 Student Calendar

July						
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NOTEABLE DATES

First Day of School	August 7
Semester 1 End Date	December 19
Semester 2 Start Date	January 7
Last Day of School	May 21
1st Quarter	August 7 - October 8
2nd Quarter	October 9 - December 19
3rd Quarter	January 7 - March 13
4th Quarter	March 16 - May 21

HOLIDAYS (no school)

Labor Day	September 1
Fall Break	October 13
Veterans Day	November 11
Thanksgiving Holidays	November 24 - 28
Winter Break	December 22 - January 6
Martin Luther King Jr. Day	January 19
Presidents' Day	February 16 - 17
Spring Break	March 30 - April 3

Student Instructional Day

Student Holiday/Staff still reports

Staff & student holiday

This calendar is subject to change due to unforeseen circumstances.

Last updated 3/10/2025

Enrollment Guidelines and Admission Policy

Alabama Virtual Academy (ALVA) will be open for new enrollment in kindergarten–12th grade. A child whose fifth (5th) birthday is on or before September first (1st) shall be entitled, based on age, to admission to kindergarten classes. No child shall be admitted to kindergarten or first grade until their parent(s)/legal guardian(s) meet the following requirements:

1. Present proof of residency
2. Proof of age
3. Present proof the child has received immunization for all communicable diseases as required by law (or a valid exemption)

Kindergarten students who were enrolled in an Alabama private school, church school, or were being tutored in accordance with the Code of Alabama (1975) and who seek admission to kindergarten in the public schools must meet the age requirements of being five (5) years old on or before September first (1st) for admittance or the opening date of school in the enrolling district. First grade minimum age for admission is 6 years of age on or before December 31st.

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

- Have and maintain high speed internet in the home
- Have a learning coach available to monitor and assist in the virtual program. The learning coach must check to ensure assignments are turned in daily.
- Agree to attend the online class sessions with teachers as required by the program. Each student will be given an online attendance requirement based on individual needs. Students and Learning Coaches must agree to attend and participate to maintain enrollment in the program.
- Students with special needs must agree to participate in the services required by their learning plan or refuse these services in writing.
- Students enrolling must have consecutive school enrollment to qualify. If a student has not been in school, they will not be eligible.
- Students expelled or suspended from their previous school must be approved by an ALVA administrator.
- Students must participate in all required testing (Beginning of the year testing, quarterly benchmarks and mandated state testing). Beginning and benchmarks are done from home, but the state testing requires in-person testing at a testing site (unless the state testing has been approved to be virtual by the Alabama State Department of Education (ALSDE)).
- Students seeking enrollment in grades 9-12 must meet the following requirements.
 1. Must have been present in school 90% of the time for the previous school year and the first part of the current school year (if applying after the 1st day of school). If absent more than 18 days, the student may not be eligible. Full-year attendance must be documented to prove attendance. Prospective students who have extenuating circumstances regarding the missed time may submit to the ALVA administrator for review.
 2. Must be on their cohort year and are on track to graduate on time. Being on track means:

- a. That the student has not failed more than one or two classes and has the credits needed to be considered a student at appropriate grade level and is on track to graduate on time.
 - b. That the student is scheduled to graduate high school within 4 years from 9th grade entry.
3. If the student has withdrawn from school or did not attend for one or more semesters or delayed starting high school due to dropping out for a time, they are not eligible.
4. Homeschooled Students: Homeschooled students must submit transcripts with credits meeting the above qualifications from a homeschool organization. All homeschool transcripts that have high school credits posted to them must be reviewed and students must attend in-person testing to validate mastery of material to earn transfer credit.

ALVA is meant to be a home-based virtual public-school program and is not intended to be done in a group learning center. Any groups wishing to enroll would need to be approved by the Administration at ALVA prior to enrollment.

ALVA is not required by law to admit a student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution. ALVA, however, may admit a student who was expelled from a brick-and-mortar school for attendance reasons only. ALVA will not under any circumstances admit a student who has been expelled or in the process of being expelled from another institution if the reason is related to the safety of students or staff, which includes but is not limited to the offenses related to drugs, alcohol, weapons, gang activity, physical harm to a living being, threatened physical harm to a living being, etc.

Students enrolled in a previous virtual school or academy will not be eligible for enrollment at ALVA if withdrawn for compliance or truancy issues. Students will need to be reviewed by an ALVA administrator prior to approval, and approvals will be made on a case-by-case basis.

All Migratory, Immigrant, Limited English Proficient Children and Students in Foster Care shall have equal access to the same free appropriate public education provided to other children and youth. Such children will be provided with the opportunity to participate in the same state educational programs and to meet the same state student performance standards as all other children without being isolated or stigmatized. There will be no barriers to enrollment in Alabama Virtual Academy at Eufaula City Schools.

Enrollment procedures and collection of documents are the same for all students whether they reside inside or outside the Eufaula City School district.

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.

McKinney-Vento Dispute Policy and Procedures

The McKinney-Vento Homeless Assistance Act acknowledges that disputes may arise between the school and homeless students and their parents/guardians. Disputes arising between or among the school, school district of residency, another school district or the parent, homeless youth, or person in parental relationship to the homeless student regarding the school that the child shall attend, or the educational placement of the homeless student shall be resolved through the following procedures:

1. All concerns regarding the education of a homeless child should be referred to the school liaison in writing.
2. If a complaint arises about services or placement of a homeless student, the school liaison shall inform the representative of the homeless student or the unaccompanied youth of their rights under this process and the McKinney-Vento Act, generally. The child shall remain enrolled throughout.
3. The school liaison shall decide within a reasonable number of days as to the request. The liaison will document this and all subsequent communications, determinations, and evidence in writing.
4. If the complaint is not resolved, the complainant will be advised to present a written request for mediation to ALVA's Executive Director, which shall include the specific points of conflict.
5. The mediation shall be scheduled within a reasonable number of days of the written request and shall be convenient to the needs of the representative of the homeless student. The school liaison, the Executive Director, a representative from Eufaula City Schools and the child's representative shall be present.
6. During the mediation, they shall discuss considerations that led to the placement decision and the specific point in issue determined previously. The mediation may also include discussion of the ability of the school to provide continuity in educational programs, the need of the homeless student for special instructional programs, the age of the homeless student and the school placement of siblings, and the time remaining until the end of the semester or the end of the school year. Documentation regarding those proceedings must be provided with an appeal to the district's homeless coordinator.

7. In cases where an agreement cannot be reached among all involved parties, either party may request review by the state homeless children's education coordinator. Upon written request, the state coordinator shall make a decision and communicate with the involved parties to discuss available alternatives and seek to resolve the dispute. Any party requesting review by the state coordinator must provide reasoning for the review, including specific questions of law and/or facts.
8. Copies of any documentation used up to that point including reasoning for district decisions, appropriate evidence to substantiate reasoning, and other evidence the school sees relevant. The state coordinator shall collect appropriate evidence, review such evidence, and provide a final decision.
9. The placement and services for the homeless student shall continue pending the resolution of the dispute by the Department of Education.

Alabama Virtual Academy Expectations and Responsibilities

Families and staff have certain responsibilities to our students to facilitate a healthy and productive learning environment. The responsibilities of teachers, administrators, and learning coaches/legal guardians are listed below.

Teacher Responsibilities

- Help families start out strong and support them throughout the year
- Support learning coaches in their role
- Support student engagement
- Create back on track plans for students who get behind
- Help students, learning coaches, and legal guardians to use the online school. Guide and direct students, learning coaches, and legal guardians through the Stride curriculum
- Provide instruction as needed using the Stride curriculum and other educational resources
- Develop and explain accommodations or modifications to the curriculum according to the student's Individual Education Plan (IEP) or 504 plan
- Communicate with Learning Coaches and Legal Guardians to discuss your student's academic progress
- Collect and review work assignments and provide constructive feedback
- Availability from 8:00 am – 4:00 pm
 - Please note that teachers cannot answer their phone calls, text messages, or emails during the entire window of time due to teaching live classes.
 - Respond within 24 hours (not including nights, weekends, and school holidays) to all emails, telephone calls, and voicemails
- Attend school functions
- Participate in benchmark, state, and other standardized tests as assigned
- Provide encouragement and support in all areas of student learning and achievement

Administrator Responsibilities

- Maintain communication with legal guardians and learning coaches regarding the total school program, student achievement, placement, and behavior
- Inform parents of ALVA/K12 updates, school activities, and information sessions through weekly newsletters
- Observe live class sessions regularly
- Review school policies and communicate these policies and procedures to the appropriate stakeholders
- Create and/or approve live class schedules
- Review student academic progress and approve courses based on a students' personalized plan

Learning Coach/Legal Guardian Responsibilities

Serving as a learning coach is a full-time commitment. ALVA's program is challenging. As a learning coach, you can expect to assist your student two to six hours per day (depending on your student's grade level) with your student providing guidance and support.

Responsibilities of a learning coach:

- Supporting your student throughout each day by ensuring that they are attending live classes, completing assignments, communicating with teachers, and meeting attendance requirements.
- Communicating with teachers and other ALVA staff when they call, email, or text. Please respond to their call, email, or text within 24 hours.
- Checking the student's calendar to see if everything has been completed for the day.
- Checking your student's grades weekly.
- Checking your student's progress weekly.

ALVA 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 Legal Guardian and/or Learning Coach commitment to the discipline and organization implicit in the skills needed to manage a first-class education. While ALVA has a designated Learning Coach for every student, it is ultimately the legal guardian's responsibility to ensure their student is complying with all requirements at ALVA.

Communication

Ongoing and consistent communication is required between the student, parent, and teacher(s) for school compliance. Two-way communication includes phone calls; Telephone (leaving voicemail when necessary); E-mail; Texting; School Announcements; Newsletters; School Directory;

Workshops (in person and online); Secure chat rooms (Engageli, K12 Zone); Faxing; First Class Mail.

Your teacher has a wealth of knowledge and thus should be your first point of contact for all questions that are academic. As your teacher contacts you, know that this is a team effort to ensure your student is making progress and demonstrating compliance in all areas.

Email is a primary source of contact between the ALVA staff and the students, learning coaches, and legal guardians; therefore, learning coaches, legal guardians, and students are encouraged to check their email at least twice a day (morning and evening). Learning coaches, legal guardians, and students are asked to promptly reply to any email received from ALVA or K12. Please allow 24 hours (excluding nights, weekends, and school holidays) for a return phone call, text message, and/or email. ALVA does not reimburse learning coaches and legal guardians for long-distance calls. Learning coaches and legal guardians are expected to inform their homeroom teacher of any changes to contact information. The learning coach and legal guardian must also update contact information within the account setup in the online school.

The online school includes a home page for each learning coach and student account. The home page provides families with easier access to all aspects of the online school.

ALVA staff also has the capability to text families. At or near the beginning of the school year, a DocuSign document will be sent out for you to opt-in to text messaging. Texting will be used for specific outreach regarding your student(s). The number of texts you can expect to receive varies. Only one LC per student can be opted into texting at a time. Message and data rates may apply.

Should you wish to OPT OUT of text messaging at any time, please inform your student's teacher and complete the survey at [ALVA Texting Opt Out Survey – Fill out form](#). Please allow 24 hours (excluding nights, weekends, and school holidays) for your request to be processed.

If the phone number you wish to be texted changes at any time, please contact your student's homeroom teacher and you can fill out the survey at [ALVA Texting Phone Number Changes Form](#). It is ALVA's policy that school staff do not communicate with students outside of any Stride platform including any social media.

Academic and Engagement Conferences

One of the strongest points of the school's program is the close monitoring of each student's educational progress.

Academic Conferences may be set up if needed. Learning Coaches are required to participate in scheduled conferences with ALVA staff. 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 their scheduled conferences, provide 24 hours' notice if a cancellation is required for the conference, and reschedule when it is cancelled.

Non-Resident Students

A student whose parent/legal guardian resides outside of the city limits of Eufaula may be eligible to attend Eufaula 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 program within the system, and the rules and regulations established by the Eufaula City Board of Education.
 - Agreement by the parent/legal guardian to assume responsibility for transporting their child(ren). The Eufaula City Schools will not provide transportation.
 - Internet access and ability to be online for most of the school day.

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

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

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

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

One of the qualifications for continued enrollment at Alabama Virtual Academy is being an Alabama resident. You may be asked to provide proof of residence either prior to or during the school year. You must provide proof of residence at any time requested by the school. If you do not submit the requested documentation in an acceptable format within thirty (30) days from the first request, your student may be withdrawn from ALVA. If, at any time while your student is enrolled at ALVA, we discover that any document submitted to obtain or retain enrollment here at ALVA was falsified or otherwise fabricated, your student will be withdrawn from ALVA and will be ineligible to re-enroll.

Appeal/Re-Entry Process

All appeals for re-entry must be submitted in writing to the Executive Director.

ALVA Non-Discrimination Policy

Alabama Virtual Academy at Eufaula City Schools as well as the Eufaula City Schools Board of Education does not discriminate based on race, color, national origin, sex, disability, or age in its programs, activities and groups. For any inquiries regarding the non-discrimination policies, please contact Counselor Stephanie Williams via telephone at (334) 689-5059 Ext. 3002 or by email at stwilliams@alvirtual.org

Title IX Policy & Procedures

Non-Discrimination Policy

ALVA is committed to providing an environment that is free from all forms of sex discrimination, which includes sex discrimination, sexual harassment (including sexual violence), as regulated by Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. ALVA reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their potential existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure. ALVA reserves the authority to address sex discrimination and sexual harassment even if the same, similar or related circumstances are also being addressed under another policy, whether of ALVA or another entity. Furthermore, ALVA reserves the right to pursue sexual misconduct violations that fall outside of the scope of Title IX based on ALVA's judgment that the alleged actions are contrary to any part of its code of conduct or employee handbook.

