

Athens Virtual Academy of Indiana



Student Handbook
2026-2027

Welcome to the Athens Virtual Academy of Indiana (AVA)! We are excited to embark on this educational journey with you. This handbook is your comprehensive guide to understanding the philosophy, policies, and procedures shaping our virtual learning environment. Whether you are a student, parent, or educator, this handbook aims to provide the information you need to thrive in our dynamic online educational community.

Vision Statement

The vision of the AVA is to provide each student with a foundation for building a successful future as a responsible, productive citizen in a global society.

Mission Statement

Our mission is to provide a flexible, engaging, and inclusive virtual learning experience that empowers students to achieve academic excellence and personal growth. We are committed to fostering a supportive community that values collaboration, innovation, and lifelong learning.

Philosophy of Virtual Learning

AVA embraces the potential of online education to break down geographical barriers and offer a flexible learning environment. We believe in the power of technology to enhance education, allowing students to explore, collaborate, and excel in ways that suit their individual learning styles.

Core Values

Excellence: We strive for academic excellence in all aspects of our virtual learning programs.

Inclusivity: We celebrate diversity and create an inclusive environment that respects our students' unique backgrounds and perspectives.

Innovation: We embrace technological advancements and continuously seek innovative ways to enhance the learning experience.

Collaboration: We foster a sense of community and encourage collaboration among students, parents, and educators.

Virtual Learning Environment

AVA utilizes emerging technology and interactive platforms to deliver a rich and engaging curriculum. Students can access courses, resources, and support services from anywhere with an internet connection. Virtual classrooms provide opportunities for authentic interactions, meaningful discussions, and collaborative endeavors.

Administrative Team

Dr. Rex Ryker	Superintendent	rryker@cville.k12.in.us
Dr. Brent Bokhart	Assistant Superintendent	bbokhart@cville.k12.in.us
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Teachers

Math

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English

Krista Servies: kservies@cville.k12.in.us

Science

Caleb Fenimore (Biology, Earth & Space, Anatomy): cfenimore@cville.k12.in.us

Bill Hiatt (ICP, Chemistry, Physics): whiatt@cville.k12.in.us

Social Studies

Matt Commons: mcommons@cville.k12.in.us

Electives

Brett Motz: bmotz@cville.k12.in.us

Registration and Enrollment

AVA's registration guidelines facilitate a smooth enrollment process and ensure that students and their families understand the expectations and requirements. Please read the following registration policy carefully.

Eligibility: Registration is open to students who meet the specified eligibility criteria, including age and grade-level requirements.

Application Process: Prospective students must complete the online application form available on our website. The application may require submission of relevant documents, such as academic transcripts, proof of age, and other required materials.

Confirmation of Enrollment: Once the application is reviewed and eligibility is confirmed, the school will send an acceptance email along with details about the AVA.

Course Selection: Students, in collaboration with the school counselor or administrator, will choose their courses based on academic requirements, interests, and any applicable prerequisites.

Technology Requirements: Students are responsible for ensuring they have the necessary technology and internet access to participate in virtual classes.

Chromebook Distribution: All full-time students will be issued a loaner Chromebook. Distributing Chromebooks to students is a proactive initiative that aims to enhance the virtual learning experience and facilitate a modern learning environment.

Orientation: All enrolled students and parents or guardians will participate in a virtual orientation to familiarize themselves with the virtual learning platform, policies, and support services.

Attendance and Participation: Per Indiana Compulsory Attendance Law (IC 20-33-2-6), regular and active virtual class participation is essential to successful enrollment. Students are expected to adhere to the school's attendance policy.

Withdrawal Policy: Students wishing to withdraw from a course or the school must communicate with the school counselor or administrator.

Communication: Students and their parents/guardians are responsible for maintaining open communication with the school regarding any changes in contact information or other relevant details.

Special Accommodations: Students with special needs or accommodations should inform the school during registration.

Code of Conduct: Students should promote a positive and respectful virtual learning environment.

Academic Integrity

AVA is committed to fostering a learning environment built on a foundation of integrity, trust, and ethical conduct. As a member of our virtual learning community, each student plays a crucial role in upholding the principles outlined in this Academic Integrity statement:

- Students are expected to submit their own work.
- Plagiarism, cheating, and the use of unauthorized materials will not be tolerated.
- Students should use technology responsibly and ethically, respecting the rights and privacy of others.
- Any misuse of technology for academic dishonesty or other unethical behavior will be addressed seriously.
- Respectful and considerate communication is expected in all virtual interactions.
- Students must adhere to the Acceptable Use Policy (AUP) when utilizing Chromebooks, ensuring responsible and ethical use of technology resources.

Violations of this Integrity Statement will result in appropriate consequences, including:

- Reassessment of assignments.
- Disciplinary actions, such as counseling sessions or parental notifications.
- Academic penalties, including reduced grades or course failure.

Student Support

The AVA understands the importance of providing our students with teacher accessibility while learning virtually; therefore, office hours will be available for students enrolled in Language Arts, Mathematics, Social Studies, and Science courses. AVA students can connect with content-specific and properly licensed educators during office hours. Our dedicated educators are readily accessible through various communication channels, fostering a collaborative and responsive virtual learning environment.

