

AZVA High School Handbook



AZVA High School provides an engaging, innovative experience that prepares individuals for success in a rapidly changing world, empowering them to realize their full potential.

Arizona Virtual Academy (AZVA) and Insight Academy of Arizona (ISAZ) are public online charter schools that use K12, Inc. programs and curricula to meet the needs of diverse student populations through innovative uses of technology, effective teachers and instruction, and partnerships with families and community. AZVA and ISAZ empower students to think critically and achieve academic success and personal growth. AZVA and ISAZ are devoted to making quality public education accessible for all Arizona students- regardless of geographic, financial, or demographic circumstance – and to provide online education alternatives that are as unique as the students we serve. milies, and dedicated teachers, in order to prepare them for future educational

**“Excellence is not an act, but a habit.”
~Durrant**

THIS IS MY TIME

TO WORK HARD

TO LEARN

TO ACHIEVE

TO GROW

TO PREPARE

TO HAVE JOY IN MY ACCOMPLISHMENTS.

This is AZVA, in pursuit of excellence.

And MY time is NOW.

2021-2022

Arizona Virtual Academy

5323 N. 99th Ave

Glendale, AZ 85305

Phone: 602.476.1320

Fax: 888.794.4594

Customer Care: 866.512.2273

High School Website:

<https://sites.google.com/site/azvahs/>



<http://www.k12.com/azva>

Policies and procedures listed in this handbook may be changed without prior notice at the discretion of Arizona Virtual Academy hereinafter referred to as AZVA in this handbook. Any alterations to this document will be communicated to affected parties by e-mail.

Getting Started

Whether you are first starting with Arizona Virtual Academy or just reading through this guide as a refresher before beginning the new school year, the sheer volume of the material can often be daunting. That is why Arizona Virtual Academy, in partnership with Stride, has created a variety of terrific support websites to help you so you can quickly become familiar with Arizona Virtual Academy and its programs; this list can be found at <http://azva.k12start.com/>. If you are having trouble getting started, you can always contact your student’s Advisor for new students or your student’s Pack Leader, school counselor or any course teacher and he or she will be happy to answer any questions you may have. Your Counselor will be listed as your homeroom teacher in your class list. With all these great resources at your disposal, you will be navigating the Arizona Virtual Academy pages with ease in no time, quickly customizing the program to best suit your needs as a Learning Coach.

AZVA High School Website:

<https://sites.google.com/site/azvahs/>

School Email Addresses

Please add the email addresses below to your contacts so that you can receive school information such as progress reports via email. These are our Counselors and you can determine which one is assigned to your student(s) by looking at his or her homeroom teacher listed.

Principal:

Shannon Veal: sveal@k12.com

Advisors:

Rachel Bullock	New Students, FAW 2 Students	rbullock@k12.com
Dreametta Campbell	New Students, FAW 2 Students	dcampbell@k12.com
Jennifer Isch	New Students, FAW 2 Students	jisch@k12.com
Patti Van Voorst	New Students, FAW 2 Students	pavanvoorst@k12.com

Counselors:

Rissell Larrred		rlarred@k12.com
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Janet Vanegas		jvanegas@k12.com
Chloe Nelms		cnelms@k12.com
Andi Radice	Lead Counselor	aradice@k12.com

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School Organizational Chart

Principal: Shannon Veal

Assistant Principal:

Lead Master Teacher: Anita Metcalfe

Department Leads: Advisor Rachel Bullock, Counselor Andi Radice, English Bethany Neel, Math Geok Ann Julien, Science Andrew Lenberg, History Donna Goodman, Electives Sarah Wait

Student Matrix of Support

Student Matrix of Support

Issue	Who To Contact
Academic Help	Teachers, Advisors for FAW 2
Address Update	The legal guardian fills this out. https://na2.docusign.net/Member/PowerFormSigning.aspx?PowerFormId=c9297b70-49a5-49cb-9ef0-a36ff7cf1ac3
Attendance Questions &	Counselor

Submitted Incorrectly	
Attendance, how to log	the attendance video
Class Connect (Newrow) Technical Issue	Customer Support: k12.com/support / 866- 512- 2273
Course Change or Missing OLS Course	Counselor
Course Content Comments & Minor Errors	Feedback in your Online School - https://login-learn.k12.com/#login
Course Content Questions & Errors	Course Teacher
Course Materials Shipping, Missing & Damaged	Customer Support: k12.com/support / 866- 512- 2273
Grades and Scores for Online Assessments	Course Teacher
Internet Reimburseme	School Office – 602-476-1320

nt (If Available)	
K ¹² Computer Hardware Troubleshooting	Customer Support: k12.com/support / 866- 512- 2273
K ¹² Computer Keyboard, Mouse & Microphone	Customer Support: k12.com/support / 866- 512- 2273
K ¹² Computer Malware/Viruses	Customer Support: k12.com/support / 866- 512- 2273
K ¹² Computer Requests	Counselor
K12 Computer Software Updates	Customer Support: k12.com/support / 866- 512- 2273
OHS Account Set-Up & Login	Customer Support: k12.com/support / 866- 512- 2273
OHS Error Messages	Customer Support: k12.com/support / 866- 512- 2273
OHS Navigation	Teacher or Customer Support: k12.com/support / 866- 512- 2273
PDF Links	Customer Support: k12.com/support / 866- 512- 2273
Return Course Materials	https://www.help.k12.com/s/article/UPS-Return-Shipping-Labels

Return K12 Computer Equipment	K12 Computer Returns: computer-returns@k12.com / 866-571-4310
Return Labels (Need Additional UPS Labels)	Customer Support: k12.com/support
Report Upcoming Absence	https://form.jotform.com/82067710146150
School Events & School Community Logins	https://www.azva-insight-events.com/apps/webstore/products
Suggestions & Comments	Feedback in Your Online School: https://login-learn.k12.com/#login AZVA High School Specific Feedback: https://goo.gl/forms/8FU2WEXdp82teBio1
Transcript Requests	School Office – 602-476-1320 or https://www.smores.com/uq7jt-azva-k8-request-for-records?ref=email
Withdraw	Counselor

AZVA 2021-2022 Calendar

ARIZONA VIRTUAL ACADEMY | 2021-2022 CALENDAR

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

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

5 Semester 2 Begins
17 MLK Holiday

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

4 First Day of School

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

21 President's Day Holiday

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

6 Labor Day Holiday

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

10 Quarter 3 Ends
11 Quarter 4 Begins
14-18 Spring Break

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

6- Quarter 1 Ends
7- Quarter 2 Begins
14-15 Fall Break

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

29 Testing Recess No School

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

11 Veteran's Day Holiday
24-26 Thanksgiving Holiday

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

20 Last Day of School

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

16 Semester 1 Ends
17- Jan 4 Christmas Break

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

TESTING CALENDAR

SY 2021-2022

District Required Assessments

Grade Level Assessment	Dates of assessment	Locations offered (computer based testing at home)	
Arizona Virtual Academy (Grades 9-12) NWEA	BOY August 9, 2021 and August 10, 2021 MOY December 1, 2021 and December 2, 2021- New Spring: January 10, 2022 and January 11, 2022 EOY April 25, 2022 and April 26, 2022	Completed at home	

State Required Assessment:

In-person testing, locations TBD.

Grade 9 Assessment (ACT Aspire)	Grade 9 (Cohort 2025)	Testing Window (tentative): April 4-29, 2022
ACT	Grade 11 (Cohort 2023)	Test Dates: March 1, April 5, 2022
AzSCI	Grade 11 (Cohort 2023)	Test Window (tentative): March 21-April 15, 2022

MSSA ELA and Math, SSA Science	Grade 11	Test Window: TBD
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AzSCI. The Arizona Department of Education requires all students in grades 5, 8, and 11, to complete the science test in person. Our schools will provide testing centers throughout the state for students to complete this required test. Attendance is mandatory. Locations, dates, and times will be communicated about six weeks prior to testing.

AASA. The Arizona Department of Education adopted Arizona’s Academic Standards Assessment (AASA) as the new state wide assessment that will be administered to students in 3rd-8th grade. Our schools will provide testing centers throughout the state for students to complete this required test. Attendance is mandatory. Locations, dates, and times will be communicated about six weeks prior to testing.

ACT Aspire. The Arizona Department of Education requires that 9th grade students take the ACT Aspire test. Our schools will provide testing centers throughout the state for students to complete this required test. Attendance is mandatory. Locations, dates, and times will be communicated about six weeks prior to testing.

ACT. The Arizona Department of Education requires that 11th grade students take the ACT test. Our schools will provide locations throughout the state for students to complete this required test. Attendance is mandatory. Locations, dates, and times Locations, dates, and times will be communicated about six weeks prior to testing.

AZELLA: English Language Proficiency Assessment:

AZELLA Placement Testing	Testing Dates: Locations through the state
Ongoing During the School Year	Testing May Start Two Weeks Prior to First Day of School

**** AZELLA placement testing is required by the state for any student indicating a language other than English on enrollment documentation, and any student the state identifies as being required to test. This testing must be completed shortly after students are enrolled in school at approved testing centers.*

AZELLA Reassessment Testing: Required for any ELL student to complete with	Testing Dates: Locations through the state
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placement testing completed PRIOR to February 1st.	
Can only be provided during the state approved testing window.	<p>New Design aligned to the 2019 ELP Standards and New Grade Configuration 9-12</p> <p>Test Window: October 11 – December 10, 2021</p> <p>Reassessment – Spring 2022 Stages I – V Reassessment Aligned to the 2010 ELP Standards</p> <p>Tentative Test Window: January 31 – March 18, 2022</p>

*** AZELLA reassessment testing is required by the state for any student identified by the state as needing additional English language support. This includes currently enrolled ELL students, students with a parent waiver from services, or other students identified by the state as requiring this test. This testing **MUST** be completed by students within the testing window and will be scheduled directly with families at approved testing centers.