Definitions

Sex Discrimination and Sexual Harassment means conduct of a sexual nature that meets any of the following:

- **Sex discrimination** occurs when a person, because of their sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.
- **Sexual harassment** (includes sexual assault, domestic violence, dating violence and stalking) can be verbal, nonverbal or physical and is conduct that:
 1. Is sexual in nature; A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e. quid pro quo);
 2. Unwelcome conduct determined by a reasonable person to be so **severe, pervasive, and objectively offensive** that it effectively denies or limits a student's ability to access and/or participate in or benefit from a school's educational program or activity; or
 3. "Sexual assault", "dating violence", "domestic violence" or "stalking" as those terms are defined under other Federal laws called the Clery Act and the Violence Against Women Act (VAWA).

Information and Assistance

Any individual who believes he/she/they may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she/they have observed such actions taking place, may receive information and assistance regarding the school's policies and reporting procedures from the **Title IX Coordinator** Stephanie Williams. She can be reached:

by email at stwilliams@alvirtual.org

by telephone at 334-689-5059 Ext. 3002

by U.S. Mail or in-person at Alabama Virtual Academy

Additionally, you may contact the **Office of Civil Rights** by calling 1-800-421-3481 or by visiting <https://www.hhs.gov/ocr/about-us/contact-us/index.html> for the address and phone number of the office that serves your area.

Grievance Procedure

ALVA 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 IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. ALVA reserves the authority to address sex discrimination and sexual harassment whenever becoming aware of their potential existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below. ALVA reserves the authority to address sex discrimination and sexual harassment even if the same, similar or related circumstances are also being addressed under another policy, whether of ALVA or another entity. Furthermore, ALVA reserves the right to

pursue sexual misconduct violations that fall outside of the scope of Title IX based on ALVA's judgment that the alleged actions are contrary to any part of its code of conduct.

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes they have experienced and/or observed and/or is aware of sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, a school counselor, principal or other school administrator.

A "**formal complaint**" is a document filed by a complainant **or** signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. A "**nonformal complaint**" is any notification regardless of whether it is by mail, telephone, or email, not utilizing the formal complaint form or not signed by a complainant **or** by the Title IX Coordinator.

Response to a Formal Complaint

In response to a formal complaint, the school will follow the defined grievance process within this procedure. With or without a formal complaint, the school, if it has actual knowledge of sexual harassment against a person in an education program or activity, will take certain steps such as offering supportive measures to the complainant to address student safety and provide equal access to the education program or activity while preserving the recipient's discretion to address facts or circumstances present by a particular situation.

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.

Privacy Protections

The school will never use or attempt to use questions or evidence that is protected by a legally recognized privilege, unless the person holding the privilege waives the privilege.

The school cannot unilaterally access or consider a party's records, if those records are made or maintained by a physician, psychiatrist, or other recognized professional and made for the purpose of providing treatment to the party. These records can only be accessed with the party's voluntary written consent.

During the grievance process, questions or evidence about the Complainant's prior sexual behavior – even with the respondent accused of sexual harassment, and even in the cases where the

respondent already possesses evidence about sexual history – are never deemed relevant, with only two narrow and limited exceptions.

The grievance procedures will be as follows:

1. It is the express policy of ALVA to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Once the school has “actual knowledge” of sexual harassment, or allegations of sexual harassment, the school will respond within 24 hours. “Actual knowledge” means notice, or allegations received by Title IX coordinator, school officials with authority to institute corrective measures on behalf of the school, or any school employee. The school must treat a person as a complainant any time the school has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint. Further, it should be noted that there is no time limit or statute of limitations on a complainant’s decision to file a formal complaint.
2. At the time the complaint is filed, the grievant shall promptly be given a copy of these grievance procedures and a description of the supportive measures offered by the school. A formal complaint form for such purpose can be found on our website and will also be provided to the grievant upon notification of such complaint. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and measures and answer any questions anyone has. 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. 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 ALVA’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 people during the investigation.
4. The Title IX Coordinator will provide written notice to the parties identified in the complaint. The written notice will include, the allegations and facts that may constitute sexual harassment, the presumption of that the accused did not engage in prohibited conduct, notice that parties are entitled to an advisor of their choice, parties can request to inspect and review certain evidence, a copy of the code of conduct, false statements (if any), the opportunity to engage in informal resolution, the right to appeal, the range of possible remedies and disciplinary sanctions following determination of responsibility, and which standard of evidence will be used to reach a determination.
5. 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 out by the school discreetly, maintaining confidentiality insofar as reasonably possible while conducting

an effective investigation. The investigator will objectively evaluate all relevant evidence regardless of who favors or disfavors. Where facts conflict, credibility determinations can be made. However, credibility determinations will not be based on a person's status as a complainant, respondent, or witness. Following the evaluation, the investigator will prepare an investigative report and will share the report with all parties before a determination regarding responsibility is reached.

6. Prior to sharing the investigation report, the Title IX Coordinator must provide all parties with a copy of the evidence used to form the basis of the report and allow all parties 10 days to submit a written response. All written responses received will be objectively reviewed and considered by the school investigator before issuing the report. Further, the Title IX Coordinator must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
7. Finally, the school's identified decision-maker, not the Title IX Coordinator or investigator, will make a determination and provide written determination of responsibility to both parties simultaneously. The written determination will include:
 - Identification of the allegations potentially constituting sexual harassment as defined in §106.30; 2027
 - A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - Findings of fact supporting the determination;
 - Conclusions regarding the application of the recipient's code of conduct to the facts;
 - A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and the recipient's procedures and permissible bases for the complainant and respondent to appeal.
8. If after an investigation, the decision-maker determines that there is reasonable cause to believe that sex discrimination or sexual harassment in violation of the school's policy has occurred, ALVA 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 support services that are individualized, non-disciplinary, non-punitive, protect the safety of all parties and educational environment, deter harassment, and are not unreasonably burdensome. Such support services may include no contact orders, academic accommodation, health and mental health services, disability services, confidential counseling or training where appropriate.

Determination

ALVA will consistently apply the same “standard of evidence” in all formal complaints, in making a determination of responsibility. Per Title IX regulations, there are two “standard of evidence” options,

- **Preponderance of evidence** – a majority of the evidence proves a fact. Mathematically, it would be more than 50% of the evidence; or
- **Clear and convincing evidence** – a heightened standard which requires more than a *preponderance of evidence* to prove a fact. One definition of *clear and convincing* evidence is something that is highly and substantially more probable than not.

ALVA will apply the following “standard of evidence” – **Clear and convincing evidence**. The same standard of evidence for formal complaints will be applied for formal complaints against all parties, including but not limited to students, employees, and teachers.

Disciplinary Sanctions and Remedies

A range of different disciplinary sanctions or remedies may be implemented by the school following a determination of responsibility. Due to the unique nature of the situation and individual needs, the following is a non-exhaustive list of possible actions:

- support services may be warranted and may include, no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling or training where appropriate
- verbal or written warning
- altered schedules to eliminate interaction opportunities
- exclusions from certain school activities
- access to recorded class sessions in lieu of live participation
- suspension or expulsion

Appeal Process

Under § 106.45(b)(1)(viii), all parties have the right to appeal for specified reasons. Appeals must be submitted within 30 school days following the initial determination. This equal right amongst the accuser and accused will promote a fair process that will benefit everyone and ensure parity between the parties. Thus, when a complainant or a respondent disagrees with a decision of responsibility, they have the right to appeal on the basis of the following conditions:

1. procedural irregularity that affected the outcome;
2. new evidence that was not reasonably available when the determination of responsibility was made that could affect the outcome; or
3. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome

Upon receipt of a written appeal request with evidence of one or more of the above conditions, the Title IX Coordinator will:

- notify the parties in writing and implement appeal procedures equally,
- provide both parties the equal opportunity to submit a written statement of support or disagreement to the appeal, identify a new and impartial decision-maker to review the original and newly submitted evidence, and
- after reviewing the new written statements, the new decision-maker will issue a decision to the parties simultaneously within 20 school days.

The determination regarding responsibility becomes final either on the date that the investigator provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where deadlines are set forth in the grievance process, a temporary delay of the grievance process or the limited extension of time frames for good cause are permitted with written notice by the Title IX Coordinator to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but are not limited to, considerations such as the absence of a party or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Record Retention

The Title IX Coordinator shall make all records of Title IX complaints and their disposition for a period of seven (7) years.

Retaliation

Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and ALVA will take actions necessary to prevent such retaliation.

Dissemination of Information

ALVA must provide name, title, and contact information of the identified Title IX Coordinator on the school's website. Further, the school shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or other professional organizations with a collective bargaining agreement with the institution 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.

Supportive Measures

ALVA has in place supportive measures for the accused and the accuser. Supportive measures are free, individualized services designated to restore or preserve equal access to education, protect safety or deter sexual harassment. The measures employed by ALVA will be determined on an individual, case-by-case basis. These measures may include but are not limited to:

- Counseling
- Extensions of deadlines
- Modifications of work or class schedules; and/or
- Mutual restrictions on contact between individuals

New Student Onboarding

Each new student, along with the legal guardian/learning coach, will complete a list of tasks before and during their first day of school.

1. Attend Welcome to ALVA session.
2. Attend other Orientation and Welcome Sessions listed on your student's schedule on the first day and/or week of school.
3. Receive a welcome call from your homeroom teacher (or another staff member)
4. Log into your online school and courses on your first day of school.
5. Complete the Online Learning course on your first day of school. You will find this course listed alongside your other courses.

Instructional Time

Alabama statute requires all public schools to 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	30

What is Considered Instructional Time?

- Attending any Class Connect session
- Completing online lessons, quizzes, tests, and assignments

Live Class Requirements

Live Class Sessions

ALVA teachers host live class sessions throughout the week that are scheduled based on student need. Live class sessions focus on the needed standards according to the pacing guide, provide for teacher instruction, time to practice and master skills, and offer interaction with other students. Teachers are also available to host remediation session, tutoring, and 1-on-1 sessions; however, students should attend their prescheduled live classes before requesting additional live sessions.

It is vital to each student's success that they attend the sessions they are invited to. ALVA 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. Classes are designated as required or optional. Attendance in live class sessions is a school requirement. Non-compliant students are at risk of administrative withdrawal based on the Non-Resident Students policy.

Live Classes & Web Conferencing

Live class 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 ALVA 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 or withdrawal. Additionally, it is important to ensure that the environment displayed in the background is school appropriate and free of distraction.

Continued Engagement Plan

In a virtual learning environment, we depend heavily on technology to get us through the school day. However, systems sometimes are interrupted for a short or even a long period of time. In the event of a system outage, the following procedures will be followed by the school.

1. The school receives notice about the outage, and which system is experiencing the outage (online school, Engageli, email, K12, etc.)
2. A school representative will notify all families about the outage through social media and the learning coach community.
3. The post will detail what system is down and the approximate time of the outage, if known.

Please Note:

- You can still reach your teachers via email. If email is down, you may reach your teacher by phone.

- If a live class session is interrupted or the session cannot be held due to the outage, your teacher will notify you in class announcement and/or email.
- Required attendance may be excused due to a system outage.
- If an outage is experienced during online testing with your teacher, your teacher will let you know the plan to complete the online testing. Please work in the online school instead of the testing platform. Your testing window may be extended due to an outage. This is not related to In-person state testing.

Each school level (Elementary, Middle or High School) will provide you with a specific Continued Engagement Plan at the start of the school year. These are general guidelines only.

FLEX Program

Purpose

The ALVA FLEX Program is crafted to encourage student independence while ensuring high academic achievement. It offers a flexible learning environment tailored to meet the diverse needs and lifestyles of both students and their families.

Eligibility and Enrollment

Students' eligibility for FLEX placement is continuously assessed throughout the school year. The FLEX program serves as a strategic solution to re-engage students and families who are at risk of withdrawal or disengagement. It is especially beneficial for students who consistently submit work late but show strong academic potential when they complete their assignment

To qualify for FLEX, students must demonstrate a commitment to self-directed learning and meet at least one of the following criteria:

Kindergarten through 3rd Grade

Students are handled on a case-by-case basis by school administration due to the AL Literacy Act and Numeracy Act requirements.

4th and 5th Grade

To be considered for the FLEX Program

- The student can express interest in placement in the FLEX program to their homeroom teacher.
- The family can request placement in FLEX program to their homeroom teacher.
- A student can be recommended by a teacher or administrator for the FLEX Program.

Requirements

- Students must score within two grade levels on benchmark assessments (BOY, MOY, EOY).
- Students must maintain a C (70%) or higher in all courses.
- Consistently participate in two-way communication with teachers via email, text, or phone call within 24 hours.
- Log into K12 Schools (OLS) regularly (2-3 days a week) and complete required assignments in a timely manner (by/before the quarterly due dates)

Students will receive one warning for not being in compliance with the FLEX Program and then may be removed if the requirements are not met.

Middle School

Students are reviewed once a week to be added to the FLEX Program. All students that meet the requirements of the FLEX Program will be placed into the FLEX Program. Legal Guardians/Learning Coaches can opt out if they do not want their students to be in the program.

Requirements

- Students must score within two grade levels on benchmark assessments (BOY, MOY, EOY).
- Students must maintain a C (70%) or higher in all courses.
- Consistently participate in two-way communication with teachers via email, text, or phone call within 24 hours.
- Log into K12 Schools (OLS) regularly (2-3 days a week) and complete required assignments in a timely manner (by/before the quarterly due dates)

Students will receive one warning for not being in compliance with the FLEX Program and then may be removed if the requirements are not met.

High School

Students are placed into the FLEX Program for all their courses except for the following:

- CTE Courses
- AP Courses
- Dual Enrollment Courses
- Credit Recovery Courses
- Low-Performing/Failing: 1 required TSA or 1-on-1 Session

Legal Guardians/Learning Coaches can request to opt out their student from the FLEX Program by emailing their student's homeroom teacher.

Requirements

- Consistently participate in two-way communication with teachers via email, text, or phone call within 24 hours.
- Log into K12 Schools (OLS) regularly (2-3 days a week) and complete required assignments in a timely manner (by/before the quarterly due dates)

Program Features

Attendance and Class Participation:

- Live Class Connect sessions are generally optional unless a need for additional support or intervention arises.
- Mandatory attendance for specialized instruction (e.g., SPED, RTI, ELL) as per student IEPs and intervention requirements.