Attendance Expectations

AVA is designed and intended to be a virtual learning environment. Instruction is primarily computer-based. Therefore, students can work anywhere there is an internet connection. AVA requires that students work on their online courses daily. Student progress will be monitored closely. Although flexibility in choosing instructional times is a huge advantage to the virtual school, students must maintain their progress in all courses.

Virtual students must meet attendance conditions. Daily attendance will be tracked through weekly student online engagement. Student attendance should average approximately **15-20 hours per week** engaged in online courses. Attendance expectations may be defined as follows:

1. Students log into the school's virtual learning platform daily.
2. Completing work and making notable progress in each course enrolled.
3. Deadline for completion of the assigned course will be defined and shared with students.

4. Students who are completing tasks and assignments in an effective manner may work ahead at their own pace.

A parent/guardian must communicate with their content-specific teacher if they need help to meet the above attendance expectations. If students do not meet the attendance and completion requirements, they will be subject to the following attendance and disciplinary action steps:

Academic Warning: Students violating the AVA attendance policy will be contacted by AVA's principal or designee and placed on academic warning. The meeting will review and detail the AVA's specific attendance requirements and expectations.

Academic Probation: The AVA will develop an attendance plan for the virtual student. This collaborative meeting will create an attendance plan to help the student remain in good standing and achieve successful outcomes and compliance.

Removal and Return-to-School: A student who has been placed on *Academic Warning* and, consequently, *Academic Probation*, and does not adhere to the attendance plan put in place, will be ordered to return to their home school per *IC 20-19-9-5 Withdrawal of Habitual Truants*:

A school corporation that operates a virtual education program must require that if a student who attends a school corporation's virtual education program accumulates the number of unexcused absences sufficient to result in the student's classification as a habitual truant (as described in IC 20-20-8-8(a)(17)), the student must be withdrawn from enrollment in the school corporation's virtual education program. As added by P.L.211-2019, SEC.18.

State-Mandated Standardized Testing

AVA students are **required** to be in attendance and participate in state-mandated testing. All standardized testing will occur at Crawfordsville High School or a designated location.

Graduation Requirements

CORE-40: the AVA offers a ***fast-track 3-year CORE-40 diploma***. Students will work closely with their counselor to develop and implement the 3-year CORE-40 diploma. Please note that not all students at AVA will be eligible for the fast-track CORE-40 diploma. Students who are eligible for the fast-track diploma will work with their counselor to create a CORE-40 diploma track.

Graduation Requirements for Students Graduating in 2029 and Beyond:

English/Language Arts	8 Credits
	2 credits: English 9
	1 credit: Communications-focused course
	5 additional English credits
Mathematics	7 Credits
	2 credits: Algebra I
	1 credits: Personal Finance
	4 additional math credits
Science, Technology, and Engineering	7 Credits
	2 credits: Biology
	1 credit: Computer Science
	2 additional science credits
	2 credits: STEM-focused credits

Social Studies	5 credits
	2 credits: World Perspectives
	2 credits: US History
	1 credit: Government
Directed Electives	5 credits
	World Languages, Fine Arts, Next Level Program of Study Courses
Physical Education and Health	2 credits
	1 credit: Basic PE
	1 credit: Health and Wellness
College and Careers	1 Credit
Personalized Electives	12 credits

Indiana Core-40 Diploma Requirements for Graduating Classes 2027-2028

English/Language Arts	8 Credits
	Including a balance of literature, composition, and speech.
Mathematics	6 Credits (grade 9-12)
	2 credits: Algebra I
	2 credits: Geometry
	2 credits: Algebra II
	<i>Students must complete a math or QR course each year.</i>
Science	6 Credits
	2 credits: Biology
	2 credits: Integrated Chemistry-Physics, Chemistry I, or Physics I
	2 credits: Environmental Science, Biology II, Anatomy and Physiology
Social Studies	6 credits
	2 credits: World Civilization or Geography of the World
	2 credits: US History
	1 credit: Economics
	1 credit: Government
Directed Electives	5 credits
	World Languages, Fine Arts, Next Level Program of Study Courses
Physical Education	2 credits
	1 credit: Basic PE I
	1 credit: Basic PE II
Health and Wellness	1 Credit
Electives	6 Credits

Pathways

With the passage of Graduation Pathways, students can now individualize their graduation requirements to align with their postsecondary goals. Students can create pathways that serve their educational interests and prepare them for postsecondary educational and career opportunities.

Graduation Requirements	Graduation Pathway Options
High School Diploma	Meet the statutorily defined diploma credit and curricular requirements
Learn and Demonstrate Employability Skills - Students must complete at least one.	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following: ● Project-Based Learning Experience; or ● Service-Based Learning Experience; or ● Work-Based Learning Experience.
Postsecondary-Ready Competencies - Students must complete at least one.	● Honors Diploma - Fulfill all requirements of either the Academic or Technical Honors Diploma; or ● ACT - College-ready benchmarks; or ● SAT - College-ready benchmarks; or ● State and Industry recognized credential or certification; or ● Federally recognized apprenticeship; or ● Career Technical Education Concentrator - Must earn a C average in at least two non-duplicative advanced courses within a particular program or program of study; or ● A locally created pathway that meets the framework from and earns the approval of the State Board of Education