Arizona Virtual Academy/ISAZ Testing Website:

<https://sites.google.com/site/azvainsighttesting/home/testing-calendar>

Introduction

This *Arizona Virtual Academy Handbook* sets forth some general guidance for parents and students enrolled in the Arizona Virtual Academy (AZVA) high school program. Arizona Virtual Academy is a charter school and is subject to the rules and regulations of the Arizona State Board for Charter Schools. The State Board for Charter Schools guidelines are available online at <https://asbcs.az.gov/>. The Arizona Virtual Academy charter contract is available from the Arizona Virtual Academy office.

Admission Requirements

Arizona Virtual Academy students must reside in Arizona in order to be eligible to enroll in Arizona Virtual Academy. Additionally, at least 80% of our new students for 2021-2022 school year must have been enrolled in and attended a public school (including charters) during the 2020-2021 school year. Up to 20% of our 2021-2022 new-student population may be comprised of students who did not attend a public school during the 2020-2021 school year.

If your student(s) experience academic decline while enrolled in the school, a meeting will be held to discuss if the student should be allowed to continue to participate in Arizona online instruction pursuant to ARS15-808(G). Arizona Virtual Academy evaluates progress within the Online School and standardized test scores to determine academic achievement. If a student's academic achievement declines while attending Arizona Virtual Academy, the school's administration meets with the parents to discuss whether the student should continue to participate in Arizona Virtual Academy.

All Arizona Virtual Academy high school student enrollments are considered conditional, pending completed submission of all required documents from the student's previous school(s).

For incoming high school students at Arizona Virtual Academy, in addition to state required enrollment documents, the following are required:

- Official Complete Transcript(s)
 - Defined as:
 - Complete transcript is one that includes all previous high school credit(s) earned through the most recent complete academic year.
 - State mandated testing scores must be included on the transcript or supported with additional documentation.
 - Students who enroll without proof of test scores will be required to enroll in a state testing preparation course offered through the school's course catalog.
 - Incoming 9th grade students are required to provide a report card from the end of the 8th grade academic year.

Additionally, enrollments received after the dates listed below will not be considered for the current semester:

- Semester 1: September 15, 2021
- Semester 2: February 10, 2022

Enrollment

All Arizona Virtual Academy high school students are enrolled solely on a full-time basis. Students must enroll in a minimum of five (5) courses each semester, with a typical course load equaling six (6) courses per semester. Due to state attendance policies, students cannot drop below 5 classes. Students requesting to take more than 6 classes are approved on a case by

case basis. If a student is interested in taking an additional class, they must be a continuing Arizona Virtual Academy student, have an "A" average the previous semester and have a compelling educational reason for the additional course. The request will be evaluated and approved by the counselor/administration. No more than 7 courses total will be allowed per semester (not including FYP).

“I Understand” Statements

The purpose of the following statements is to clearly state all expectations for Arizona Virtual Academy Learning Coaches. For students to be successful, it is important that Learning Coaches are in agreement with the following curricular and attendance requirements and expectations:

- I understand that I am required to have access to a computer, with a working microphone and internet access, at all times, during my student’s enrollment in the Arizona Virtual Academy.
- I understand that I am responsible for personal computer repairs.
- I also understand that I am responsible for submitting work on time even if I am experiencing computer difficulties.

Attendance

[Arizona Revised Statutes 15-901\(A\)\(1\)\(b\)\(i\)](#) require that all public schools offer a minimum of one-hundred-eighty (180) days of instruction between July 1 and June 30. Additionally, the statute requires a minimum number of instructional hours by grade level as shown in the following chart:

Grade Level	Required Yearly Hours	Weekly Hours	Suggested Daily Hours
Grades 9-12	1,080	30	6

How to Enter Attendance

Learning coaches are required to log attendance for their students from the learning coach account. Click [the attendance video](#) for directions on how to log attendance. You can log attendance from a computer or the K12 mobile app. It is recommended that students keep a log of hours for each subject/course worked throughout the day and that the suggested daily hours above are followed.

AZVA Learning Coaches may log instructional time for students anytime during the day beginning with the first day of the school year and ending the last day of the school year (including weekends and school holidays).

More than 12 hours should never be logged on a single day. If a parent logs more than 12 hours of student attendance on a day, detailed documentation of student work must be sent to the Homeroom Advisor.

Attendance Matters: Truancy Prevention Program

AZVA teachers, administrators and staff work collaboratively to ensure that students are on target to achieve one year of academic growth. We understand that attendance matters and that it is a key component to the success of our students. As a public charter school, we must adhere to the Arizona state statutes for school attendance.

Arizona Revised Statutes Title 15 § 15-806: School attendance

- A.** It is unlawful for any child who is between six and sixteen years of age to fail to attend school during the hours school is in session, unless:
 - The child is excused pursuant to [§ 15-802, subsection D](#) or [§ 15-901, subsection A](#) , paragraph 5, subdivision (c).
- B.** A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in [§ 8-201](#) . Absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in [§ 15-802, subsection B](#) , paragraph 1.
- C.** For the purposes of this section:
 - “Habitually truant” means a truant child who is truant for at least five school days within a school year.
 - “Truant” means an unexcused absence for at least one class period during the day.
 - “Truant child” means a child who is between six and sixteen years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this section.

Arizona Revised Statutes 15-901(A)(1)(b)(i) require that all public schools offer a minimum of one-hundred-eighty (180) days of instruction between July 1 and June 30. Additionally, the statute requires a minimum number of instructional hours by grade level as shown in the following chart

Grade Level	Required Yearly Hours	Weekly Hours	Suggested Daily Hours
Kindergarten	356	20	4*

Grades 1–3	712	20	4
Grades 4–6	890	25	5
Grades 7–8	890	25	5
Grades 9-12*	1,068	30	6*

AZVA reviews student attendance daily and works with families to ensure a child is attending school consistently. We have created a reward system to reinforce to our students that Attendance Matters in any school. *Research shows that increased attendance will improve test scores, graduation rates and overall student achievement.* Rewards will be provided monthly to students for their commitment to attendance. Each month certificates will be given to honor those with 95% or more of expected attendance to date. Additionally, students with 95% or more of expected attendance will be entered into a drawing each semester to win a large prize.

Truancy

As a public charter school, Arizona Virtual Academy is required to monitor student attendance in accordance with all applicable statutes and State Board of Education Rules. As defined by the state of Arizona, there are two identified attendance truancy concerns that may need to be addressed during the school year:

1): Excessively Absent:

Learning Coaches in our program must log the time their child spends schooling daily (instructional time, online course time, instructional work completed outside of the online platform) into our attendance platform. An AZVA student is considered excessively absent if, without a legitimate excuse one or more of the following are true.

- No attendance is logged for 10 consecutive school days.
- Attendance is 10% or more below the required threshold by grade level for the number of days the student has been enrolled.
- The student has not logged into the online school for 10 consecutive school days.

Staff provides support to help monitor student attendance. Families will be notified via auto-dialer, automated text, and through email when a student does not have attendance logged for 3 or more consecutive days. Failure to respond to these notices will result in a withdrawal from our school for excessive absenteeism. Students withdrawn for excessive absenteeism will be allowed to re-enroll once, but not until the following semester for middle school. High school students will need to skip a trimester before being allowed to enroll again if this is the first

withdrawal. Any student forcibly withdrawn twice for attendance and/or academic decline issues is not eligible for re-enrollment at Arizona Virtual Academy or Insight Academy of Arizona.

2). Habitually Truant

As a public charter school, AZVA is required to monitor student attendance, engagement, and growth within our school. At all times, we strive to make sure a student is progressing academically. We expect our students have the following habits for success:

- Login daily to the online school platform and complete all daily assignments.
- Attend all required online classrooms and actively participate with their teachers and classmates.
- Complete all lessons and assessments/check points in their daily plan Monday-Friday, (if not master in three attempts reach out to teacher for additional support)
- Submit all required assignments (work samples, teacher graded assignments, formative assessments) and completed all required testing.
- Regular communicate with teachers, advisors, and other school team members.

Students that do not have an approved excuse for meeting any of the above requirements can be deemed habitually truant according to the state of Arizona.

- According to the state of Arizona “habitually truant” means a truant child who is truant for at least five school days within a school year.
- “Truant” means an unexcused absence for at least one class period during the day.
- “Truant child” means a child who is between six and sixteen years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this section.

Teachers and advisors regularly monitor student progress and engagement. Students identified as habitually truant will be provided escalations of support to help ensure the student engages fully in the learning process.

False Attendance and Student Activity

Logged attendance must reflect student activity (time actually spent in the online courses). If attendance does not match student activity and or course progress, a mandatory conference will take place between the homeroom advisor and the Learning Coach regarding false attendance. Student and Learning Coach accounts will be locked if there has been no response to a conference after 72 hours. AZVA has the option of removing the false attendance not connected to time actually spent working in online courses. This deletion of hours can put the student in jeopardy of becoming 10 consecutive days behind in attendance or 10% below the mandated state requirement for attendance which can lead to student withdraw by way of excessive absenteeism.

Excessive Absenteeism

As a public charter school, Arizona Virtual Academy is required to monitor student attendance in accordance with all applicable statutes and State Board of Education Rules. An AZVA student is considered excessively absent if, without a legitimate excuse one or more of the following are true.