Academic Expectations:

- Students must maintain a passing grade (70% or higher).
- Weekly course login and consistent engagement in lessons and assignments are required.
- Submission of all assignments within specified deadlines, with communication to teachers for any delays.

Assessment and Monitoring:

- Regular academic check-ins and ongoing assessments (formative, interim, summative) conducted by teachers.
- Participation in state mandated assessments is mandatory, ensuring academic benchmarks are met.

Program Compliance:

- Students and Legal Guardians/Learning Coaches must maintain regular contact with teachers.
- Adhere to academic integrity policies, including independent test-taking and assignment submission.

Engagement Requirements:

- Students must log in to the learning platform no less than 2-3 days per week and complete all outlined weekly assignments.
- School communications (emails and/or calls) must be responded to within 24-48 hours.

Support and Intervention:

- If a student's progress falls below expectations, targeted support and interventions, including additional check-ins and tailored assistance will be implemented.
- Continued failure to meet program standards may lead to probation, and ultimately, a return to the traditional learning program if compliance does not improve.

Program Continuation

Semester reviews are conducted to determine if the student remains eligible for the program. Families must participate in a program orientation and sign a commitment contract outlining the FLEX Plan requirements and expectations.

Flexibility and Accountability

The program empowers Legal Guardians/Learning Coaches to support students while ensuring accountability to academic integrity and engagement standards. By removing non-essential live sessions, students can learn at their own pace, enriching their experience without affecting academic performance.

Attendance and Truancy

Attendance Policy

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

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

Absences

Every parent, guardian, or other person having control or charge of any child required to attend public school, shall as soon as practical, explain the cause of any absence of the child under his

control or charge which was without permission of the teacher, and a failure to furnish such explanation shall be admissible as evidence of such child being a truant with the consent and connivance of the person in control or charge of said child, unless such person can show to the reasonable satisfaction of the court that he/she/they had no knowledge of such absence and that he/she/they has been diligent in his efforts to secure the attendance of such child. All work and time missed must be made up in a reasonable timeframe, and attendance added for the days missed.

Students are not permitted to be absent from assigned live class sessions unless there is an emergency, extenuating circumstances, or students are approved to be on the FLEX program with pre-approval (Grades 4-12). Reasonable excuses allow students to miss live class sessions, but students are still responsible for the work they miss. Students are permitted to make up missed work and time in a reasonable timeframe.

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

What is Considered an Absence?

- Not logging into the K12 School (OLS) and completing assignments
- Not accessing courses
- Not attending required Class Connect sessions

Absences and Truancy Process

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 homeroom teacher notice of the upcoming extended 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.

ALVA 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; - Academic Administrator preapproval required
- Death in the immediate family; shall mean parents, legal guardians, spouse, brothers, sisters, children, grandparents, parents-in-law, brothers-in-law, sisters-in-law, aunts and uncles;
- Family emergency: circumstances which cause reasonable concern to the parent or legal guardian for the safety or health of the student (the reasonableness of the parent's or legal guardian's concern is subject to evaluation by the Academic Administrator, Academic Administrator's designee, on a case-by-case basis)—families are allowed 5 handwritten notes per semester;

- Other situations beyond the control of the student as determined by the Academic Administrator, Academic Administrator's designee, on a case-by-case basis, including, but not limited to, homelessness.

Truancy Process

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

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

Teachers, attendance specialists, and school administrators will continuously monitor and review attendance throughout the school year. Students may receive warning letters, support plans, or corrective actions in relation to their attendance.

In rare cases, students not meeting attendance requirements may be considered for an administrative withdrawal. Students are evaluated on a case-by-case basis for administrative withdrawal. All administrative withdrawals must have leadership approval.

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

Academic Review

What is an Academic Review?

Our goal is for every student to be successful at ALVA. In the event that a student is not meeting the requirements of attendance, engagement, or academic achievement, an added layer of support will be provided to address the deficiencies.

When is a student placed on Academic Review?

Students meeting the following criteria can be placed on *Academic Review*:

- Current grade of D or F
- Not attending required live class sessions
- Lack of participation in required live class sessions

- Chronic absenteeism

As a public-school program, Alabama Virtual Academy at Eufaula City Schools is required to monitor student attendance as well as overall progress, in accordance with all applicable statutes set forth by the State of Alabama. If placed on Academic Review, ALVA staff will inform the student's Legal Guardian/Learning Coach via phone, email, and U.S. mail.

What is the student's/parent's/guardian's role while student is on Academic Review?

Students on academic review will be required to:

- meet with a support staff member once a week,
- attend and participate in all required live sessions,
- complete all assignments as assigned on the daily plan

The Learning Coach will be required to:

- Ensure the student's progress and online school time is comparable to attendance logged
- Attend the weekly support session with the student and support staff via online methods or over the phone.
- Keep all lines of communication open with the teachers and other support staff

What is ALVA's role while student is in Academic Review?

- Support staff and teachers will monitor the student's progress
- Support Staff will hold weekly chat and progress sessions with student and parent
- Teachers will provide support as needed, including tutoring sessions.
- Teachers and support staff will communicate with students and parents weekly and as needed.

What are the outcomes of an Academic Review?

For non-attendance related issues, ALVA staff will review student progress towards engagement and academic achievement after a period of 6 weeks. If requirements are not met and adequate progress is not shown, it may result in administrative withdrawal based on the Non-Resident Students policy.

If requirements have been met, the student is showing progress and attendance is up to date; the student will no longer be designated under Academic Review. Please be advised that should the student become disengaged, it will result in administrative withdrawal based on the Non-Resident Students policy.

Extended Leave for Medical Treatment

At ALVA, we take great pride in our ability to aid and foster students with intensive physical and mental conditions. These conditions often make extended leave 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 with 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.

Suspension and Expulsion

School Policy

A good faith effort shall be made by the Principal, Executive Director or their designated representative, to employ parental assistance or other alternative measures prior to placing students 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. Legal guardians/learning coaches will be required to participate in a conference with school personnel before their suspended child returns to school.

ALVA 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 ALVA'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.

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Student Offenses and School Action

Student Offense	Possible School Action
Academic Dishonesty (Plagiarism, cheating on Coursework, standardized testing, and/or submitting an assignment, in final form, that is AI generated)	ALVA students are required to attend, complete, and submit all work as their own for all schoolwork and state assessments. Teachers closely monitor academic integrity in all areas. If a student is found to have plagiarized, cheated, or falsely identified themselves, the ALVA teacher will intervene immediately to research the possible infraction. A meeting may be scheduled by faculty or staff with ALVA 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 live class 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. Learning guardians/learning coaches should review appropriate usage of computers with their students before using school computers. Legal Guardians/learning coaches are the responsible adults for logging into the computer and should maintain a confidential user password.	Depending on the misuse of the school computer, the Academic Administrator (Principal) or Executive Director will determine disciplinary consequences, including loss of privileges up to expulsion. Notification of appropriate law enforcement agency as necessary.
Disrespectful Behavior or Inappropriate Conduct: Students and legal guardians/learning coaches are expected to comply with reasonable directives of school personnel in	School suspension or expulsion may occur.

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.	
Weapons: Weapons are not permitted in any facility utilized by ALVA during school events or outings, including any standardized testing locations. Weapons may be defined as firearms, knives, cutting tools, or any instrument capable of inflicting serious bodily injury. Small pocket knives are considered weapons under this definition and should not be brought on any premise used by ALVA.	ALVA administration will take 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.
Vulgar/Obscene Language, Gestures, or Display: To establish and maintain a proper atmosphere for education, students are to refrain from inappropriate, vulgar, and/or 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 legal guardian or appropriate school officials), purported drugs, tobacco, and alcohol products will not be permitted on school outings or at any sites utilized by ALVA for any	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.

school related activities or events, including testing.	
Having possession of a cell phone in a testing session.	Students test(s) will be invalidated. The student will not be allowed to continue testing. Immediate school suspension or expulsion may occur.

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 a student is found to be in violation of ECS 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"

Due Process

Students shall be treated with fairness in all discipline matters and shall be accorded procedural due process when the discipline measures of short- and long-term suspension or expulsion are applied. Before being punished for violation of a Board policy or local school rule and regulation, the local school principal or designee shall ensure that students are accorded the following minimal due process:

The Informal Process

1. The student and legal guardian shall be given oral or written notice of the charges(s) against the student.
2. The evidence supporting the charge(s) shall be explained to the student and legal guardian
3. The student shall be given an opportunity to present his/her/their own version of the facts concerning the charge(s).

The disciplining authority (principal, teacher, etc.) may impose appropriate discipline measures immediately following the informal due process hearing stated above.

The Formal Process

When a student is facing possible long-term suspension (more than 10 school days) or expulsion, the Administrators shall ensure that the following formal due process procedures are accorded the student:

1. The right to a hearing before all Administrators,
2. The right to be represented by counsel,
3. The right to cross-examine witnesses,
4. The right to a written record of the hearing, and
5. The right to a written record of the Board's decision.

Formal Process for Exceptional Students

Prior to the application of the above procedures to an exceptional student, the said student's IEP committee shall be convened to determine if the student's behavior warranting punishment is related to the exceptionality. In the event it is determined the student's behavior is not related to the exceptionality, the student shall be treated as any other student, except that, an exceptional program student may not be suspended or expelled for more than ten (10) school days without being provided an alternative educational program. If it is determined that the offense is related to the exceptionality, the student shall not be punished, suspended, or expelled.

Students shall be assured the opportunity for an orderly presentation and review of grievances.

- Level One: The resolution of a grievance through free and informal communications as close as possible to the point of origin is encouraged. A student with a grievance may first take it to his immediate teacher or principal. Both shall be consulted prior to further resolution procedures.
- Level Two: In the event the aggrieved person is not satisfied with the disposition of his grievance at Level One, he/she/they may file an appeal in writing with the superintendent or his/her/their designee within five (5) days of the meeting at Level One. Within ten (10) days from receipt of the grievance, the Executive Director shall request a conference with the aggrieved or render a written decision.
- Level Three: In the event the aggrieved person is not satisfied with the disposition of his grievance at Level Two, they may request the Executive Director or their designee to

schedule a brief hearing before the Board of Education at its next regular meeting in closed session.

The aggrieved person may select a representative to accompany him/her at each level, may ask such representative to state the facts in written form, and may request a written decision at each level outlined above.

The grievance procedure must be initiated at the level at which the grievance occurred, and all requirements specified must be observed by students and school officials.

For the discussion and consideration of a grievance, time and place shall be selected which will not interfere with regular scheduled classes of school-related activities. The faculty and administration shall make an honest effort to resolve student grievances as quickly as possible at the most immediate level of supervision.

Technology Clause

By enrolling in an online school program, you have exhibited understanding that the ability to access the internet is required daily. With that being said, errors in technology do occur, and it is understandable that time off from school may be warranted by lack of acceptable computer equipment and internet malfunctions. 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 legal guardian/learning coach to (1) notify the instructor and (2) seek 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 <http://help.k12.com> or 866-512-2273.

Testing Information

Benchmark Assessments

At ALVA, our goal is for every student to achieve at least one year's academic growth every school year. We monitor students' progress towards this goal with benchmark assessments conducted in Fall, Winter, and Spring. All students (excluding 12th graders) MUST complete the benchmark assessment to the best of their ability- this is not optional. A student's failure to complete the growth assessment may result in administrative withdrawal based on the Non-Resident Students policy. Not only do the results of the assessment help measure students' academic growth, but teachers also use the results to plan personalized instruction for students.

Al ELI

Al ELI (Alabama Early Learning Intervention) is the updated version of the AlaKids (Alabama Kindergarten Inventory of Developing Skills). Al ELI is a statewide whole child assessment for kindergarten students. It is used to provide early learning agencies, families, and teachers with

information on what is taking place in the early years before the child transitions into the school environment. It is administered virtually by teachers in the first month of kindergarten.

Mandatory State Testing

Alabama Virtual Academy students are required to complete their grade level state testing for each school year, whether in person or virtual. This is a requirement for continued enrollment at ALVA. A student's failure to complete their grade level state testing may result in administrative withdrawal based on the Non-Resident Students policy. Please see the Testing Handbook (which will be provided to you prior to the first testing date listed below) for additional and more specific details.

TEST	GRADE LEVEL	DATES
Pre-ACT	10 th grade only	September 30 – October 2, 2025
ACT WorkKeys*	12 th grade only	October 21 st – 23 rd , 2025 March 2 nd – 6 th , 2026 (<i>re-test</i>)
ACT plus Writing	11 th grade only	March 10 th – 12 th , 2026
ACCESS	Special populations only	January 26 th – 30 th , 2026
ACAP Summative	2nd through 8 th grades only	March 16 th – April 24 th , 2026
ACAP Alternate	Special populations only	March 2 nd – 6 th , 2026

**Based on state guidelines in the Assessment Testing Dates Memorandum, we will just be testing students who have not earned CCRI credentialing.*

K-5 Student Learning Expectations & Grading Policies

School Requirements

The following are ALVA school requirements:

- Complete all testing requirements
- Work daily in the curriculum as assigned on the daily plan in the online school
- Submit work samples to teacher
- Attend and participate in live class sessions
- Participate in conferences and calls
- Complete assignments in online school
- Complete back on track plans if applicable

Progress

Students must score at least 80% (mastery) on their assignments. Learning coaches should regularly check the student's progress and look to see if the work is mastered. It is recommended that LC's check this daily and have students go back and redo work that does not earn mastery.

Students are expected to progress 2.5% to 3% each week in each core curriculum course. Exceptions will be made when needed and are based on the 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).

Live Class Attendance Policy

Elementary students receive an engagement grade for attending required live class sessions each quarter. This engagement grade is part of the school's requirements. All students begin the quarter with 100 points. To retain those 100 points each quarter, students must fulfill the following requirements:

- Attend class
- Participate in class using the classroom tools (microphone, camera, chat, and/or other tools)
- Complete the class exit ticket

If students do not attend the required class each day, points will be deducted from the engagement grade in the grade book. If students need to miss a class due to an unforeseen emergency, please email your homeroom teacher in advance (if possible) and let them know of the upcoming absence. Students may go back and watch the recording and submit the required exit ticket for engagement credit.