- no attendance is logged for 10 consecutive school days
- attendance is 10% or more below the required threshold by grade level for the number of days the student has been enrolled
- the student has not logged into the online school for 10 consecutive school days

AZVA employs an attendance specialist to monitor student attendance. The attendance specialist notifies families via an auto-dialer phone system, automated text, and school email when a student is missing 3 or more consecutive days by way of student last log in or attendance logged as well as when a student is in danger of being forcibly withdrawn due to excessive absenteeism. Failure to respond to the notices will result in the following steps.

1. The attendance specialist will send a FINAL email informing Learning Coaches that their student is going to be withdrawn for missing 10 or more consecutive days by way of student last login or attendance logged or if attendance is 10% less than the time mandated by state requirements.
2. An email will be sent notifying the Learning Coach that the student has been withdrawn from AZVA due to excessive absenteeism.
3. Students withdrawn for excessive absenteeism will be allowed to re-enroll once, but not until the following semester.
4. If a student is withdrawn twice for issues regarding attendance, they are not eligible for re-enrollment in either Insight Academy of Arizona or Arizona Virtual Academy.

Absences

Students must meet the required attendance hours cumulatively by the end of each week, month, and school year. Should a circumstance occur that requires an absence that cannot be made up within the school week or if students will be absent 3 consecutive days or more, Learning Coaches must contact their assigned Homeroom Counselor for guidance.

Extended Absences

The school must be notified in the event of a known, extended absence. If a student absence will extend beyond 5 consecutive days, the family must notify the teacher in writing and complete the absence notification here <https://form.jotform.com/82067710146150>. This will prevent the student from being withdrawn for excessive absenteeism if a legitimate excuse is provided.

Extended Travel

Families who plan to be out of state for an extended period of time must notify their Counselors. Students must continue to make adequate progress in the Online School, turn in all required assignments and assessments, and plan to attend state standardized testing in the spring (see [calendar](#) for dates).

Withdrawing Students

Learning Coaches of students who are withdrawing from the Arizona Virtual Academy must contact their AZVA Homeroom Counselor and notify him/her of their desire to withdraw. K12 contacts Learning Coaches to schedule an exit interview and to arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Re-enrollment After School Withdrawal

Students who are withdrawn from the school by way of a school-initiated academic probation/academic decline or excessive absenteeism withdrawal shall not be permitted to re-enroll at AZVA or ISAZ until the following semester. *(ISAZ policy is to skip a term)* Additionally, any student withdrawn by the school on two separate instances, for any reason, will no longer be eligible for re-enrollment in the current, or any future school year. Students and families who seek to appeal the school's decision may do so, in writing, to the Head of School.

Arizona Revised Statutes 15-808(G) states "If the academic achievement of a pupil declines while the pupil is participating in Arizona online instruction, the pupil's parents, the pupil's teachers and the principal or head teacher of the school shall confer to evaluate whether the pupil should be allowed to continue to participate in Arizona online instruction. (H) To ensure the academic integrity of pupils who participate in online instruction, Arizona online instruction shall include multiple diverse assessment measures and the proctored administration of required state standardized tests."

The High School Experience

Teachers' Live Sessions

Each teacher will host live teaching sessions as well as open office times throughout the week. The schedule for live sessions is posted in the Teacher Contact Info area of each course as well as noted in Class Connect. All sessions will be scheduled in the Class Connect area of the OHS and OLS. Some live sessions may overlap occasionally. When this occurs, students can make the decision as to which session they will attend. All teaching sessions will be recorded and teachers will be available at other times to meet with students as needed when overlap does occur.

Class Connect Session Labels

Type of Session – Course Name – Session Description

Examples:

Required Enrichment – ENG103 – Review of Nouns and Pronouns

Required Targeted Instruction – SCI203 – Mitosis

Required MTSS

Example:

Required MTSS – MTH123 – factoring

Bobcat Den

Arizona Virtual Academy staff members want our students to feel connected and actively engaged in the events and exciting online experiences that take place at the high school level. Bobcat Den shares that information with students. Look out for emails, class announcements, and class connect sessions regarding Bobcat den.

Outings

To assist parents in providing social experiences for their students, Arizona Virtual Academy hosts outings throughout the state. These outings may be attended by any student, regardless of the area in which a family resides. It is Arizona Virtual Academy's goal to provide quality and educational outings that also promote a social atmosphere.

High School Clubs

It is Arizona Virtual Academy's goal to foster a sense of community for our families during the school year. In an effort to help families build more meaningful relationships, Arizona Virtual Academy offers online clubs based on students' and families' interests. Clubs meet online on Fridays at 12:30 PM, once a month. Arizona Virtual Academy teachers facilitate clubs in which students may participate.

Further information about clubs can be obtained by contacting the staff sponsor(s) as well as checking the school announcements or attending Bobcat Den for updates and activities.

Vacation policy

Arizona Virtual Academy is a public school. Students must attend at least 90% of the possible instructional hours for the school year AND must not miss school for ten (10) consecutive days. If a family needs to plan a vacation, this vacation must not include more than 10% of the possible instructional hours and must not last more than ten (10) consecutive days. Assignments due during a family-scheduled vacation must be completed prior to the vacation, and it is the student's responsibility to contact his or her teachers prior to this absence. There are no exceptions to this policy. Assignments that are completed late due to a family-scheduled vacation during school may not be accepted.

Schedule Change Policy

AZVA High School Schedule Change Policy 2021-2022

The following deadlines apply to schedule changes. It is important that all students must observe these deadlines and make plans accordingly. In addition to deadlines, there are other requirements that should be carefully followed as listed under the Pre-Requisite and Comment Sections below. Changes in schedules could result in a delay in course access. It is the student's responsibility to reach out to the teacher and get caught up. **All late start students must request schedule changes within one week of course placement.**

Please be aware that a request for any change in a student's schedule should be based on compelling educational rationale.

<u>ACTION</u>	Semester 1	Semester 2	<u>Comments</u>
<p><u>Add Course</u> Pre-Requisites:</p> <ul style="list-style-type: none"> Learning Coach permission form submitted to counselor by email Students must present a solid rationale for the course change. 	August 16, 2021	January 18, 2022	<ul style="list-style-type: none"> Students may add up to 7 courses a semester (Not including Online Learning, Advisory). Student must be a continuing AZVA student, have an "A" average the previous semester, and have a compelling educational reason for the additional course. This request must be evaluated and approved by the counselor/administration. Students may not add Advanced Placement (AP®) courses after the semester has started.
<p><u>Change Course</u> Pre-Requisites:</p> <ul style="list-style-type: none"> Learning Coach permission form submitted to counselor by email Students must present a solid rationale for the course change. Please see the bottom of the page regarding electives 	August 16, 2021	January 18, 2022	<p>Acceptable rationale can be:</p> <ul style="list-style-type: none"> Error in placement Final Summer School Adjustments Misplaced Levels (Honors, Comprehensive, etc.) Disability- Based Needs Demonstrable career goal changes for which course change is absolutely necessary <p>Changing one's mind, wanting a different teacher, and not completing the course selection survey are not acceptable reasons for changing a course.</p>
<p><u>Drop Course</u> Pre-Requisites: Permission from:</p> <ul style="list-style-type: none"> Learning Coach permission form submitted to counselor by email School Counselor approval 	No Penalty 9-17-21 Drop with a "W" 9-20-21 to 12-6-2021	No Penalty 2-15-22 Drop with a "W" 2-21-22 to 5-9-22	<p>A Student cannot drop a course if:</p> <ul style="list-style-type: none"> Student is passing the course with a "C" or higher Dropping the course will result in carrying fewer than 5 classes for that semester regardless of total credits being carried The request is made after the established deadlines Permission from all parties is not obtained

	students may not withdraw after this date.	students may not withdraw after this date.	
<p><u>Change Levels</u> <i>Pre-Requisites:</i> Student meets the course pre-requisites as listed in the course catalog Permission from:</p> <ul style="list-style-type: none"> • Students will have to discuss their reasons for wanting to change levels with the counselor/teacher first. • Learning Coach permission form submitted to counselor by email • School Counselor approval 	<p>8-30-21</p> <p>Students may not change levels up to an Advanced Placement (AP®) courses after the semester has started, and Honors after the course change deadline above</p>	<p>1-31-22</p> <p>Students may not change levels up to an Advanced Placement (AP®) courses after the semester has started, and Honors after the course change deadline above</p>	<ul style="list-style-type: none"> • Change of levels from an Honors course or AP course down to the comprehensive level will be made if the student demonstrates clearly that the current course level is too difficult for his/her documented ability. • Students enrolled in AP® or Honors courses receive a grade of A, B or C to remain in the level of course for the following semester. • Students enrolled in Honors courses must submit the Honors project (or the first portion) by a specific date, communicated by the teacher in the course calendar. Students who do not submit the project by this date will be removed from the honors course immediately and placed in the Comprehensive level.

Please keep in mind:

- ❖ Elective courses will not be changed. Elective courses are chosen for students based upon the student survey sent out each semester. If a student does not complete the survey by the deadline, a counselor will choose the student’s electives.
- ❖ Students that request to withdraw from AZVA within the last two weeks of the semester will have their final grades appear on their transcripts, and the official date of withdrawal will be after the conclusion of the semester. Students are not permitted to withdraw from any classes within the last 10 days of the semester.