Students are allowed 5 excused absences per semester to gain engagement credit for watching the recording and earning points for the absence. An excused absence consists of a parent or doctor's note submitted no later than 3 days after the missed absence. Once the student has exceeded 5 parent excused absences, then the student must have a doctor's note for further excused absences for engagement credit.

Gradebook

ALVA uses a gradebook to provide students and their learning coaches with a 24/7 live view of their weighted grades. Students and learning coaches can access the gradebook through their K12 School (OLS). Courses in the gradebook are managed by classroom teachers. If there are any errors or questions about posted grades, please contact the classroom teacher directly.

Progress Reports and Final Grade Breakdown

Progress reports are unofficial grades based on student progress and graded assignments through the previous date. Learning Coach will be emailed detail report showing assignments scores for each class on a weekly basis from the K12 School (OLS). The data included will be as of the day before it is received. Any grading or progress done in the late evening of the night before or on the actual receipt day will not be reflected in the information that you receive.

For each grading period, the letter grade is based on the weighted grading scale below. Students' grades are based on K12 School (OLS) assessments and school requirements. School requirements include but are not limited to work samples and required testing.

Final Grade Breakdown K-5 Grades			
Course	K12 School Assessments	School Requirements	K12 School Completion
ELA	70%	30%	
Phonics (K-1 Only)	70%	30%	
Math	70%	30%	
Science	100%		
Social Studies	100%		
Health	100%		
Art			100%
Music			100%
K-2 Grading Scale S=Satisfactory 80-100% NI=Needs Improvement 60-79% U=Unsatisfactory 0-59% 3-5 Grading Scale A=90-100% B= 80-89% C=70-79% D=60-69% F=0-59% Art and Music S and U			

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 a 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.

Late Work

After an assignment's due date, late work will automatically be graded with a Zero. This zero is to reflect that the student has not completed the assignment by the due date. Students can go back

and complete the assignment to cancel out the zero. The assignment will automatically update to reflect the completed score. Any assignment not completed by the end of the school year will become a permanent zero.

Work samples that are submitted after the assigned due date will receive point deductions as follows:

- 2 points deducted submitted 1-3 days late
- 4 points deducted submitted 4+ days late

Work samples will not be accepted from a quarter that has ended.

School Requirements

School requirements include diagnostic and benchmarks, engagement grades, quarterly work samples from core courses, state testing attendance requirements, and participation throughout the year.

Physical Education Requirements

All K-5 students will participate in their grade level physical education course pursuant to the K12 curriculum.

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 in those areas of deficiency, over time, in a manageable way. These plans will be reviewed weekly 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 a live class session, 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.

Honor Roll

Honor Roll recognizes students for their hard work and provides an incentive to continue working diligently. Honor Roll status will be determined by teachers at the end of each quarter using the criteria below. Students will receive recognition after honor roll eligibility is determined.

- K-2 Honor Roll: "S" in all core subjects (ELA, Phonics (k-1), Math, Science, Social Studies)
- 3-5 High Honor Roll: "A" in all core subjects (ELA, Math, Science, History)
- 3-5 Honor Roll: "A & B" in all core subjects (ELA, Math, Science, History)

Alabama Literacy Act

AL HB388 established the Alabama Literacy Act in 2019 to improve the reading proficiency of kindergarten to third grade students to ensure that those students are able to read at or above grade level by the end of their grade by monitoring the progression of each student from one grade level to another, in part, by his or her proficiency in reading. Students will be assessed throughout the year using STAR Reading and Early Literacy assessment for benchmarks. Students who need further intervention will be invited to RTI Tier 3 sessions. An additional summer reading program will be offered each year to students who fall in the at-risk ranges. **Students who do not reach a proficient score on the third-grade state testing reading assessment (ACAP) will not be promoted to the fourth grade.**

Alabama Numeracy Act

The Alabama Numeracy Act (Act 2022-249) builds the capacity of elementary educators and ensures that they have the support and tools needed to be successful in the classroom and improve student achievement. It is a comprehensive statewide plan to address Alabama's math crisis. The legislation includes intensive support for schools such as:

- K-5 math coaches in every elementary school
- High-quality instructional materials & curricula that are aligned to our Alabama-teacher written & vetted standards
- Training for teachers and principals
- Intensive interventions for struggling students
- Accountability to ensure schools are making progress.

Summer Extensions

Students who failed coursework in Math and/or ELA will be recommended for the summer extension program. The summer extension program will consist of five (5) days. Students will have the opportunity to continue their coursework in Math and/or ELA. Teachers will be available for live help sessions and will communicate with students through phone calls and emails to ensure students are successfully completing coursework and demonstrating mastery of standards. If your student is invited to summer extension, you will have to confirm that they will or will not attend by designated date.

6-12th Grade Student Expectations & Grading Policies

Expectations of Difficulty, Participation and Time Commitment

ALVA 6-12th grade program is teacher paced, graded and on a semester calendar. It is not mastery based, or learning coach directed like the Elementary program. Students work mostly on the computer and have online textbooks with specific assignment due dates.

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 each course each day, you are probably not doing enough to pass the class. If this is happening, contact your teacher so you can review what you are doing each day. If you need help 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 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 activities.

Grading Scales

Middle & High School Grading	
Course Percentage	Letter Grade
100%-90%	A
89%-80%	B
79%-70%	C
69%-60%	D
59% and below	F

High School Credit Recovery Grading	
Course Percentage	Credit Recovery Final Grade
100%-90%	70
89%-80%	67
79%-70%	65
69%-60%	60
59% and below	No credit

Graded Assignments

Whether teacher scored or computer scored, students will have graded assignments each week. 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.

Late Work

All assignments at ALVA have due dates throughout the semester to best pace student learning. If students do not complete the assignment by the due date, a temporary zero will be placed in the

grade book. Students are permitted to submit assignments beyond the due date until the Quarter End Date. Assignments will not be accepted after the Quarter End Date, and temporary zeros will become permanent.

Grade Determination

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

Regular courses are weighted using a 4-point scale where A = 4, B = 3, C = 2, D = 1 and F = 0. Honors, AP, and Dual Enrollment courses are weighted higher per district policy.

High School credits are awarded at the end of fall semester if it is a .5 credit course and at the end of Spring semester if it is a 1.0 credit course.

Semester End Due Dates and Final Exam Schedule

Final exams are at the end of the fall and spring semesters. Students who cheat and/or plagiarize on a final exam or 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.

(This was intentionally left blank.)

Quarter 1 End Dates				
October 6, 2025	October 7, 2025	October 8, 2025	October 9, 2025	October 10, 2025
		Last Day of Quarter 1	Quarter 2 begins	
October 13, 2025	October 14, 2025	October 15, 2025	October 16, 2025	October 17, 2025
Student Holiday	Student Holiday	Student Holiday		All assignments from Quarter 1 due by 11:59 PM

Quarter 2/Semester 1 End Dates				
December 8, 2025	December 9, 2025	December 10, 2025	December 11, 2025	December 12, 2025
	Teacher Graded Work Due by 11:59 PM		Computer Graded Work Due by 11:59 PM	Notification of Exam Exemptions
December 15, 2025	December 16, 2025	December 17, 2025	December 18, 2025	December 19, 2025
Exams	Exams	Exams		All exams close at 11:59 AM

Quarter 3 End Dates				
March 9, 2026	March 10, 2026	March 11, 2026	March 12, 2026	March 13, 2026
				Last Day of Quarter 3
March 16, 2026	March 17, 2026	March 18, 2026	March 19, 2026	March 20, 2026
First Day of Quarter 4				All assignments from Quarter 3 due by 11:59 PM

Quarter 4/Semester 2 End Dates				
May 12, 2025	May 13, 2025	May 14, 2025	May 15, 2025	May 16, 2025
Teacher Graded Work Due by 11:59 PM		Computer Graded Work Due by 11:59 PM	Notification of Exam Exemptions	Exams
May 18, 2026	May 19, 2026	May 20, 2026	May 21, 2026	May 22, 2026
Exams	Exams	All exams close at 11:59 AM	Last Day of School	

Seniors Only - Quarter 4/Semester 2 End Dates				
April 20, 2026	April 21, 2026	April 22, 2026	April 23, 2026	April 24, 2026
	Seniors Only Teacher Graded Work Due by 11:59 PM		Seniors Only Computer Graded Work Due by 11:59 PM	Seniors Only Notification of Exam Exemptions
April 27, 2026	April 28, 2026	April 29, 2026	April 30, 2026	May 1, 2026
Senior Only Exams	Senior Only Exams	Senior Only Exams	Seniors Only All exams close at 11:59 AM	

Final Exam Policy

Students may be exempt from exams if they meet the following criteria:

1. “A” Average in the Course
2. Have turned in all assignments
3. Have no academic integrity occurrences in that subject; and
4. Meeting STAR testing requirements

This Policy is “per course” therefore; a student may be exempt from one subject and not another. Example: 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.

Middle School Advanced Math Track

Students entering 7th grade with ALVA will have the opportunity to enroll in the Advanced Math Track. Students will be chosen by scoring proficient or advanced on the end of year STAR test and have a teacher recommendation.

Students in the Advanced Math Track, will follow the math class plan below:

- 7th Grade Year: Accelerated Math 7
- 8th Grade Year: Accelerated Math 8
- 9th Grade Year: HS Geometry
- 10th-12th Grade Years: Upper-level math courses

All other courses would remain consistent with the appropriate grade level.

Honors Course Policy (High School Only)

- Honors placement is dependent upon student interest and teacher recommendation.
- Towards the end of each school year, teachers are asked to identify potential students for honors placement in the upcoming year. Families are then given the choice to enroll in honors courses based on the teacher’s recommendation.
- Honors courses cover the SAME content as the grade level, but have additional projects added to fulfill the Honors credit requirements.
- Students who do NOT complete the required Honors project per course will be removed from that Honors course.
- Once students are enrolled in honors courses, they are committed to completing all assignments for the course, and the final grade will reflect the student’s work throughout the semester.
- Students will not be allowed to drop down to the regular course during the school year without administrative approval.
- Administration may review honors student progress periodically and restrict students who are not in good academic standing from taking further honors or AP courses
- AP and Dual Enrollment courses use a 1.0 added value with a 5-point scale. Honors courses use a 0.5 added value with a 4.5-point scale.

Honor Roll

- All A Honor roll qualifies a student for the High Honor Roll
- A-B Honor roll qualifies a student for the Honor Roll

Report Cards

Report cards are issued at the end of each semester via email. Fall semester report cards will be emailed in January. Spring semester report cards will be emailed in June.

Parents and learning coaches should check their student's grades on the K12 School (OLS) weekly to ensure their student is successfully passing their courses.

High School Promotion and Graduation Requirements

Promotion

In high school grade level classification is based on credits. Students must have the appropriate number of credits to be considered on grade level.

- **Freshman:** 0 - 5.5 credits
- **Sophomore:** 6 - 11.5 units
- **Junior:** 12 - 15.5 units
- **Senior:** 16 - 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.

Students will not receive additional credit for any repeated course that they have already successfully passed and obtained credit. If this instance arises, they will be contacted and informed that they can either drop the course or continue in the course, but that they will not be awarded credit for it. This will be the same for students who must be placed into courses without a prior transcript on file and those who come to us with transcripts from previous schools indicating they repeated a course prior to enrolling with Alabama Virtual Academy.

Graduation Requirements

To earn a diploma, a student must have at least 24 credits in specific areas to qualify for graduation. Below you will find the links to the Alabama State Department of Education's Alabama High School Graduation Requirements spreadsheets by graduating class.

[Class of 2024 and 2025 Graduation Requirements](#)

[Class of 2026 and 2027 Graduation Requirements – Option A](#)

[Class of 2026 and 2027 Graduation Requirements – Option B](#)

[Class of 2028 and beyond Graduation Requirements – Option A](#)

[Class of 2028 and beyond Graduation Requirements – Option B](#)

College and Career Readiness

Effective for students of the graduating Class of 2026, who entered Grade 9 for the first time during the 2022-2023 school year, the *Alabama High School Diploma: General Education Pathway* shall be issued to students who earn the required credits and earn one or more of the following college and career readiness indicators:

- Earning a benchmark score in any subject area on the ACT college entrance exam.
- Earning a qualifying score of three or higher on an Advanced Placement exam.
- Earning a qualifying score of four or higher on an International Baccalaureate exam.
- Earning a college credit while in high school.
- Earning a silver or gold level on the ACT WorkKeys exam.
- Completing an in-school youth apprenticeship program.
- Earning a career technical industry credential listed on the compendium of valuable credentials of the Alabama Committee on Credentialing and Career Pathways (ACCQT).
- Being accepted into the military before graduation.
- Attaining Career and Technical Education (CTE) completer status.
- Completing an ALSDE-approved computer science course.
- Any additional College and Career Readiness (CCR) indicator approved by the Alabama State Board of Education.

Except for students who are pursuing the *Alabama High School Diploma: Essentials Pathway* or the *Alabama High School Diploma: Alternate Achievement Standards (AAS) Pathway*, no student shall receive the *Alabama High School Diploma: General Education Pathway* without earning one or more of the college and career readiness indicators. Any student not receiving the *Alabama High School Diploma: General Education pathway*, who later becomes in compliance, may only receive the *Alabama High School Diploma: General Education Pathway* if the remedy occurs within the two years of their initial failure to graduate.

More information can be found on the [Alabama Achieves Graduation Requirements page](#).

Alabama Civics Exams Requirement

In 2017, Governor Ivey signed Act #2017-173 mandating that Alabama Students are also required to pass the Alabama Civics Exam in the United States Government class. Earning a passing score on this test is required for graduation. Credit is granted for courses in which the student earns an A, B, C or D. Credit is not awarded for courses in which the student earns an F.

Financial Literacy Course Requirement and Exam

In 2023, Governor Ivey signed Act #2023-179 mandating that Alabama Students entering Grade 9 in the 2024-2025 academic year complete a course in personal financial literacy

along with an accompanying financial literacy examination. The financial literacy course must include instruction in the following topics: Banking and Financial Institutions, Managing Finances and Budgeting, Money Management and Personal Tax Liabilities, Saving and Investing, Risk Management and Insurance, Credit and Debt Management, and Business and Legal Concepts. At ALVA, Career Preparedness fulfills the instructional requirements specified in Act #2023-179. To earn a passing score of the Financial Literacy Exam, students must answer a minimum of thirty (30) items correctly out of fifty (50).