Process for Withdrawal and Expulsion of Truant or Excessively Absent Students

1. Student attendance will be monitored regularly.
2. Students who miss five (5) or more consecutive days or who have logged less than the 90% of the required hours will be notified. Students are considered excessively absent when they have missed ten (10) consecutive instructional days and/or their cumulative attendance is 90% or less than what is mandated by the state. Arizona Virtual Academy policy states that we may withdraw any student who does not meet these attendance requirements.
3. Once a student has been withdrawn from Arizona Virtual Academy, he or she will receive a letter from Stride detailing all materials that must be returned.

Middle School Students taking High School Courses

Students who are in middle school and request to take high school courses must meet all of the requirements below to be considered:

- 8th grade students may enroll in high school courses in the Fall semester only.
- Students can only move into 9th grade at the start of the school year in the Fall semester.
- The student must have completed all MS curriculum in that content area in order to enroll in a HS course.
- Assessment scores must support that the student is academically ready to move up.
- Middle School work samples must have been submitted on time and the student must be up to date on attendance.
- Parent/Guardian and student must attend a Mandatory Meeting hosted by the High School Counseling Department
- Student must take a pretest for the course(s) requested and score a 70% or better to move into the High School course.

Graduation Requirements

To be eligible to earn a diploma, Arizona Virtual Academy students must complete at least 22 credits. Additionally, the student's final semester of high school must be completed at Arizona Virtual Academy in order to earn a diploma from this accredited institution. Lastly, beginning with students in the class of 2017, Arizona students will be required to pass a civics test per the American Civics Act (HB 2064) to be eligible to earn a diploma.

Students must earn the following credits to graduate:

English **	4 credits
Math	4 credits
Science	3 credits
Social Studies	3 credits (including 1 credit of World History, 1 credit of US History, and ½ credit of

	American Government and ½ credit of Economics)
Fine Arts	1 credit
Electives	7 credits (including 2 credits of the same foreign language*)

* Foreign Language is a university admission requirement, not a state graduation requirement

** For students not planning on attending a university, Journalism, Gothic Literature, and Creative Writing A & B (or any combination of those) can replace up to 1 credit of English EXCEPT for English 3A/3B (American Lit. A/B).

Blended Learning

K12 Blended Learning—a tuition-free program offered by Arizona Virtual Academy and Insight School of Arizona—combines the best of online learning with a structured classroom environment at one location: Kingman, AZ.

With K12 Blended Learning, students in grades 4–12 receive instruction tailored to fit their unique learning needs. They can access K12’s engaging online curriculum and hands-on materials along with onsite instructional support and enrichment opportunities.

Your student will benefit from the following:

- Online classes with face-to-face instruction from highly qualified, Arizona-certified teachers
- Additional support in core subjects from onsite Arizona-certified teachers
- Multiple ways to access content and demonstrate mastery
- In-person collaboration with classmates and teachers
- Participation in service learning and community service projects, student clubs, and more

Disciplinary history will determine student eligibility to attend or participate in Blended Learning, clubs, outings, and other activities.

National Honor Society

The National Honor Society (“NHS”) chapter of Arizona Virtual Academy is a duly chartered chapter of this prestigious national organization. Membership is open to those students who meet the required criteria in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a Faculty Council, appointed by the school principal, who bestows this honor upon qualified students on behalf of the faculty of our school each spring semester.

Students in the 10th, 11th, or 12th grades are eligible for membership. For the scholarship criterion, a student must have a cumulative grade point average (“GPA”) of 3.0 or better on a 4.0 scale. Those students who meet this criterion are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate’s leadership and service. A history of leadership experiences and participation in school or community service is also required.

To evaluate a candidate’s character, the Faculty Council uses two forms of input. First, school disciplinary records are reviewed. Second, members of the faculty are solicited for input regarding their professional reflections on a candidate’s service activities, character, and leadership. This information and the Student Activity Information Forms are carefully reviewed by the Faculty Council to determine membership. A majority vote of the Faculty Council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held to recognize all the newly selected members. In order to be an active member in NHS, students are required to attend and participate. Once inducted, new members are required to maintain the same level of performance (or better) in all four criteria that led to their selection. This obligation includes regular attendance at chapter meetings held every other week or as needed (determined by the chapter members), and participation in chapter service projects.

Individualized Learning Plans (ILPs) and Graduation Plans

Your Counselor will prepare and email a Graduation Plan and Credit Check for you once during the school year*. It will include the following:

- Credits Required
- Credits Earned
- Credits Needed
- Grades and Credits earned by course
- 4 Year Course Plan
- Student Action Plan

Your Counselor will meet with you synchronously once each semester to discuss your Graduation Plan and Credit check. You can sign up for an appointment using our high school website (appointments will begin again in the Fall of the 21-22 school year):

<https://sites.google.com/site/azvahs/counseling>

College and Career – Arizona Career Information System (AzCIS)

The Arizona Career Information System (AzCIS) is a free resource sponsored by the Arizona Department of Education. This site is great for researching schools, degree programs, careers, alternative education pathways, financial aid, and scholarships in Arizona. Students have the ability to create, save and maintain a 4-plan, resume, and career planning portfolio. The AzCIS has a wealth of information to help students plan their future. Once you have logged into AzCIS, you will need to create your own username and password. You will then use your username and password to log on to the AzCIS.

<https://azcis.intocareers.org>

First time login info (You will create your own username and password after your 1st login):

Username: azva06

Password:4azcis02

*If we do not have the appropriate transcripts from previous schools the Graduation Plan may not be complete or accurate. We can only include the records that we have received, so please ensure that we have all transcripts from any previous school as soon as possible.

Report Cards

Fall semester transcripts are mailed in January, and spring semester report cards are issued in June. Progress Reports will be sent through email weekly.

Transcripts

If you need transcripts or have transcript related questions, please contact Arizona Virtual Academy's Registrar. To request official transcripts, please use the link below to download the form.

<https://www.smores.com/uq7jt-azva-k8-request-for-records?ref=email>

Arizona Virtual Academy Registrar

Phone: 602-476-1320

Fax: 888-794-4594

If you need to send transcripts to Arizona Virtual Academy, please mail them to:

Arizona Virtual Academy

Attn: Registrar

5323 N. 99th Ave

Glendale, AZ 85305

Appeal of Final Semester Grades and Awarding of Credit

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

Grade Promotion and Awarding of Credit

Students are promoted based on their cohort year (determined by their grade level when they enrolled in school). In order to earn a diploma, students must complete the 22 required credits. Credit is not awarded for courses in which a student earns an F or fails to log 90% (65 hours per course) of the required attendance. Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt they will receive that grade but the previous failed course will remain on the transcript. Credit is granted for courses in which the student completes the attendance requirement and earns an A, B, C or D. Students may repeat courses for a higher grade if they choose to do so. If this occurs, credit will only be granted once for that class and the other course will receive credit for an elective class. Credit can’t be earned for the same class twice. Students enrolling in a course 30 days after the official school semester start date are on audit status and not eligible to earn credit. Grade-level classification is based on the number of credits earned and is reviewed at the end of each semester.

0 – 5 credits	9 th grade
6 -11 credits	10 th grade
12-17 credits	11 th grade
17- 22 credits	12 th grade

The Online High School

Lockdown Browser and Turnitin

For assignments where Lockdown Browser and/or Turnitin are utilized, the use of these programs are required.

Final Exams

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

course calendars at the beginning of the semester; further information is posted in course announcements and emailed to families throughout the semester.

If a student shows growth on NWEA benchmark, the student can opt out of the Final Exam for Math (if Met growth in Math) and/or English (if met growth in Reading).

Assignment Folder

Arizona Virtual Academy can remove content or files from an Assignment folder without advance notice or permission of the user when the content is found to be inappropriate or offensive.

Inappropriate Content

Inappropriate and offensive material includes but is not limited to anything unrelated to the assignment or not age appropriate, and items that are slanderous, derogatory, or profane. Any use of profanity, hate speech, bullying, or threatening language within pager, forum discussions, assignment folder submissions and comments, Locker, or ePortfolio will be removed and subject to disciplinary action. Arizona Virtual Academy can remove content from discussions in the event that it is determined to be inappropriate or offensive and profile pictures without advance notice or permission of the user.

Objectionable Materials

There may be instances when a Learning Coach finds certain lessons, books, or materials objectionable for various reasons (include non-sex education instruction regarding sexuality, religion differences, etc.). Our teachers will work with the Learning Coach to find alternative lessons which will meet the lesson objectives. The assessment for the lesson must still be completed to show that the objectives have been met.

Academic Responsibility

Arizona Virtual Academy is a public online charter school accountable to state and federal education requirements. The academic program includes support for all students to achieve proficiency with grade level academic standards. Students who do not demonstrate proficiency with grade level standards are required to actively attend and participate in assigned instructional sessions as designated by an Arizona Virtual Academy Highly Qualified teacher.

Definitions:

- Grade level: K – 12

- Grade level proficiency: Assessment of student proficiency may be determined using one or more of the following academic indicators: AzSci; ACT: ACT Achieve; NWEA benchmark; course progress; school-based diagnostic assessments; work sample submissions; assessments; additional teacher designed, standards-based assessments.
- Instructional sessions: Instruction will take place in Class Connect no less than two times per week. Required number of sessions will be listed on the Individual Learning Plans. The Highly Qualified teacher will determine instructional goals, weekly instructional time, and criteria to demonstrate proficiency based on student data.
- Required attendance: Students are required to attend instructional sessions as assigned. Learning Coaches and students will be notified by Email of the required Class Connect sessions and accompanying instructional goal(s). Required sessions will appear on student's online school account.
- Active Participation: Students are required to join Class Connect sessions on time and consistently. Students must engage with the academic content and the teacher by use of the dialog box and/or microphone and/or whiteboard as appropriate within the lesson.
- Failure to attend and participate in MTSS sessions: Students will be referred to Find a Way.
- Instructional Cycle: No less than a six week period in which instructional goals are addressed. Students may complete a goal in one cycle and continue with a new goal in a subsequent cycle until sufficient grade level proficiency is demonstrated.