Free Application for Federal Student Aid (FAFSA)

Effective with the graduating Class of 2022, the following requirements shall be fulfilled on behalf of the graduating senior as part of the graduating senior's transition into postsecondary education, training, or the workforce: Submit to the United States Department of Education a Free Application for Federal Student Aid (FAFSA) or Certify a non-participation waiver, in writing, to the 12th grade counselor if the graduating senior chooses not to complete and submit FAFSA.

Diploma Options

Alabama Virtual Academy offers three diploma options for general education students. The diplomas are considered standard, honors, and highest honors diplomas. Students must meet with their counselor to partake in honors or highest honors diploma. All students are pursuing a standard diploma unless specified differently by their counselor. Students with disabilities as defined by IDEA have additional options that are determined by the IEP team. The options for students with disabilities are considered standard diploma, essentials pathway, and alternate achievement pathway.

Standard Diploma (24 credits)

A student must have at least 24 credits in specific areas to qualify for a standard diploma. Below you will find the links to the Alabama State Department of Education's Alabama High School Graduation Requirements spreadsheets by graduating class that lists all required credits to graduate.

[Class of 2024 and 2025 Graduation Requirements](#)

[Class of 2026 and 2027 Graduation Requirements – Option A](#)

[Class of 2026 and 2027 Graduation Requirements – Option B](#)

[Class of 2028 and beyond Graduation Requirements – Option A](#)

[Class of 2028 and beyond Graduation Requirements – Option B](#)

As an NCAA-approved institution, ALVA provides a curriculum with various core courses that meet the academic requirements for college-bound student-athletes. Our students can pursue the necessary academic qualifications to play sports at NCAA Division I, Division II, or Division III

schools. Legal guardians/learning coaches and students should reference the resources available through the NCAA website to ensure the student completes the 16 NCAA-approved core course credits and additional requirements. More information can be found on the [NCAA Educational Resources](#).

Advanced Academic Endorsement with Honors Distinction Diploma (26 credits)

In addition to the general graduation requirement, the following criteria additions must be satisfied:

- Four (4) credits in Honors Courses
- Three (3) Advanced Placement/Dual Enrollment Academic Course Sequences
- Two (2) credits in a single foreign language
- Geometry, Algebra I, Algebra II with Statistics, and one higher level math course (Pre-Calculus or AP Computer Science)
- Biology, Chemistry, and two advanced science courses, and
- All other requirements associated with credits needed for the Alabama High School Diploma

Advanced Academic Endorsement with Highest Honors Distinction Diploma (28 credits)

In addition to the general graduation requirement, the following criteria additions must be satisfied:

- All Honors /AP courses in 9th & 10th grades
- Two (2) credits in a single foreign language sequence
- All AP/Dual Enrollment Academic Course Sequences in 11th & 12th grades
- *Honors Geometry (9th), Honors Algebra II (10th), Pre-Calculus (11th), and AP Calculus (12th); and
- All other requirements associated with credits needed for the Alabama High School Diploma.

**Students who do not take Advanced Math 7th and 8th grade will need to speak with their counselor about their math course progression*

Alternate Achievement Standards Pathway

This is available to students with disabilities as defined by IDEA. This diploma will be awarded to any student who completes the courses on the Alternative Achievement Pathway, who are working toward extended standards and take the Alabama Alternate Assessment. This pathway is not fully aligned to the Alabama Course of Study.

Alternative Achievement Standards

1. Available to students with disabilities as defined under IDEA
2. Students with disabilities who have not earned a regular high school diploma are entitled to services until age 21.
3. The core content area courses are based on the Alabama Alternate Achievement Standards for English/Language Arts, Mathematics, Science and Social Studies.

Please note that diploma options are determined by the IEP team during the IEP meeting at the end of the school year. This pathway is not an option for all students.

Essentials Pathway

This is an option for students with an active IEP. This pathway is not fully aligned to the Alabama Course of Study. Students who earn credit in at least one (1) Essentials/Life Skills Core course must complete all requirements of the Essentials pathways include the following:

- Career Preparedness
- Community-Based Work Training
- Two (2) Career and Technical Education courses in a sequence
- Workforce Readiness or Transition Services
- Cooperative Education/School-Based Enterprises and/or Essentials Career Preparation

Students must have a minimum of 140 hours or apprenticeship or internship experience. The Alabama High School Diploma: Essentials Pathway may be accepted by most Alabama community colleges; however, the diploma pathway may not be accepted by most four-year institutions, the National College Athletic Association (NCAA) for eligibility purposes, or branches of the United States Military, either active duty or reserves.

Please note that diploma options are determined by the IEP team during the IEP meeting at the end of the school year. This pathway is not an option for all students.

CTE (Career and Technical Education) Pathways

ALVA Career and College Prep currently offers five (5) approved Career Readiness Education Pathways, with two additional in approval processes, leading to career skills and job ready credential opportunities students can list on their resume and/or college application. This credential sets the student(s) a step above the average applicant. In ALVA Career and College Prep, students will have project-based learning opportunities, professional skills training, industry training, test and certification preparation, work-based learning, and state-aligned CTE program courses. All high school students at ALVA are opted in for Career and College Prep program opportunities. These courses offer opportunities to earn a College and Career Readiness Indicator (CCRI), required to earn a diploma.

In the 2025-2026 school year, high school students will be assigned one of the following CTE Pathways:

ALSDE CTE Cluster	ALSDE Program (Stride Pathway)
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Management & Entrepreneurship	Business Administrative Services
Management & Entrepreneurship	Business Information Technology
Education	Early Childhood Education
Healthcare & Human Services	Health Science
Hospitality & Tourism (awaiting approval)	Travel & Tourism
Digital Technology	Information Technology Support and Services
Advanced Manufacturing (awaiting approval)	Additive Manufacturing

**This table shows the state alignment for CTE.*

Students can choose to take a CTE pathway and a foreign language pathway if college readiness is desired by the student.

Career Readiness credentials are made available to all students enrolled in a program where career and technical skill proficiencies are aligned with industry recognized standards. The credential provides proof that the student possesses the career skills and/or job ready skills required for entry-level employment. Credentials are recorded on the student's high school transcript and earn a CCRI.

Credentials are available and offered to any student enrolled in the Career and College Prep program in ALVA's high school with sequenced courses aligned with ALSDE's CTE programs to earn a pathway credential or certification. Completion of three courses within one program, earning a 70+, within a program earns a student their CCRI.

The pathways we currently offer are:

1. Business Administrative Services

- Year one: Business Software Applications or Career Preparedness
- Year two and/or three: Business Software Applications II or Customer Service and Sales
- Year three: Business Communications
- Year four: Coop or CTE Lab in BMA
- Credential Option: Microsoft Office Specialist (Must pass Microsoft Word, Outlook and PowerPoint) and Skills for Success Customer Service

2. Business Information Technology

- Year one: Business Software Applications or Career Preparedness
- Year two and/or three: Business Software Applications II, Exploring Computer Science, Web Development or Digital Media Design
- Year three: AP Computer Science
- Year four: Coop or CTE Lab in BMA
- Credential Option: Microsoft Office Specialist (Must pass Microsoft Word, Outlook and PowerPoint)

3. **Health Science**

- Year one: Foundations of Health Science
- Year two: Human Body Structures and Functions, Safety and Health Regulations
- Year three: Medical Terminology, Pharmacy Technician, Emergency Medical Services, and/or Emergency Services and Management
- Year four: CTE Lab in Health Science
- Credential Option: ACE; Public Safety Telecommunicator; Certified Pharmacy Technician; Skills for Success – Mental Health Worker, Ambulance Operator, Community Health Worker or Veterinarian Assistant

4. **Information Technology Support and Services**

- Year one: Information Technology Fundamentals
- Year two: Technology Support and Services
- Year three: CTE Lab in Information Technology
- Credential Option: CompTIA A+, Comp TIA Tech +, Skills for Success – Drone Operator

5. **Early Childhood Education**

- Year one: Foundations in Education
- Year two: Early Childhood Education
- Year three: Educating Infants and Toddlers
- Year four: CTE Lab in Education and Training
- Credential Option: Google Educator, Levels 1 and 2 and Skills for Success Mastering the Customer Experience

ALVA also offers one (1) foreign language pathway that any student can enroll in for college readiness skills. Students in these pathways will need to earn a Career Readiness Indicator through one of the following options: earn one or more dual enrollment college credit, score 3 or higher on an AP exam, or score within range on ACT or Work Keys. Students can take Spanish as a foreign language pathway. The Non-Credential Pathways we offer are:

Foreign Language: Spanish (College Readiness)

- Year One: Spanish I
- Year Two: Spanish II
- Year Three: Spanish III

To earn Career Readiness Indicator the student will need to: complete three (3) courses within the CTE program with 70% or higher in two (2) years, earn one or more dual enrollment college credit, score 3 or higher on an AP exam, or score within range on ACT or Work Keys.

Valedictorian & Salutatorian

The Valedictorian designation shall be the student with the highest cumulative grade point average in grades 9-12, with the highest diplomas considered first. The Salutatorian shall be the student with the next highest cumulative grade point average. The valedictorian(s) and salutatorian(s) will be recognized in graduation ceremonies. The valedictorian and salutatorian will be determined by

the grade point average at the end of the senior year. Any disciplinary issue (including cheating, plagiarism, etc.) dealing with academic integrity will disqualify a student.

Students who qualify for valedictorian or salutatorian must meet the following criteria:

1. Must have the highest-grade point average (GPA) of the students with whom they are compared in the graduating class (e.g., regular education).
2. Must have enrolled as a full-time student in Alabama Virtual Academy for at least four consecutive semesters preceding the graduation date.

If two or more students are tied for the rank of valedictorian, they shall be designated as co-valedictorian and/or salutatorian, or multiple salutatorians shall also be designated.

Students selected as valedictorians and salutatorians must complete all requirements for graduation by the end of the second semester of the senior year. Students who have been selected but fail to complete all requirements for graduation by the end of the second semester for any reason shall become ineligible, and the next eligible candidate will be selected as the valedictorian or salutatorian.

Beginning with the graduating Class of 2029, ALVA will no longer be designated a Valedictorian or Salutatorian. This change reflects our commitment to recognizing a broader range of student achievements and promoting a more inclusive academic environment. Academic honors will continue to be acknowledged through distinctions such as highest honors, honors, dual enrollment completion, etc. based on students' overall GPA and academic performance.

Dual Enrollment/Dual Credit

The Alabama State Board of Education has authorized dual enrollment programs between public colleges and universities and local boards of education. Eligible students may enroll in postsecondary institutions in order to dually earn credits for a high school diploma and/or a postsecondary degree. Our students are also offered in-house dual enrollment opportunities in some courses, with proper procedures completed. The following options may be offered in dual enrollment:

- Students may earn college credit (dual enrollment) or
- Students may earn both high school and college credits for the same course (dual enrollment/dual credit)

Students must meet the following criteria:

1. Students must be in grade 10, 11, or 12.
2. Students seeking enrollment in Dual Enrollment for Dual Credit coursework must have a minimum cumulative (unweighted) high school grade point average of 2.5 on a 4.0 scale.

3. Students must have written approval from the Academic Administrator (Principal or Executive Director) and counselor. Approval from secondary school officials indicates that the student has demonstrated both academic readiness and social maturity

For more information regarding dual enrollment/dual credits, please contact the Dual Enrollment Coordinator.

Advanced Placement (AP) Courses

Alabama Virtual Academy offers Advanced Placement courses to current high school students. Students who enroll and complete AP courses demonstrate to college admission officers that they have sought an educational experience that will prepare them for success in college and beyond. AP courses give your student a chance to experience college-level courses in high school. Your student will have the opportunity to explore deeper into subjects they love while building the skills and confidence they need to succeed in college. The AP teachers work with their students to develop and apply the skills, abilities, and content knowledge they will need later in college. We strongly encourage students to participate in the College Board's AP Exam for all AP courses that they completed at Alabama Virtual Academy. Students who receive qualifying scores on AP exams may receive college credits and/or advanced placement at participating colleges and universities. The cost of each AP exam is approximately \$99. If a student registers after the deadline or registers but doesn't take the exam, the student will pay a \$40 fee per AP exam. More information can be found at the [AP exam fees page](#).

We offer the following AP® Courses:

- AP® Biology
- AP® Chemistry
- AP® Government & Politics
- AP® U.S. History
- AP® Macroeconomics
- AP® Literature & Composition
- AP® Language & Composition
- AP* Computer Science Principles

Please note that an AP course may not be offered if enrollment for that course is insufficient.

Credit Recovery

Credit recovery provides students with the opportunity to earn the credit in courses that were failed between a 39.5 and a 59.4 the previous school year. The goal of credit recovery is to ensure that students are on track according to their graduation plan and receive their diploma during their respective cohort. Credit Recovery courses are aligned to Alabama State Standards, and students must demonstrate mastery to obtain the credit in the course.

Any high school student failing one or more core courses may be placed in the Credit Recovery program the following school year. Credit Recovery courses are modified and developed for completion in a 9-week time. The courses in Credit Recovery are not intended to aid in early graduation. The courses are designed to help students who have failed the regular course, get back on track with their graduating class. Students may repeat a course in which they have earned an F. The student may be enrolled in the regular course again the following year or the corresponding credit recovery course during the following school year, if the regular course was failed between a 39.5 and a 59.4.

Students that choose to participate in a credit recovery course will not receive a final average above 70. Students will only be allowed to complete 2 credit recovery courses per semester, unless approved by the principal.

Students that enroll in the credit recovery acknowledge and understand that the National Collegiate Athletic Association (NCAA) does **not** recognize Credit Recovery for course credit and advise athletes accordingly or prohibit their participation.