Procedures:

- The Highly Qualified teacher will review academic indicators to determine needed support to meet Arizona's academic standards.
- Instructional groups will be formed based on student data. Instructional goals, instructional time, and assessments to measure progress will be determined.
- The Highly Qualified teacher will notify the Learning Coach and student of the required instructional sessions.
- The Highly Qualified teacher will provide instruction, conduct assessments, and document academic progress.
- This process will repeat as needed to ensure students achieve proficiency with grade level standards.

Assignment Due Dates

- Graded assignments – whether teacher- or computer scored – are listed on the Class Plan (course calendar). The due date on the calendar is recommended and a zero will

be entered the day after the Due Date if the assignment has not been completed or submitted. However, after zeros are entered, assignments can still and must be completed and submitted ***no later than midnight, on the Sunday as scheduled on the Class Plan, which is the End Date (the day the unit locks)***. Any work that is assigned during that unit that is not received by the locking date Sunday will no longer be eligible for submission.

- Under extreme circumstances, teachers may allow extensions on assignments as approved by the Principal. ***Families should never assume that teachers will automatically grant these requests.*** Due date extensions *must* be requested before the due date of the assignment during the school week. Requests received on or past the due date, or on a non-school day, will not be granted. All exceptions must go to the teacher first and then be approved by the Principal.
- In case of computer or internet-issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hardcopy of all teachers' names and phone numbers. Computer or internet issues will not be considered for exceptions.
- **Please be aware that because of the point values assigned to teacher-scored assignments, it is mathematically impossible to pass a course without completing them.**

Academic Decline

[Arizona Revised Statutes 15-808\(G\)](#) states "If the academic achievement of a pupil declines while the pupil is participating in Arizona online instruction, the pupil's parents, the pupil's teachers and the principal or head teacher of the school shall confer to evaluate whether the pupil should be allowed to continue to participate in Arizona online instruction. (H) To ensure the academic integrity of pupils who participate in online instruction, Arizona online instruction shall include multiple diverse assessment measures and the proctored administration of required state standardized tests."

Arizona Virtual Academy makes every effort to work with all students to ensure their success in their high school courses. However, we recognize that not all students are successful in the online environment for a variety of reasons.

During the course of a semester, student progress is monitored by the administration, Counselors, Advisors, and Teachers. If a student exhibits signs of academic risk over the course

of a semester, we will meet with the Learning Coach and student and devise strategies to assist the student.

Students may be referred for additional support. If students are not making satisfactory academic progress, we will encourage them to locate an alternate school placement to best meet the student's needs. If your student(s) experience academic decline while enrolled in the school, a meeting will be held to discuss if the student should be allowed to continue to participate in Arizona online instruction pursuant to ARS15-808(G).

Tiered escalation supports:

Students will be provided a multi-tiered system of support (MTSS) based on academic recommendations and additional supports needed. These supports can include but are not limited to increased communication, required meetings, face-to-face interventions, social-emotional referrals, attendance referral, etc. These supports will be developed within each academic team with the advisor playing a key role during TIERS 2 and 3. **TIER 4 is an escalation to the Student Support Administrator who will actively work with the student and family to determine what is impeding a student from fully engaging in our online public school.**

Tier 2: Advisor support

If a student is showing signs of habitual truancy, is not engaged in his or her academics, does not regularly login to school, misses required class periods during the school day, is not submitting or completing required work and is declining academically, there is a need for coaching so that the student and Learning Coach understand the expectations for successful schooling. The Student Support Advisor will increase connections with this student and family and work to address key issues to schooling. Any additional supports needed for this student should be identified and the advisors should coordinate those supports for the student. The student and Learning Coach are notified of concerns by the advisor (email, phone calls, meetings, etc.), and are expected to become active participants in this process, as they work toward an understanding of the requirements for an engaged student in our online public school. The Student Support Advisors will work with the student and family to create an engagement plan that includes the key requirements for our students. Failure to complete this plan can result in a student being escalated to the TIER 3 level which includes communication from the department administrative team.

Tier 3: Department Administration

The student and Learning Coach are notified by their Student Support Advisor when there are continued truancy and academic decline concerns. The department administrative teams start the process of understanding what is impeding a student from engaging in our online public school. The student and Learning Coach are notified via phone call/email of an increased risk for a withdrawal from our online public school due to habitual truancy. A plan will be developed with families, and students will be expected to complete all the attendance and engagement habits needed for success in our school. Students who do not follow through on the expectations will be escalated to the district administrative TIER 4 level. Students and families who do not communicate with the department administrative team can be escalated to the district administrative, Tier 4 level.

Tier 4: District Administration review of Habitual Truancy and possible withdrawal

At this point in the tiered escalation process, the department academic teams have exhausted all supports to engage a student, provided interventions, but the student continues to be habitually truant from our online public school. The student continues to decline academically. At this point, a certified letter will be sent to families notifying them of the school's truancy concerns. A required meeting will be created by the Student Support Administrator and will include school administration, advisors and teaches (when possible). At this required meeting, all concerns regarding a student will be reviewed and the family and academic team will determine the next best step for a student and their academic success. If it is determined that a student will continue enrollment at our school, defined expectations will be created. Students who do not adhere to these agreed expectations can be withdrawn from our school for habitual truancy. Students and families who do not attend this required meeting (or request the meeting be rescheduled) can be withdrawn from our online public school for habitual truancy.

Withdrawing Students

Legal Guardians of students who are withdrawing from the Arizona Virtual Academy must contact their AZVA Student Support Advisor and notify him/her of their desire to withdraw the student. Stride may contact legal guardians to schedule an exit interview and to arrange for the return of all school equipment and materials. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Guidelines for Integrity in Assessments and Assignments

Assessments, such as quizzes, and tests, are a critical part of any academic program. They offer important information about the student's progress toward mastery. This information is helpful

only if accurate. It can be accurate only if the assessment represents the student's work and only his or her work.

Unless otherwise instructed by the teacher or by a specific assessment, the student is expected to honor the following principles while taking assessments:

The student will...

- take the assessment independent of any assistance.
- not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- treat the assessment as “closed book”—meaning that he or she may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless the teacher or the specific assessment otherwise instructs (for example, the student is specifically told to refer to certain pages in a book as part of the assessment).
- treat the assessment as “single browser”—meaning that during the assessment the student may not log in a second time to the course, or open the course or related materials on another browser on another computer.
- give answers that represent his or her work and *only* his or her work, free of any outside assistance. The student will not plagiarize or cheat in any way.
- not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

The student will be asked to submit written assignments for teachers to grade. The student's written work should be completely free of plagiarism. Plagiarism is copying another person's work without providing direct reference to the author, original print material or website. Put simply, always give credit where it is due. The student must ask his or her teacher if he or she has questions regarding citing sources. Some assignments do not require citing sources, and if copied from another source and is not original work, it is considered cheating. Remember that Arizona Virtual Academy utilizes web tools to check for student plagiarism and cheating.

Unless the teacher or the assessment's specific directions state exceptions, the student is expected to follow these principles while taking assessments and completing written assignments. Only by honoring these principles can the student assure both academic and personal integrity.

Plagiarism

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as the student's own original work. Specific examples of plagiarism that will not be tolerated are

- Copying, paraphrasing or summarizing another person's work without citing that source.
- Using material, including photographs, from the internet or any other source and representing as the student's own, even if he or she has changed some of the words.
- Having someone else write the assignment or rephrase any portion of that assignment.
- Directly copying or rephrasing student aids (Cliff's Notes, for example), critical sources, or reference materials in part or whole without acknowledging those sources.

Source Citation

Many courses require written work where students need to cite sources. Any direct quotations from a textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a website, he or she must provide the complete web page or site title, URL, author (if known), page number (if applicable), publication date of the site (if available), and date of access.

Students are responsible for their own work on unit tests and final exams. Students are not allowed to use notes, quizzes, or textbooks on unit tests or on the final exams. Students are not permitted to share work with other students on unit tests or final exams. If a student does not complete his or her own work or shares work with others on unit tests and/or final exams, he or she will not receive credit for the work and is at risk of suspension or expulsion from Arizona Virtual Academy.

Students must cite sources in all assignments, tests, and exams. Students do not receive credit for work that does not appropriately cite sources.

Academic Integrity

All assignments are assumed to be the student's original work. Therefore, if the student utilizes any ideas that are not his or her original thoughts, the student must cite his or her sources using MLA format or approved format as instructed by the course teacher. A student who fails to abide by these standards will be reported to the high school assistant principal and will be subject to disciplinary action.

Penalties

At AZVA, plagiarism charges are cumulative per course. Plagiarism charges will restart when a student begins a new course (for example going from LAC 2 to ENG 3).

- 1st Offense – the student shall earn a “0” for the assignment but *may* resubmit a revised version of it *only* after he/she has met with the teacher, via Class Connect or phone to discuss and submits properly cited work.
- Subsequent Offenses – the student shall earn a “0” for the assignment; there is no opportunity to resubmit a revised version.

Please note that because Arizona Virtual Academy considers plagiarism and cheating a serious offense, these consequences apply to all instances of plagiarism in a student’s high school career here at Arizona Virtual Academy, regardless of grade level or subject.

Consequences of Cheating:

- When it has been determined the student has cheated, the student will receive a zero and will not have another opportunity to resubmit the assignment.
- The student will not be able to make up any assignment in which a zero was received due to cheating for Raise My Grade.
- The natural consequence of cheating is failing a course if the number of zeros entered due to cheating mathematically results in a grade of 59% or lower.

Cheating on Final Exams

Because final exams come after the semester has ended, any cheating on a final exam will result in an automatic zero.

Awarding High School Credit for Community College Courses

AZVA would like to provide opportunities for students to earn high school credit by taking community college courses that are of specific interest, provided they meet the high academic standards of the state and AZVA. For a community college course to be considered for high school credit, the requirements listed below must be submitted to the assigned School Counselor for approval. This information should be submitted **BEFORE** registering for the course to ensure high school credit may be granted:

1. Course syllabus including an outline of material covered
2. Schedule of class meetings – when does the class meet and how often?
3. Estimate of time commitment, both with instructor and independent practice

4. Title of Text or reference material
5. School Accreditation

In order to be eligible to take community college courses for high school credit, students must be passing all of their courses at AZVA and must continue to take 5 courses per semester with AZVA per school policy. It is recommended that students only take 1 or 2 community college courses during the school year.

Students are responsible for the cost of the courses taken (tuition) and will need to work directly with the community college to enroll. Generally, students are required to complete reading, writing and math placement tests at the community college to determine which courses students are eligible to take.

Once the course is complete, it is the responsibility of the student to request official transcripts be sent to AZVA so the credits will be documented on the high school transcript. Transcripts must be sent to:

Arizona Virtual Academy
5323 N. 99th Ave.
Glendale, AZ 85305
Attn: High School Registrar

Credit Equivalency:

- 1 College credit hour course = .17 credit at AZVA
- 2 College credit hour course = .34 credit at AZVA
- 3 College credit hour course = .5 credit at AZVA
- 4 College credit hour course = .67 credit at AZVA
- 5 College credit hour course = .83 credit at AZVA
- 6 College credit hour course = 1 credit at AZVA

Awarding High School Credit for High School Correspondence Courses

AZVA would like to provide opportunities for students to earn high school credit by taking high school correspondence courses that are of specific interest, provided they meet the high academic standards of the state and AZVA. For a high school correspondence course to be considered for high school credit, the requirements listed below must be submitted to the

assigned School Counselor for approval. This information should be submitted **BEFORE** registering for the course to ensure high school credit may be granted:

1. Course syllabus including an outline of material covered
2. Schedule of class meetings, if any
3. Estimate of time commitment, both with instructor and independent practice
4. Title of Text or reference material
5. School Accreditation

High school correspondence courses are usually offered through a college or university. Students are responsible for the cost of the courses taken and will need to work directly with the college or university offering the correspondence courses to enroll. Below is a list of universities that offer high school correspondence courses:

Brigham Young University – www.elearn.byu.edu

University of Arizona - <http://www.ceao.arizona.edu/corresp/index.html>

University of Texas - <http://www.utexas.edu/cee/dec/>

Texas Tech University - <http://www.depts.ttu.edu/ode/>

In order to be eligible to take high school correspondence courses for high school credit, students must be passing all of their courses at AZVA and must continue to take 5 courses per semester with AZVA per school policy. It is recommended that students only take 1 or 2 correspondence courses during the school year.

Please note, per state law:

Credits earned through correspondence courses to meet graduation requirement shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:

- a. English as described in subsection (1)(a) of this Section,*
- b. Social Studies,*
- c. Mathematics, and*
- d. Science*

Taken from: http://www.azsos.gov/public_services/Title_07/7-02.htm#Article_3

Once the course is complete, it is the responsibility of the student to request official transcripts be sent to AZVA so the credits will be documented on the high school transcript. Transcripts must be sent to:

Arizona Virtual Academy
5323 N. 99th Ave.
Glendale, AZ 85305
Attn: High School Registrar

Grades

Grade Determination

Arizona Virtual Academy High School grades are determined by the sum total of points a student earns on all graded assignments and tests.

Points earned by student/Total points possible X 100 = Grade

Example: In his or her math class, the student earns 563 points out of a total of 700 possible points. The grade will be 80%.

$$563/700 \times 100 = 80\%$$

Grading Scale

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0 – 59%

Class Rank and Honor Roll Determination

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. The following values are assigned to semester grades in each course:

A = 4

B = 3

C = 2

D = 1

F = 0

Any student who fails a course (F) will not earn credit. If that credit is required for graduation the student will need to retake the course at a later time.

Advanced Placement®/Honors courses carry the following weighted value*.

A = 5

B = 4

C = 3

D = 2

F = 0

Students earning a semester grade point average of 3.0 or higher are eligible for the Honor Roll.

*Students enrolled in Advanced Placement® courses must receive a grade of A, B or C to remain in the same level of course for the following semester. Students who do not earn a grade of A, B or C in Advanced Placement® will be placed in the Comprehensive level of the course for the following semester.

Students enrolled in Honors courses must submit the Honors project (or the first project, if there are multiple projects in a semester) by a specific date, communicated by the Course Teacher in the course calendar. Students who do not submit this project by this date will be removed from the honors course immediately and placed in the Comprehensive level of the course for the remainder of the semester. Students who do not earn a grade of A, B, or C in their Honors course or who do not complete all honors projects (if there are multiple projects in a semester) will be placed in the Comprehensive level of the course for the following semester.

Warning: If a deadline has passed and the teacher has not entered a zero for that assignment, the student's grade may be temporarily inflated. Zeros are typically entered the day after the Due Date on the Class Plan (calendar).

Testing

State Standardized Testing

[Pursuant to A.R.S. 15-808 B](#), Arizona Virtual Academy must notify students and Learning Coaches of mandatory state testing requirements. Arizona Virtual Academy students are

required to participate in the state-mandated academic assessments. The testing window for standardized testing is determined by the Arizona Department of Education and listed on the school calendar. Specific testing days and locations are distributed closer to the actual testing window. These tests are administered by an Arizona Virtual Academy teacher or administrator. These assessment tools provide useful information to Learning Coaches and teachers about their students' academic progress. Student performance on the state-mandated assessments is an integral part of assessing the success of the virtual school program. If Arizona Virtual Academy fails to test 95% of its students, the students who did not take the test become ineligible to continue enrollment in Arizona Virtual Academy.

There is no opt out option available.

NWEA

All students taking English and Math courses will take the NWEA Assessment. It will be administered the first week of Fall, last week Fall semester, first week of Spring semester, and end of year Spring semester. Data from the NWEA Assessment will be pulled into Universal screener for 45 day screening and MTSS grouping and sent out in ILPs. Beginning and end-of-year Performance Assessments will be compared, and a growth score will be determined.

Interim Assessments

Interim assessments are required and make up a portion of each student's grade in the course gradebook. Interims are administered 4 times a year to assess student mastery of the state standards and objectives taught throughout each instructional cycle. Interims are administered to all student in Math, ELA.

Conduct and Communication

Student Code of Conduct

AZVA students are subject to the rules and restrictions implemented by Arizona Virtual Academy and the Student Code of Conduct while on or using school property, at testing sites, while interacting online, and at or traveling to school-sponsored activities. Students enrolled in AZVA should be aware of the following guidelines, expectations, and consequences.

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 may not interfere with other users' ability to access AZVA or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activity that is associated with their usernames and passwords.
- Students should change their password(s) frequently; at least once per semester is encouraged.
- 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-AZVA commercial activities, non-AZVA product advertising, or political lobbying on an AZVA-owned instructional computing resource.
- Students may not use AZVA instructional computing resources to sell or purchase any illegal items or substances.
- It is not allowed to upload or post any software on AZVA instructional computing resources that are not specifically required and approved for student assignments.

Webcam Usage

AZVA/ISAZ utilizes virtual classrooms using webcams to conduct meetings and instruction.

DRESS CODE:

Any individual visible on camera (student, parent, others in the home) must abide by the dress code listed below.

- Must be fully clothed at all times
- Must not include undergarments worn as outer garments
- Must not include any reference to a gang or contribute to an atmosphere of threat, intimidation, or negative peer pressure.
- Must not include any defamatory writing, obscene language or symbols, reference tobacco, drugs, alcohol, nudity, violence, or weapons.
- Must not create an exposure in violation of any of the above guidelines when sitting or standing.
- Must not display anything that is otherwise illegal to possess at school.
- Clothing must have adequate coverage to allow full range of movement without undergarments showing.

HOME ENVIRONMENT

- Be aware of your background visible by the webcam. Use good judgement in what pictures, items, and people are visible within your camera's view.

APPROPRIATE BEHAVIOR

- Come prepared to class and ready to learn.
- Tips for successful participation include sitting at a table or desk, holding the computer still, be aware of your background, dress appropriately, and engage in class.

DISCIPLINE

When students flagrantly disregard the safety of others, show blatant disrespect to others, or consistently behave in a disrespectful or unsafe way:

- The student will be subjected to consequences and positive behavior support to ensure that the student will make better choices in the future. Consequences might include:
 - Verbal or written warning
 - In-School Suspension
 - Out of School Suspension
 - Expulsion
 - Repayment for damages
- The student will work to earn back the trust of the School community by actions such as:
 - Genuine apology to injured or affected parties
 - Demonstration of appropriate behaviors following the incident
 - Repair or replace any damaged items

Due process to protect the rights of students will include:

- All students will be treated with dignity and respect as they go through correction procedures. The administration will see to it that their rights are protected through the process. If parents feel their student has not been treated fairly, they may request a hearing with the School's Board of Directors (the "Board") in accordance with the applicable School grievance policy.
- Parents will be notified when students are involved in situations that are deemed to be serious.
- Parents and students will be notified of the expectations, possible consequences, and the procedures involved in this policy at the beginning of each school year.