School Year Credit Recovery

After the completion of the school year, counselors will review transcripts during the summer and decide which students are credit deficient and who qualify for Credit Recovery (CR) courses. Students who qualify for CR courses will be placed in up to 2 Credit Recovery (CR) courses. Students who prefer, for various reasons, to retake the full, regular course will need to reach out to their grade-level counselor to make that request prior to the start of the new school year.

Summer Course Extensions

Summer course extensions will consist of five (5) days of 4 hours for each ½ credit the student wishes to recover (with a max of 2 allowed). Summer extensions will be offered for all core classes in middle school and high school. B term courses only are available for summer school. If your student is invited to summer extensions, you will have to confirm that they will or will not attend by the designated date.

Appealing of Final Grades and Awarding of Credit

Students and legal guardians may appeal against a student's final grade or the school's decision to award credit for a course up to 30 days after the end of the semester. Appeals *will not* be considered later than 30 days after the end of the semester. You may appeal by reaching out to either the Middle School or High School Principal.

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 https://www.alea.gov/sites/default/files/inline-files/Enrollment%20Exclusion%20Form_0.pdf.

Fill out section I "Applicant" and email the form to ewittner@alvirtual.org. 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.

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. ALVA 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.

Students ages 16 to 19 who have 10 or more consecutive or 15 cumulative days of unexcused absences during a single semester will be reported to the Alabama Department of Public Safety which may result in suspension of their driver's license. *Code of Alabama (1975) §16-28-40; Alabama Administrative Code 290-3-1-.02(7)(b)(1)*

Work Permits

To obtain a student work permit (if required by your place of employment), please obtain the work permit from your place of employment, fill out the student information section, and send the request to your student's school counselor.

Academic Advancement

End of Year Grade Level Promotion/Retention

Eufaula 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:

- **K-5th Grade:** Each case of retention shall be on an individual basis, and the best interests of the child shall be given primary importance. Because of the many variables, it is necessary to rely upon the professionalism of the teacher and the principal in making decisions based upon multiple criteria. A student who fails any one or more of reading, language, and mathematics shall be invited to attend summer extension and meet an accepted standard for promotion.
- **6th-8th Grade:** To be promoted, a student must receive a passing yearly average for all six (6) courses. If these criteria are not met, the student shall be retained unless extenuating circumstances justify promotion or placement in an appropriate skills-based educational program. Students who fail in one of these subjects may be considered for promotion if summer schoolwork meets an accepted standard.
- **9th-12th Grade:** Students shall be counseled by teachers and administrators to clearly understand they are expected to pass all courses. Upon entry into the 9th grade, a cohort year is assigned to the student which is the year a student is expected to graduate. Grade placement is determined by the number of units of credit earned. All local and state requirements must be met before a diploma can be issued to any student. Required subjects which are failed must be made up during the school year, or in a legitimate summer school class of the same content, and/or an approved correspondence course.

K-8 and Middle School Retention Process and Procedure

The process and procedure described below is provided to assist Principals and teachers in making decisions regarding the retention of students in grades Kindergarten through 8th grade:

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 principal and teacher(s)'s responsibility. The teacher shall make the initial suggestion, but careful consideration shall be given by both teacher and Principal. **A legal guardian may suggest promotion or retention, but the decision is a professional one and shall not be made solely on the wishes of a legal guardian.** Risk of retention letters are sent prior to the end of the school year. Parent conferences can be scheduled upon request.

K-5 Course Promotion

Students in K-2 grades must receive a grade of NI or higher in the grade book for course promotion. Students in 3rd-5th grades must receive a grade of D or higher in the grade book for course promotion.

K-5 Acceleration Policy

ALVA's acceleration policy aligns with district policies to support student progress at a pace relative to abilities. It is important to understand that the decision to advance a student to the next course

is made jointly by the acceleration committee comprised of the teacher, gifted specialist, school counselor, parent and administration and focuses on what is in the best interest of the child. Academic achievement through content mastery is the cornerstone of the Alabama Virtual Academy and the Stride curriculum. The program offers families flexibility in scheduling and instructional strategies. ALVA 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 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 Virtual Academy and the Stride curriculum. ALVA 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. ALVA 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 ALVA 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. ALVA's acceleration policy aligns with district policies to support student progress at a pace relative to abilities. It is important to understand that the decision to advance a student to the next course is made jointly by the acceleration committee comprised of the teacher, gifted specialist, school counselor, parent and administration and focuses on what is in the best interest of the child. Prior to approval, 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. Academic achievement through content mastery is the cornerstone of the Alabama Virtual Academy and the Stride curriculum. The program offers families flexibility in scheduling and instructional strategies. ALVA 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. Students must work in a course for at least a semester before accelerating to the next course. Any exceptions would need to be approved by the 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.

Exemptions for Newly Enrolled Students

After the first few days of school, all newly enrolled students will start their coursework where the class is in the pacing guide. It is understood that the student has already received instruction for all previous lessons while enrolled at the previous school; therefore, lessons will be auto adjusted with

the previous lessons automatically skipped. This will help the student to be ready to participate with Live class sessions and not fall behind.

Student Code of Conduct

ALVA students are subject to the rules and restrictions implemented by Alabama Virtual Academy at Eufaula City Schools and the Student Code of Conduct: Acceptable Use Guidelines for the Internet. Students enrolled in ALVA should be aware of the following guidelines and expectations. Any activity 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 responsibly and professionally, reflecting the school's commitment to honest, ethical and non-discriminatory practices. 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 ALVA Internet-related systems to access, transmit, store, display, or request inappropriate materials.
- Any use that is deemed to adversely affect ALVA.
- Violation of ALVA or Stride's Terms of Use for any ALVA or Stride 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 usernames and passwords and must not share these with anyone.
- Students must log into live class sessions through their student online school account.
- Students may not interfere with other users' ability to access ALVA or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activities that are 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-ALVA commercial activities, non-ALVA product advertising, or political lobbying on an ALVA owned instructional computing resource.
- Students may not use ALVA instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on ALVA instructional computing resources that is not required and approved for student assignments.

- Students may not interact with ALVA staff via social media or other non-Stride platforms

Audio and Video Use

Students and teachers utilize webcams and microphones as educational tools. So that we can maintain an environment that is conducive to learning, please help to ensure that anything within your student's workspace is appropriate for this educational environment.

During some computer-based testing, we require that the audio and video be activated so that our testing administrators or proctors can ensure that the student is not being helped in any way. No audio or video will be recorded, nor will it be shared.

FERPA regulations strictly prohibit ALVA teachers and staff from sharing any audio or video recordings or pictures with anyone.

Dress Code

Students must follow these guidelines when appearing on camera:

- No distracting or revealing clothing
- No clothing with content related to drugs, alcohol, weapons or any other controlled substance
- No clothing with explicit language or inappropriate content
- No gang-related attire
- No costume masks
- No hats, beanies, sunglasses, bandanas, or shower caps

Location of Camera Usage

- Limit background noise
- Choose a quiet area without distractions
- Choose an area where other people in your work environment are not visible- siblings or other people in your home should not appear on camera to other students
- Include a neutral background to limit distractions
- Background should not display symbols, images, language, materials or items that demean an identifiable person or group or are reasonably perceived as promoting hatred, intimidation or harassment.

Bullying

Jamari Terrell Williams Student Bullying Prevention Act Policy

No student shall engage in, nor should any be subjected to bullying, violence, threats of violence or intimidation by any other student that is based on any of the specific characteristics set forth in this policy. Students who violate this policy will be subject to appropriate disciplinary sanctions, subject to the investigating school administrator's authority and decision.

Definition of Bullying

“Bullying” means a continuous pattern of intentional behavior on or off of school property, on a school bus, or at a school-sponsored function including, but not limited to: cyberbullying or written, electronic, verbal, or physical actions that are reasonably perceived as being motivated by any characteristic of a student, or by the association of a student with an individual who has a particular characteristic, if the characteristic falls into one of the categories of personal characteristics contained in this policy. To constitute bullying, a pattern of behavior may do any of the following:

- Place a student in reasonable fear of harm to his or her person or damage to his or her property
- Have the effect of substantially interfering with the educational performance, opportunities, or benefits of a student
- Have the effect of substantially disrupting or interfering with the orderly operation of the school
- Have the effect of creating a hostile environment in the school, on school property, on a school bus, or at a school-sponsored function; or
- Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.

“Hostile environment” means the perception by an affected student that the conduct of another student constitutes a threat of violence or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person, under the circumstances, would agree that the conduct constitutes bullying, threat of assault, or assault.

“Violence” means the unjustified infliction of physical force by a student with the intent to cause injury to another student or damage to the property of another student.

“Threat” means a statement of intention to inflict pain, injury, damage, or other hostile action to cause fear of harm. The intention may be communicated through an electronic, written, verbal, or physical act to cause fear, mental distress, or interference in the school environment. The intention may be expressly stated or implied, and the person communicating the threat has the ability to carry out the threat.

“Threat of violence” means an unjustified expression of intention to inflict injury or damage that is made by a student and directed at another student.

“Intimidation” means an unjustified threat or other action that is intended to cause fear or apprehension in a student.

Description of Behavior Expected of Students

Students are expected to treat other students with courtesy, respect, and dignity and comply with all policies of Alabama Virtual Academy at Eufaula City Schools. Students are expected and required to:

1. comply with the requirements of law, policy, regulation, and rules prohibiting bullying, violence, or intimidation;
2. refrain from inflicting or threatening to inflict violence, injury, or damage to the person or property of another student; and
3. refrain from placing another student in fear of being subjected to violence, injury, or damage when such actions or threats are reasonably perceived as being motivated by any personal characteristic of the student that is identified in this policy.

Bullying, intimidation, violence, or threats of violence are prohibited and will be subject to appropriate disciplinary consequences and/or sanctions if the perpetrator of such action is found to have based the prohibited action on one or more of the following personal characteristics of the student:

- Race
- Sex
- Religion
- National origin
- Disability

Reporting, Investigation, and Complaint Resolution Procedures

Complaints alleging violations of this policy may be made by filling out the anonymous complaint form at <https://tinyurl.com/AnonymousBullyingComplaintForm>. You will be given the opportunity to put in your contact information should you wish to be contacted regarding bullying, and an ALVA counselor will contact you if requested.

Incidental or minor violations of the policy may be presented and resolved informally.

If a threat of suicide is reported, the Executive Director, Principal or their appropriate designee is authorized to inform the student's parent or guardian of the report unless, at the discretion of the administration, the cause of the threat of suicide is child abuse or other significant harm from a parent or guardian.

After investigation of the complaint, the administration will determine if the complaint alleges a serious violation of this policy. The investigation will entail the gathering of relevant facts and evidence taking into account the circumstances of the complaint. If the investigation establishes a violation, appropriate disciplinary sanctions may be imposed on the offending student(s). Other

measures that are reasonably calculated to prevent a recurrence of the violations(s) may also be imposed by the school.

Acts of reprisal or retaliation against any student who has reported a violation of this policy or sought relief provided by this policy are prohibited and are themselves a violation of this policy. Any confirmed acts of reprisal or retaliation may be subject to disciplinary sanctions that may include any sanction, penalty, or consequence that is available to school officials. A student who deliberately, recklessly, and falsely accuses another student of a violation of this policy may be subject to disciplinary sanctions as outlined herein.

Inappropriate Behavior

- 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.

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

ALVA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. ALVA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. ALVA 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 ALVA, its affiliates, or its employees. ALVA assumes no responsibility for damage to the user’s computer system.

Nothing in this policy negates any obligation the student and Learning Coach must 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. If this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

Violation Consequences

- Removal of student access to ALVA instructional computing resources, which could result in their inability to complete learning activities
- Suspension or expulsion from ALVA

- Involvement with law enforcement agencies and possible legal action
- ALVA administration reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to ALVA instructional computing resources. ALVA instructional computing resources include any computer, software, or transmission system owned, operated, or leased by ALVA.

Internet Safety

Please consider the location of the computer your child works on. The Stride lessons sometimes have links to other sites. Before you leave the Stride website, there is a pop-up that verifies that you want to leave. Make sure 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 people. 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 Virtual Academy.
- Do not agree to meet in person anyone you have met only on the Internet and who is not affiliated with the Alabama Virtual Academy.

K12 Zone Student Discipline Policy

The K12 Zone is a new and innovative tool that Alabama Virtual Academy is implementing to improve engagement, retention, and socialization among our students. Alabama Virtual Academy's goal is to ensure that every student can communicate and collaborate in a safe and reliable environment. The purpose of this policy is to identify specific offenses that constitute disciplinary actions within the K12 Zone, identify the specific procedures for staff to respond to a reported offense, outline the Discipline Ladder for each ban from the system, as well as identify specific offenses that can result in automatic semester bans.

The following behaviors are specific offenses that constitute disciplinary actions within the K12 Zone (Specific Offenses including but not limited to):

- Violence, Threat of Violence, Nudity, Pornography, Self-Injury, Hate Speech, Hate Symbols, Harassment, Bullying, Sales or Promotion of Drugs, Alcohol, Weapons, Sexual Content or Objectification
- Other/Minor Offenses: Obscene language, materials, gestures or behavior, attendance problems, defiant behavior, deceitful behavior (false accusations, forgery, plagiarism, lying, cheating, etc.), as well as any offense that a teacher, staff, moderator, or administrator deems inappropriate for this specific virtual setting.

The duration of time of a student's ban will be determined by their school administration with consideration of their offense, ban history, and other necessary factors.

The following behaviors are specific offenses that constitute an automatic semester or year ban from the K12 Zone.

- Specific Semester Ban Offenses: Violence, Threat of Violence, Nudity, Pornography, Self-Injury, Hate Speech, Hate Symbols, Harassment, Bullying, Sales or Promotion of Drugs, Alcohol, Weapons, Sexual Content or Objectification

Network Etiquette

As an Alabama Virtual 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, 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, Violence, Physical Harm or Threatened Physical Harm

In compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, Alabama Virtual Academy has a commitment to providing a safe, quality-oriented, and productive work environment. Alcohol and drug abuse pose a threat to the health and safety of our staff and students. Additionally, Alabama Virtual Academy strives for an environment free of violence, weapons, physical threats and physical harm and, for these reasons, ALVA is committed to maintaining a student body and workplace free from drugs, alcohol, weapons, violence, physical threats and 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 ALVA or Eufaula City School employees will not be tolerated, and the individual making such threats could be banned from Eufaula City Schools' property, ALVA 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

Elementary School (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 shown 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 this, they will call the LC and discuss what they see. 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 held with an administrator.

Middle School and High School (6-12)

ALVA 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 it 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 includes using AI software

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 the student an email explaining and documenting the academic integrity offense. The student may have a chance to make up the assignment, at the teacher's discretion.
- **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 to provide 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 to provide additional instruction and feedback regarding the incident. The teacher will schedule a live session with the student, family, and principal or other administrators. 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. The 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 to school at ALVA.

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.

Student Services

Child Find

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

To ensure that all ALVA 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

ALVA is responsible for providing free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). ALVA Special Education professionals provide specially designed instruction as outlined in the student's current Individualized Education Plan. Parents should indicate that their child has an Individualized Education Plan on their enrollment form, so appropriate records can be requested from the student's previous school of attendance.

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 and accommodations offered are outlined in the student's IEP: accommodations and/or modifications to the general education curriculum, specialized instructional strategies, and adjustments in pacing or timing. The ALVA program is considered an **inclusion** program.

What to expect

- Every special education student will be assigned a special education teacher (case manager) 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 hold live class sessions 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 online or through a conference call.

- 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 meets their specific needs.

Mastery Model

Special Education students may have accommodations met with the mastery model. Teachers will follow a student's accommodations and services outlined in the IEP. Teachers may accommodate by reducing the number of multiple-choice items, providing extended time, and/or modifying assignments and tests as outlined in each student's individual IEP. The special education teachers and regular education teachers will work collaboratively to ensure student's needs are being met in the classroom. IEP meetings will be held annually or as requested to discuss student's IEP and accommodations to ensure student's needs are being met.

Extended Time

If a student with an IEP or 504 receives extended time, this allows them to have more flexibility within their workday. Extended time with assignments means that students have more time each day for subjects or assignments. It also could mean additional time on tests and quizzes (typically 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 this during the IEP or 504 meeting.

Related Services

ALVA provides related services and special education evaluations through contracts with service providers (school psychologists, speech language therapy, occupational therapy, physical therapy, etc.). Legal Guardians should communicate with related service providers if a student is unable to meet their scheduled session by giving at least 24-hour notice for cancellation. **It is important for students and legal guardians 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 ALVA 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 home.

English Language Learners (ELL)

According to the Alabama Department of Education, English Learners (ELs) must be identified at the point of enrollment. ALVA 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 if they have not previously been screened at a previous public school. Language minority students who register after the first day 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 ALVA'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. ALVA 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. ALVA 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. ALVA provides 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 the Translated Materials Coordinator (see contact list).

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 ALVA 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/their assessments, has demonstrated that he/she/they are struggling with the current curriculum he/she/they are enrolled in, or he/she/they have 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 frequently scheduled basis. This monitoring and identification are carried out via the school's Problem-Solving Team (PST).

The goals of the PST at ALVA:

- Create a productive learning experience for all ALVA 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 classroom teacher who will set up a 6-week plan of interventions. At the end of those 6 weeks, a 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 regular education teacher to review the student's needs.

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

4th: The Problem-Solving Team will review the case after the student has had ample time to work through the online school 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 Virtual Academy can provide these screenings to 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 ALVA 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 ALVA teacher and he/she/they 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 to 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. To make a referral, contact the Gifted Coordinator at your child's school.

Service Model

Grades K-2: Consultative Services

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

Second Grade: Child Find

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

Grades 3-8: Pullout Services

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

Grades 9-12: Advanced Courses

Advanced/Honors Courses & Elective Options: Students in 9th–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 Link: [Alabama Gifted Standards and Student Outcomes Manual](#)

Community

In Person Events & Strider Squads

ALVA coordinates Strider Squads for students regularly that enhance the Stride curriculum/learning activities. 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. Strider Squads are opportunities for both the students, learning coaches, and legal guardians to socialize. The Strider Squad leader (assigned learning coach) will plan and implement these activities through coordination with the school counselors. Learning coaches/legal guardians are responsible for the cost of transportation and any entrance fees associated with Strider Squad events. Legal Guardians and/or Learning Coaches are required to stay with students during these events.

ALVA expects students to dress appropriately when attending Strider Squad events. 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 of accidents.

ALVA learning coaches, legal guardians, and students are expected to conduct themselves appropriately at all Strider Squad events. Learning coaches and/or legal guardians are responsible for supervising their children.

Leaching Coach and/or Legal Guardian Connections

Learning Coaches/Legal Guardians are encouraged to become involved in their school community through participation in Strider Squads and clubs and arranging other “non-official” gatherings with ALVA Learning Coaches/Legal Guardians. Learning Coaches/Legal Guardians may freely meet and organize unofficial gatherings as they wish. These gatherings are not considered “official” events unless an ALVA representative attends.

Learning Coaches are encouraged to join the Learning Coach Community through their online account. Learning Coaches can access the LC Community by clicking on ‘Community’ once logged into their online account.

Other Policies and Helpful Information

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.

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 have to have their child immediately removed from such program upon their request;
 - II. detailing the options that parents have to 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. meets 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.

Alabama Virtual Academy at Eufaula 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 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

Student Fees, Fines and Charges

Reasonable fees, fines, and charges not prohibited by law may be established by the Superintendent of Eufaula City Schools. All such fees, fines, and charges will be collected and accounted for in accordance with the procedures, rules, and regulations to be developed by the Chief School Financial Officer or as provided in the Board finance or local school finance manual.

No fees of any kind shall be collected from children attending any of the first six grades during the school term supported by public taxation (AL Code of 1975 § 16-10-6)

Student and Property Searches

School Property

All school/school system property, facilities, and grounds may be entered, inspected, and searched for any lawful purpose by school administrators. Board officials or their designees at any time, without prior notice and to the fullest extent permitted by law. The right to enter, inspect, and search includes and extends to Board-owned or controlled offices, desks, file cabinets, lockers, computers, files, documents, data, and devices, however and wherever kept, stored, or maintained. This includes all rented (free or paid) and owned properties, facilities, and grounds.

Personal Property

Personal property, including but not limited to vehicles, purses, wallets, gym bags, book bags, cell phones, computers, and personal electronic devices may be searched by authorized school officials, including school administrators or their designees, when reasonable suspicion exists that the property contains prohibited materials, illegal substances, weapons, or other items that are reasonably deemed to present a risk or threat to the safety or welfare of the school community, provided that the nature and extent of the search shall be reasonably related and limited to the suspected violation.

Personal Searches

Students may be searched whenever reasonable suspicion exists that the student possesses prohibited materials, illegal substances, weapons, or other items that are reasonably deemed to present a risk or threat to the safety and welfare of the school community or individuals. Student searches must be conducted by a school administrator in the presence of another certified school employee and may include a may include a frisk or “pat down” of the student, a search of personal items and clothing, or a more thorough search upon specific approval of the Superintendent. Personal searches will be conducted with due regard for the age and gender of the student. Searches that require physical contact between the school official and the student, removal of clothing, or examination of the student in a way that would implicate privacy concerns must be conducted and witnessed by officials of the same gender as the student and in a way that preserves the dignity of the student to the extent practicable under the circumstances. Refusal to submit to a search or to cooperate in a search as provided in this policy may be grounds for disciplinary action.

Use of Recovered Items

Property, material, substances, information, or records that are obtained, discovered, or recovered as a result of a search may be retained and used for any lawful purpose.

Restraint and Seclusion Policy

ALVA complies with Rule 290-3-1-.02(1)(f) adopted by the Alabama State Board of Education on Seclusion and Restraint for ALL students, which prohibits the use of seclusion and limits the use of restraint to those situations in which students are a danger to themselves or others. Physical restraint is prohibited as a form of discipline or punishment and should only be used if the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. Designated person(s) must be trained. Only those people(s) have the authority to use physical force to restrain a student from abusing or attempting to abuse himself/herself, other students, teachers, administrators, parents, guardians, or other staff members. This must be done in a reasonable fashion to protect all parties involved. The restraint should be removed as soon as the student is no longer a danger to himself/herself or others. Written parental notification will be provided to the parent/ guardian when physical restraint is used to restrain their student within a reasonable time of the incident-not to exceed one school day from the use of restraint. Staff should notify parents when their child is injured in a restrained and/or is removed from the school setting by law enforcement or medical personnel. The restraint should be documented in an incident report and given to the 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, they should contact their ALVA 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 Stride directly using the feedback option of the online school.

Emergency Procedures

Should an emergency arise at any location while the students are in-person, the emergency procedures at the location where your student is located will be followed. An emergency is defined as but may not be limited to fire, medical emergency, inclement weather, active shooter, hazardous

material exposure, etc. Once the immediate danger has passed, you will be notified by ALVA staff either by phone or email, depending on the severity of the situation.

Should your student experience a medical emergency, 911 will immediately be called and you will be notified immediately by phone by an ALVA staff member.

Student Clubs and Organizations

ALVA encourages school-sponsored clubs and organizations that are directly related to the school curriculum and operate for the welfare and the best interest of the students. All school-sponsored clubs and organizations shall be under the direct control of school administration or their designated representative.

Honors Societies

National Junior Honor Society (NJHS): The NJHS elevates a school's commitment to the values of scholarship, service, leadership, character, and citizenship. These five pillars have been associated with membership in the organization since its inception in 1929. Students meet monthly to discuss initiatives within our school and plan community service activities.

To join the NJHS students should:

- Be a 6th – 8th Grader
- Have all A's or all A's and one B

Activities Include:

- Monthly NJHS meetings
- Participate in NJHS induction ceremony during the Spring Semester
- Plan and perform community service activities

National Honor Society (NHS): NHS is a nationwide organization for the highest-performing students. Membership is based on four Areas: Scholarship, Leadership, Service, and Character.

To join the NHS students should:

- Be a sophomore, junior, or senior; and
- Have a GPA of 3.5 or higher.

Activities Include:

- Monthly NHS meetings
- Participate in NHS induction ceremony during the Spring Semester
- Perform 10 hours of community service per semester
- Usher during senior graduation (juniors only).

Students will also have an opportunity to run for NHS officers which consist of the President, Vice-President, Historian, and Secretary. Nominations occur at the second meeting during the fall semester.

School Created Clubs

Student Clubs are offered throughout the school year. Clubs facilitate student socialization and, in some cases, community service. Clubs are sponsored by ALVA teachers. Any materials or supplies (outside of supplied curriculum) needed for the clubs are the responsibility of the family; neither K12 nor ALVA will provide these materials or supplies. Students can ask their homeroom teacher about the clubs offered for their grade level.

Photography Policy and Release Statement

Alabama Virtual 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, ALVA 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 ALVA should they wish to amend their original decision. They must inform an ALVA 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 ALVA if students have any medical concerns. Examples include physical, hearing or vision impairment, diabetes, severe allergies, seizures, autoimmune concerns, asthma, migraines, anxiety, and ADHD. If your student has a medical need, please complete this [medical survey](#).

Medication for Students

School staff are strictly forbidden to administer any medication to students except in the case of a life-threatening situation

Parent Administered Medication

Alabama Virtual Academy’s policy is that any medication needed to be administered to a student be done by the student’s parent or legal guardian and that the parent or legal guardian stay at an event or state testing site if the student has a medical condition that requires medication.

Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) provides 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 arranges 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 to 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/their 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 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 (Family Education Rights and Privacy Act) 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/they do 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:
 - A playbill, showing your student's role in a drama production;
 - The annual yearbook;
 - Honor roll or other recognition lists;
 - Graduation programs; and
 - Sports activity sheets, such as for wrestling, showing weight and height of team members
6. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]
7. FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:
 - To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(I)-(a)(1)(i)(B)(3) are met. [§ 99.31(a)(1)]; and/or

- To officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. [§ 99.31(a)(2)].

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 ED Facts 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 regularly to maintain their data use clearance and 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 carry out 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.

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 is 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.
- *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 to marketing, 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.)
- *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 Virtual 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. ALVA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. ALVA 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. ALVA 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 with 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

Directory Information

Directory information, 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 require 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 ALVA in writing that they do not want their student's information disclosed without prior written consent. ALVA has designated the following information as directory information:

- name
- address
- telephone number
- grade level
- e-mail address
- photo
- major field of study
- participation in officially recognized activities or clubs
- degrees/honors/awards
- colleges & scholarships
- student ID number or other unique personal identifier that would be displayed on a student ID badge (only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user)

Directory Opt-Out Policy and Procedures

If you do not want ALVA to disclose any or all the types of information designated above as directory information from your child's education records without your prior written consent, you must notify ALVA by filling out the survey that can be found at <https://tinyurl.com/ALVADirectoryOpt-OutSurvey>. Should you have any questions or concerns, please call the ALVA Office at 334-689-5059.