Dangerous or Disruptive Conduct

The following conduct is considered “dangerous or disruptive conduct” and is prohibited at all times and places associated with the school. Descriptions and consequences are directed by Arizona Revised Statutes including: A.R.S §13-2911; A.R.S §5-110; A.R.S §15-341; A.R.S §15-841.

These behaviors and any activity that violates federal state, or local law or regulation not included on this list is subject to school consequences and involvement of local law enforcement. Students with knowledge of dangerous or disruptive conduct have the responsibility to report such behavior to school administration. Failure to do so will subject a student to appropriate disciplinary sanctions.

Aggression/Assault/Battery

Unlawful physical or verbal attack on another student or staff member. This includes verbal provocation, minor aggressive acts, and placing another person in fear of a harmful attack.

Arson, Burglary, Theft or Criminal Mischief

Willful and malicious destruction or property; entering and remaining on a property that is not open to students; and/or taking or concealing property that belongs to the school or others without permission.

Bullying/Harassment/Intimidation

Arizona Virtual Academy and Insight Academy of Arizona are committed to a safe educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying.

“Harassment, intimidation or bullying” means any intentionally written message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Behaviors/Expressions Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, hazing, threats or other written, oral, physical or electronically transmitted messages or images.

Arizona State Laws That Cover Bullying

[Arizona Revised Statutes §15-341.37. General powers and duties; immunity; delegation](#)

[Arizona Revised Statutes §15-2301. Hazing prevention policies; definitions](#)

Disorderly Conduct/ Defiance of Authority

Failure to comply with a reasonable request by school staff to abide by rules or follow a direction. Conduct that disrupts the educational environment including profanity, arguing, obscene gestures, or leaving classroom/site without permission.

Gang-related Activity

Dangerous or disruptive activity including, but not limited to wearing, displaying, or possession evidence of gang membership; using a name associated with gang membership; or designating an area for gang activity or ownership.

Sexual Harassment or Offenses

Unwelcome sexual contact or conduct, whether it be verbal or physical. This includes possession or transmission of sexually explicit content and fabrication of sexual harassment charges with malicious intent to defame character.

Technology Use Violation

Inappropriate use of cell phone, computer, camera, internet, or email that violates school policy; federal, state, and local laws; or the privacy of others. 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.

Threats

Threatening to cause physical injury to an employee or student; or damage to an educational institution. This includes violations of A.R.S. §13-2911.

Tobacco, Alcohol and Illegal Drugs

Use, possession, sale, purchase or distribution of alcohol, tobacco, and other drugs is prohibited. Use of prescription drugs is not allowed onsite unless approved through medicine administration guidelines listed within this document.

Vandalism

Damaging or defacing school property or personal possessions of others.

Weapons/Dangerous Instruments

Possession, use, sale, or display of any functional or non-functional weapon or instrument capable of causing death or serious physical injury. This includes fireworks and noxious or flammable material.

Search and Seizure Policy

School staff understand a student's right to privacy and freedom from unreasonable search and seizure of property as guaranteed under the Fourth Amendment. However, school staff reserve the right to search and seize property when there is a reasonable suspicion that students may possess an item detrimental to the health, safety, and welfare of the student and/or others. This includes personal property such as backpacks, clothing, electronic devices and other items, as well as school property.

Restraint and Seclusion Policy

School staff may only use restraint or seclusion techniques in accordance with A.R.S §15-105 if a student presents an imminent danger of bodily harm to self or others and less restrictive interventions appear insufficient to remove the danger. Any use of restraint or seclusion will be documented and reported to the parent in written or oral form.

Due Process and Consequences

School administration shall adhere to the following when investigating a violation of the Student Code of Conduct, including Dangerous and Disruptive Conduct:

- Student may be immediately removed from scene of violation and/or lose access to AZVA/Insight instructional computing resources, which could result in his/her inability to complete learning activities.
- A prompt investigation (within 5 school days) will be completed by school administration.
- Results of the investigation will be shared with the parent along with disciplinary decision which may include:

- Suspension or restriction from live classes.
- Suspension or expulsion from AZVA/Insight.
- Involvement with law enforcement agencies and possible legal action.

Students and families who seek to appeal the school's decision may do so, in writing, to the Head of School.

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

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

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

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

Reporting Bullying

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved,

severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member. Additionally, any student may anonymously report bullying through this link: <https://form.jotform.com/62695166324158>

If a staff member receives notice of bullying from a student or family, she/he will provide written notice, through email, to the Head of School within 24 hours. The Head of School will review the provided information and determine if further investigation is necessary.

All reports of harassment, intimidation or bullying will be maintained by the Head of School for 6 years in the schools SharePoint > Admin site. After 6 years they will be shredded/destroyed.

False Reporting

Any student who falsely reports instances of harassment, intimidation or bullying may be subject to disciplinary action.

Provision for communication to students

Every year, Arizona Virtual Academy and Insight Academy of Arizona will provide students and families a copy of this policy. All reported incidents of bullying will be investigated by school administrators and staff.

Investigation of alleged bullying

The investigation will include, at a minimum:

1. An interview with the complainant;
2. An interview with the alleged aggressor;
3. A review of any previous complaints involving either the complainant or the alleged aggressor; and
4. Interviews with the other students or staff members who may have knowledge of the alleged incident.

The principal or designee may determine that other steps must be taken before the investigation is complete. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the school will provide the parent/guardian and/or the student with weekly updates.

No later than two (2) school days after the investigation has been completed and submitted to the Head of School, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:

1. The results of the investigation;
2. Whether the allegations were found to be factual;
3. Whether there was a violation of policy; and
4. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

Consequences for students who are found guilty of bullying, or for falsely accusing another of bullying, will be disciplined in one of the following ways, as determined by the Head of School: Staff/student conference, referral to administration, parent notification, parent/guardian meeting, suspension, referral to law enforcement, or recommendation for expulsion.

Discrimination Policy

The Arizona Virtual Academy is dedicated to establishing student/family satisfaction. The following procedure is in place to ensure that designated employees address student/family grievances in a timely manner. Arizona Virtual Academy prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, sexual orientation or religion.

School Property

Arizona Virtual Academy provides books and other curricular supplies. These materials are school property and must be kept in good condition. Learning Coaches are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is available in the OLS. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Learning Coaches are to comply with this policy and all the terms and conditions of

the Agreement for Use of Instructional Property submitted with enrollment materials. For questions regarding materials please call 866.512.2273 or visit <http://help.k12.com/support/materials>.

Personal Information

Students may not share personal information (address, phone number, email, etc.) on any of the school systems or in Newrow.

Mobile Devices

The school may contact students and families by phone and will use the numbers that were given upon enrollment. Arizona Virtual Academy is not responsible for charges incurred on cell phones or mobile devices.

Instant Messaging Policy

Arizona Virtual Academy teachers and counselors are available through instant messages (IM) from 8:00 a.m. to 4:00 p.m. Monday through Friday. Arizona Virtual Academy teachers will not be available to send and receive student instant messages before 8:00 a.m. or after 5:00 p.m. Students and families are encouraged to use instant messenger to contact their teachers, but it is not required.

Student Internet Safety

- On the Internet, students must not reveal personal information about themselves or other persons. For example, a student should not reveal his or her name, home address, telephone number, or display photographs of him/herself or others to persons outside of the Arizona Virtual Academy.
- Students cannot agree to meet in person anyone they have met only on the Internet and who is not affiliated with the Arizona Virtual Academy. First meetings with Arizona Virtual Academy affiliated students should be at school-sponsored events.

Network Etiquette

Arizona Virtual Academy students are expected to follow the rules of network etiquette or “netiquette”. The word “netiquette” refers to common-sense guidelines for conversing with others online. Students are encouraged to abide by these standards:

- Establish Instant Message usernames and e-mail addresses that are appropriate for the school setting.

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Avoid using abbreviations or inappropriate contractions. For example:

Appropriate	Inappropriate
“you”	“u”
“your”	“ur”
“see you later”	“cya”

- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with criticism, not hurtful.
- Review messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people’s privacy. Do not broadcast online discussions, and never reveal other people's personal information.

Crisis Plan

In the event of a school-wide AZVA emergency, you will be notified via email. If the emergency directly relates to a specific student, the legal guardian and Learning Coach will be contacted via phone.

In the event of an Online School outage, please complete offline activities and log the completion and attendance when all systems are functional again. Please check back into the OHS throughout the day to determine when the system is working again.

Technology

Internet Service Provider (ISP) Reimbursement Policy

Families who meet all of the following ISP Reimbursement Requirements will be reimbursed at the rate of \$12.95 per eligible month. Reimbursement checks are sent after the end of each school year and will be mailed by the end of June.

Requirements:

- Student must be enrolled on the last day of the school year.
- Student must meet academic progress guidelines (earn a passing grade in all courses).

- Student must be eligible for free/reduced lunch as determined by the National School Lunch Program standardized form.
- Student must have 100% of required attendance logged.
- Student must complete required state standardized testing (AZMerit/AIMS).

Students who have a current Individualized Education Plan that require assistive technology will receive an Internet service provider subsidy of \$12.95 per month if they are enrolled on the last day of the school year. Existing families, who re-enroll by July 1, who meet the eligibility requirements, and are still enrolled on the last day of the semester, will receive Internet reimbursement for the summer months. Families with two or more K-8 students, who meet the eligibility requirements, will receive reimbursement at the rate of \$12.95 per eligible month. If a family has two K12[®] computers, they will be reimbursed at the rate of \$12.95 per eligible month.