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 Virtual Academy @ ECS
3504 Rainbow Drive

STE D PMB 411
Rainbow City, Alabama 35906

TITLE	NAME	EMAIL	PHONE
504 Coordinator	Lynda Joy Offutt	Loffutt@alvirtual.org	334-689-5059 Ext. 5028
AP (Advanced Placement) Coordinator	Adrianne Dodgen	Adodgen@alvirtual.org	334-689-5059 Ext. 2024
Student Chronic Absenteeism	Taylor Cornelius	Tcornelius@alvirtual.org	334-689-5059 Ext. 1006
Child Find Contact	Tina Sanders	Tsanders@alvirtual.org	334-689-5059 Ext. 5039
Community Engagement Specialist	Carley Scanlan	Cscanlan@alvirtual.org	334-689-5059 Ext. 2031
CTE Administrator	Cindy Cates	ccates@alvirtual.org	334-689-5059 Ext. 6002
CTE Coordinator	Crystal Merron	Cmerron@alvirtual.org	334-689-5059 Ext. 2027
Driver's License Form Liaison	Elizabeth Wittner	Ewittner@alvirtual.org	334-689-5059 (ask for Elizabeth Wittner)
Dual Enrollment Coordinator	Dionne Vandiber	Dvandiber@alvirtual.org	334-689-5059 Ext. 4039
Dyslexia Coordinator	Amanda Attaway	aattaway@alvirtual.org	334-689-5059 Ext. 2023
Elementary Principal	Dr. Chuck Yeager	cyeager@alvirtual.org	334-689-5059 Ext. 2001
Elementary Assistant Principal	Carol Taylor	ctaylor@alvirtual.org	334-689-5059 Ext. 2011
Elementary Counselor (K-2)	Annie Fitzgerald	Afitzgerald@alvirtual.org	334-689-5059 Ext. 4028
Elementary Counselor (3-5)	Amy Buckner	Abuckner@alvirtual.org	334-689-5059 Ext. 2046
ELL (English Language Learners) Coordinator	Angel Fowler	Afowler@alvirtual.org	334-689-5059 Ext. 5025
Executive Director	Melanie Barkley	mbarkley@alvirtual.org	334-689-5059 Ext. 1005
Foster Care Liaison	Katt Boxley	Kboxley@alvirtual.org	334-689-5059 Ext. 1012
Gifted Coordinator	Tina Melton	Mmelton@alvirtual.org	334-689-5059 Ext. 2018
High School Principal	Lanier Pearce	Gapearce@alvirtual.org	334-689-5059 Ext. 3040
High School Assistant Principal	Carla Bates	Cbates@alvirtual.org	334-689-5059 Ext. 4030
High School Counselor 9 th Grade	Adrianne Dodgen	Adodgen@alvirtual.org	334-689-5059 Ext. 2024
High School Counselor 10 th Grade	Dionne Vandiber	Dvandiber@alvirtual.org	334-689-5059 Ext. 4039

High School Counselor 11 th Grade	Tracey Gullledge	Tgullledge@alvirtual.org	334-689-5059 Ext. 4007
High School Counselor 12 th Grade	Stephanie Williams	Swilliams@alvirtual.org	334-689-5059 Ext. 3002
Homebound Hospital Contact	Lynda Joy Offutt	Loffutt@alvirtual.org	334-689-5059 Ext. 5028
Local ARI Reading Specialist	Debi Edler	dedler@alvirtual.org	334-689-5059 Ext. 5031
McKinney-Vento Homeless Liaison	Katt Boxley	Kboxley@alvirtual.org	334-689-5059 Ext. 1012
Middle School Principal	Merrill Dotson	Medotson@alvirtual.org	334-689-5059 Ext. 3006
Middle School Assistant Principal	Ellen Linder-Henry	Plinderhenry@alvirtual.org	334-689-5059 Ext. 5007
Middle School Counselor			
Nurse	Amber Noffke	Anoffke@alvirtual.org	334-689-5059 Ext. 7002
OMI Math Coach (Elementary)	Leigh Aaron	Laaron@alvirtual.org	334-689-5059 Ext. 7001
OMI Math Coach (Elementary)	Lee Buntin	Lbuntin@alvirtual.org	334-689-5059 Ext. 7007
Operations Manager	Candace Doak	Cadoak@alvirtual.org	334-689-5059 Ext. 3004
Operations Assistant Manager	Stephanie Hood	Sthood@alvirtual.org	334-689-5059 Ext. 2030
Registrar: K-6 th Grade	Pamala Lynn	Plynn@alvirtual.org	334-689-5059 Ext. 1008
Registrar: 7 th – 12 th Grade	Elizabeth Wittner	Ewittner@alvirtual.org	334-689-5059 Ext. 91006
RTI (Response to Intervention) Coordinator	Amy Bru	Abu@alvirtual.org	334-689-5059 Ext. 2016
Special Programs Manager	Kyle Altier	Kaltier@alvirtual.org	334-689-5059 Ext. 5003
Testing Coordinator	Donnetta Jaye	Djaye@alvirtual.org	334-689-5059 Ext. 3001
Title IX Coordinator	Stephanie Williams	Stwilliams@alvirtual.org	334-689-5059 Ext. 3002
Translated Materials Coordinator	Kyle Altier	Kaltier@alvirtual.org	334-689-5059 Ext. 5003

Mandatory Reporters

All ALVA school personnel are considered “Mandatory Reporters” by the State of Alabama Department of Human Resources (DHR). If any staff member suspects that your student is being

abused, neglected or is otherwise in a crisis or harmful situation, we are required by law to report our suspicions to DHR.

Home Visit Policy

The Alabama Legislature passed Act 93-672 stating that parents are responsible for enrolling their children in school, ensuring that they attend school regularly, and that they conduct themselves properly as pupils. The Eufaula City School System recognizes the privilege and responsibility of parents and guardians in supporting and demanding responsible behavior from their children. In an effort to ensure parental awareness and acceptance of that responsibility, reasonable efforts will be made to contact parents regarding misconduct. Reasonable efforts will be made on all misconduct if such misconduct is continuing, and notification is needed. Reasonable efforts may include one or more of the following: telephone calls, copies of referrals, parental conferences, letters to parents, registered/certified mail and, if necessary, home visits. ***[Parental Responsibility Act (Act 93-672; Alabama Code 16-28-2.2)]***

Below are some examples of reasons that ALVA staff would feel it necessary to conduct a home visit are:

- No contact with the student or family in thirty (30) days
- Excessive absenteeism (10 or more days)
- Wellness check
- Suspected fraudulent address, or
- Other reasons determined on a case-by-case basis

Should a home visit be necessary, ALVA staff will notify the parents by email and a phone call. To ensure everyone's safety, ALVA staff may request an escort by a local law enforcement agency

School Issued Computers

ALVA approves a loaner computer for each student unless the family denies the computer during the application process.

Families are required to return the student computer at the time the student withdraws from school, graduates or in any other way terminates the student's enrollment at the school. Families are also financially responsible for any damaged or lost computer hardware.

All issues regarding Stride computers can be directed to Stride technical support directly. Technical support is available at 866-512-2273 between 7 am and 7 pm central time. If you do not feel you are receiving tech support in a sufficient manner, you can escalate this to your teacher. We must have a ticket number in order to escalate your issues. Access to the Internet via equipment and resource networks provided to families due to their enrollment in ALVA 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.

School Property

ALVA provides materials, computers (if applicable), printers, 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 program 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/their 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.

Materials Reclamations

Material reclamation is the process wherein families return the material leased by the school to Stride's logistics vendor. There are several ways in which reclamations are triggered for a student's materials:

1. The student has been promoted to the next course by the school (the student's course has been assigned a final grade and the online school termination date has passed).
2. The course has been removed from the student's course list.
3. The student has withdrawn from the school.
4. At the end of the year, materials reclamations are triggered for all enrolled students as an 'end of year' event. Emails and ground mail packets (referred to as 'reclamations packets') are sent to all enrolled families within two weeks of the school year ending. The packets provide families with information and tools to return the materials promptly after the school year has ended.

Not all course materials are required to be returned. A list of materials that are required to be returned will be included in the reclamations packet. Learning Coaches can also view this materials reclamation list in the "My Info" section in PowerSchool. To learn more regarding the materials return process including shipping labels and more, please visit one or more links below:

- [Course Materials Return List](#)
- [Materials Shipping and Returning FAQ's](#)

If a course is removed from a student's class schedule, or student withdraws from school, Stride issues the student's family appropriate UPS shipping labels so the family can return the designated materials to Stride. Families are responsible for appropriately packaging the materials, attaching the Stride-provided UPS shipping labels, and delivering the packaged materials to a UPS Store or other UPS drop-off facility. **PLEASE NOTE: Families should not return materials until coursework is completed.** If you do not receive a label to return the materials, or should you need additional labels, please go to [UPS Return Shipping Labels](#)

Computer Reclamations

All Stride issued computers must be reclaimed when the student ceases to be enrolled in the school or if the family no longer wishes to use a Stride issued computer as Stride is leasing the computer equipment to the students. It is important that the Operations Manager verifies and ensures that each student's Learning Coach contact information, including home and email address are accurate in PowerSchool, so that computer reclamation labels are sent to the accurate email address. Families are responsible for appropriately packaging the materials, attaching the Stride-provided UPS shipping labels, and delivering the packaged materials to a UPS Store or other UPS drop-off facility. **PLEASE NOTE: Families should not return student computers at the end of the school year if your student is re-registered for the following school year.**

Instructions for Reclaiming Stride Issued Computers or Components:

Computer Equipment Returned If:	Return Process:
Student withdraws from school	Stride will automatically email the parent the return label and instructions to return the computer within 7-10 business days.
A component failed or needs replacement.	When a component has failed or needs replacement, the family should be directed to contact K12 Customer Support directly at 866-512-2273 to communicate issues and needs. Stride will then email the return label and instructions to return the computer within 7-10 business days.
The family wants to decline the K12 computer equipment issued.	If a legal guardian does not want a computer, they will notify their enrollment team member during the enrollment process. If the family would like to send a computer back, the family can contact Customer Support directly (1-866-512-2273) or the teacher notify the Operations Manager.

NOTE: Labels are sent through email by the K12 corporate team and include instructions regarding the scheduled pick-up of the equipment. Legal guardians can schedule pick-ups and will personally accrue the costs themselves. For information specific to returning Computer Equipment, see the [Computer Equipment Returns FAQs](https://www.help.k12.com/s/article/Computer-Equipment>Returns-FAQs?r=6&ui-force-components-controllers-recordGlobalValueProvider.RecordGvp.getRecord=1) article at <https://www.help.k12.com/s/article/Computer-Equipment>Returns-FAQs?r=6&ui-force-components-controllers-recordGlobalValueProvider.RecordGvp.getRecord=1>.

If you do not receive a label to return the hardware, or should you need additional labels, please go to <https://www.help.k12.com/s/article/UPS-Return-Shipping-Labels>

Student Records

Student records are maintained electronically by the ALVA Operations team. Parents/legal guardians may contact the ALVA Operations team to obtain a copy of student records by emailing their request to alvastudentdocs@alvirtual.org. Student records are open for review and inspection by parents/guardians or students 18 years of age or older. Students 16 years of age or older or who

are emancipated have the right to give informed consent regarding their records, with some exceptions

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 online school.

Address Changes

If legal guardians change their address, telephone, or e-mail address, they are asked to notify the student's homeroom teacher immediately. Legal guardians are responsible for keeping contact information current within the account setup section of the online school. If the address change is due to a move, a current proof of residence must be submitted too.

Approved Proof of Residency Documents – The document must include all pages.

- Utility Bill (water, electric, gas)
- Lease Agreement
- Mortgage Document

Media Release

Unless the school is notified in writing by the parent/guardian stating otherwise, students may be photographed or videoed, and pictures may be used for public relations purposes through commercial print, television media, Internet, and/or system media productions. Students' names may also be listed in commercial print, television media, the Internet and/or system media productions. For questions regarding this procedure, contact the school principal.

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 ALVA student in the family must meet all the following criteria:

- Qualify for free and reduced lunch through the State of Alabama
- Enroll in ALVA 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. Additionally, if multiple children reside in the same household, only one check will be issued per household. These checks are automatically generated based on your students' qualification for free and reduced lunch based on their direct certified status through the State of Alabama. These checks are mailed out mid-July after the school year has concluded.

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, ALVA does not automatically reissue a check to that family. If a check is lost, parents need to notify the Operations Manager within 90 days for a replacement to be issued.

Withdrawals

Legal Guardians of students who are withdrawing from the Alabama Virtual Academy must contact each students' homeroom teacher to request a withdrawal. Legal Guardians 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. Written documentation or records request must be received from the newly enrolling school before your student can be withdrawn from ALVA. Once we receive a records request from the newly enrolling school, we will forward your student's records accordingly. Records request can be emailed to alvastudentdocs@alvirtual.org.

Transcripts

The school will furnish transcripts to any college or other educational institution upon request. All transcript requests must be submitted through Parchment.com. Parchment.com is the electronic transcript request service used by ALVA. The direct link can be found on the ALVA website. Transcripts are sent within three days, and students are provided with a transcript tracking number.

Complaint Response Procedures

The Alabama Virtual 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 promptly. ALVA 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), shall address in writing any concern or grievance to the Executive Director and they will respond within ten (10) working days. If the concern or grievance is not resolved, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the Executive Director's response, request in writing a meeting (via phone or in person) with the Executive Director to discuss the concern or grievance. The Executive Director shall then investigate and respond within ten (10) working days.

Questions or Concerns

ALVA staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. ALVA staff also realize 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 ALVA teacher cannot resolve the issue, they direct 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 ALVA office.

Right to Amend

ALVA reserves the right to amend this handbook or any of the policies contained herein at any time without notice.

(This was intentionally left blank.)

Acknowledgement of Handbook

“I Understand and Agree”

The purpose of this “I Understand” section is to set expectations for ALVA parents/guardians. Student success is a primary goal of ALVA and that can only be achieved if you, the legal guardians, are successful. To be successful it is important that parents/guardians of ALVA students understand and agree 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 hours per day. Please see the Instructional Time section of the Parent and Student Handbook for more information. Students who have poor attendance (insufficient hours recorded over time in the K12 School (OLS)) 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. ALVA 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 the ALVA program in addition to the hours completed online, 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 ALVA program with my student. I understand that the amount of time with the teacher in classes depends on my student's needs, and I agree to make sure the student attends the live sessions 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, ALVA students are required to participate in state testing (whether in-person or virtual), 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 their 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 ALVA is a full-time public-school program and that my student may not be enrolled in any other full-time or part-time school (not including Dual Enrollment Courses).

___ 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, I must inform the ALVA teacher in a timely manner.

___ I understand that ALVA is requesting a one-year commitment.

___ I understand that all school policies and procedures must be met for continued enrollment in the school.

___ I understand that learning coach absences are not an excused reason for student absence, and it is my responsibility to create a plan for continued study in ALVA's curriculum in my absence.

___ I hereby grant permission to Alabama Virtual 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 Virtual Academy.

___ I understand that ALVA reserves the right to amend this handbook at any time

The Parent and Student Handbook was shared with you in the student's welcome email from ALVA. The Acknowledgement of Handbook signature document was provided via a DocuSign email.