Monitoring

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

Arizona Virtual Academy Indemnification Provision

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

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

Optimizing the High School Experience

Course Materials

Students are provided with materials and tools to use with the high school courses. Parents and students are advised to take care of the materials. Materials are to be returned at the end of the school year (except for consumable materials and optional materials families purchase on their own). One of the tools that students will see and use frequently is a web-based Newrow program. This is a real-time interaction that helps engage students in hands-on learning.

Getting Started With High School at Arizona Virtual Academy

Student and parent usernames and passwords are unique and must not be shared with anyone. Each will have separate usernames and passwords, one for the Learning Coach and one for the student.

Attending an orientation session is a key to success with the high school program. Course Teachers offer live orientations during the first week of school. You will be notified of these orientations via email. Should you miss any of the live course orientations, you will be able to access a recorded version located in the Class Connect section of each course. If you have trouble locating the recording, please contact your Course Teacher. You should attend or view the course orientations before getting started in each course. Students should log in daily to all of their courses and complete the assignments listed on the course's calendar. It is recommended that students study at least one hour, per course, per day. All work listed for the week is due by Sunday night. A minimum of 65 hours per course per semester is required to earn credit.

The Counselors will hold a Welcome and onboarding Orientation session that must be attended. You will be notified of this orientation via email.

Academic growth and escalation of support:

Advisors work collaboratively with the academic teams to ensure that students are on target to make one-year academic growth in our program. We know for students to achieve one year of academic growth they must be connected and engaged in our school programs.

Students should have the following attendance and engagement habits for success in our school:

- Be READY to School, Get SET for Success, and GROW in your school connections
- Log in daily to the online school platforms

- Attend online classroom sessions and actively participate
- Complete all attendance requirements for online course work, online classroom sessions, and off-line work.

Grade Level	Required Yearly Hours	Weekly Hours	Suggested Daily Hours
Kindergarten	356	10	4*
Grades 1–3	712	20	4
Grades 4–6	890	25	5
Grades 7–8	1,000	28	5.6
Grades 9-12*	1,068	30	6*

- Submit required assignments and complete all required testing
- Communicate with teachers, advisors, and other school team members

Students not meeting these engagement and connection habits can find themselves in academic decline. These students will have interventions provided early so that families are aware and proactive steps can be taken to ensure academic growth for students. The advisor will play a key role to determine the supports necessary for a student including social emotional, academic, truancy prevention, administrative support and coordinate those supports as needed.

Observable behaviors to determine additional support needed

- Counselors, Advisors and content teachers will observe behaviors in students to determine if additional support is needed for their students. Several areas are used to monitor student engagement including but not limited to: OLS/D2L trackers, attendance, amount of time spent in classes, compliance in completing assessments, communication issues, attendance at required class connect sessions, completion of required department assessments, etc.
- During department team meetings with academic teachers, counselors, and advisors - students are identified as approaching or in academic decline. During these meetings, the academic team makes a recommendation for additional support and the advisor works to create referrals for additional supports as needed (Social Emotional, Child Find, Attendance, Administration).
- Students placed for additional support are reviewed regularly within the academic teams and students are escalated through the academic probation process as required. The advisor, counselor and teachers continue to have a key role in this escalation with increase supports to the family and communications. If students continue to escalate they will be reviewed for an administrative withdrawal from school

Students will be provided a multi-tiered level of support based on MTSS, academic recommendations and additional supports needed. These supports can include but are not limited to: increased communication, required meetings, F2F interventions, social-emotional referrals, attendance referrals,

etc. These supports will be developed within each academic team with the Teachers and Counselor playing a key role during TIER 1, the Advisor during Tier 2, and Teachers and a Counselor in Tier 3. **TIER 4 is the escalation to the HS Administrator who will actively review the student for a withdrawal from our school and provide meetings and notifications to families as needed.**

Who to Go To When You Need Help

<i>Technical Issues: K12 Customer Support</i>	<i>Phone: 866-512-2273 (remember to get a ticket #) Online: http://help.k12.com/</i>
<i>How to log attendance, access a class, submit an assignment, work the programs</i>	<i>Engagement Coach</i>
<i>BOT Plan</i>	<i>Engagement Coach</i>
<i>School resources</i>	<i>Engagement Coach</i>
<i>Questions about a lesson, how to work a problem, teacher graded assignments</i>	<i>Content / classroom specific teacher</i>
<i>Testing questions</i>	<i>Homeroom teacher / Advisor / Mentor</i>

Student Actions to Ensure Success

1. Follow the daily assignments in the announcements section of each course.
2. On the first day of school, make sure you can access all your courses and send/receive email
3. Contact your Advisor to make sure you're all set up and to schedule any necessary meetings.
4. Log into your courses in the Online High School (OHS) every day and spend 60 minutes in each class reading and completing the daily assigned coursework.
5. Organize yourself each week by determining what you need to complete for each course and setting up a plan to complete the assignments by their deadlines. Use the course tools (Class Announcements, Class Plan, Grades and Progress tabs, Class Connect schedule) to help set up your personal plan.
6. Check your Grades tab and Progress tab in each course to make sure that you have been included. Contact your teacher if your name does not appear.

7. Log into your email daily to read and respond to email from your teachers and other high school staff.
8. Attend live sessions offered by your Course Teachers as often as you can to ask questions, discuss course topics, and reinforce online learning.
9. Communicate regularly with your teachers, Advisor, and Counselor. Ask questions often!
10. Work with your Learning Coach/parent at home - having a cheerleader or a support system at home helps when the going gets tough!
11. Connect with other students through homeroom, clubs, outings, the online community center, and other activities. Build a support network!

Creating a Calendar

Arizona Virtual Academy has provided a suggested calendar based on each course syllabus. The calendars are specific to each course and cannot be adjusted to individual paces. To stay on track, students are advised to check this suggested calendar provided for each class and the course announcements daily. The calendar can be found on the course page under the Class Plan.

Time Management

In an online course, time management is critical to success because most activities can be accomplished asynchronously (this means that the students do not have to be online at the same time as the instructor or other students). As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If a student struggles with time management, then he or she should contact his or her Advisor for assistance.

A proven way to manage time is to create a schedule of daily activities and stick to it. Below is an example of managing and planning a busy schedule (students are not required to follow this but instead encouraged to create a schedule that works for each individual). By incorporating time management techniques, students can be involved in extracurricular activities and still perform well in school.

Sample High School Time Management Schedule

Monday

8:00 – 8:30	Check email
8:30 – 9:30	Art Lesson
9:30 - 10:30	Algebra lesson
10:30 – 10:45	Bobcat Den
10:45 - 11:45	English lesson
11:45 - 12:30	Lunch
12:30 - 1:30	Earth Science lesson
1:30 - 1:45	Break
1:45 - 2:00	Attend English teacher’s office hours
2:00 - 3:00	World History lesson
3:30 - 4:30	Forensic science class

Parent Section

Parent Actions to Help Ensure Student Success

1. Attend an orientation session for a general overview of the high school program. These dates and times will be communicated via email.
2. Log into the Online High School (OHS) with your student so that you can learn the systems together.
3. Help your student organize and prepare for this virtual setting. Arrange a designated area where the student has space to work. Also make sure that the computer and scanner/printer/fax machine are all in good working order. Help your student create a personal calendar each week to ensure that he or she has a plan to complete those weekly assignments. Monitor each week the student’s organization plan until your student has his or her routine in working order and is experiencing academic success.
4. Log into both the Parent and Student Account Daily to read/check emails.
5. Log into the parent account regularly to log student attendance each day in the Online School (OLS). Don’t forget to include time spent offline that entails academics, such as reading a novel, visiting a museum, or watching a history documentary (these are just a

few examples). Offline activity must be directly related to course content in order to be counted as attendance in that course.

6. Stay in regular communication with your Advisor.
7. Take advantage of parent trainings, meetings, and informative sessions.

Checking Student Progress

There are tools within the Online High School environment that allow parent/learning coaches and students to quickly check student's work, determine missing assignments, view midterm and final deadlines and grades, and access cumulative reports. Directions for accessing the report information is provided in the "Online Learning Course" assigned to each student.

Family Directory

Building school community is important at Arizona Virtual Academy. One of the tools available to families is the school directory. Families who choose to do so may have their directory information listed. The family directory is a searchable data base that helps connect Arizona Virtual Academy families with others in their area. Please contact your guidance counselor for more information.

You can also connect with other families using Facebook. The High School Principal and Community Liaison maintain an AZVA High School group on Facebook. The group is open to AZVA High School Learning Coaches. To join the group, search "AZVA High School" and request to join. All members will be verified before membership is granted. Students are not permitted to join AZVA Facebook pages.

Parent Organizations

Community and Parent Organizations

AZVA will host or support regional events throughout the state to provide a social experience for our students. These outings can be attended by any enrolled student regardless of geographic location. Families can find out information regarding our events and outings by going to the [Clubs, Events, & Activities](#) page on our district website. We encourage Learning Coach to host their own outings in their local area through our private [Facebook group](#) or our AZVA Learning Coach Community (in the K12/Stride app). These private groups are opened to all learning coaches. All members are verified before membership is granted. Students are not permitted to join these groups.

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AZVA Parent Advisory Council (PAC)

AZVA/ISAZ Parent Advisory Council (PAC)

The AZVA/ISAZ Parent Advisory council is comprised of parent volunteers and staff members that are dedicated to make AZVA and ISAZ the best school program possible. There were be quarterly PAC Focus Group meetings and quarterly PAC Assemblies. The focus groups will meet to brainstorm and discuss ways to make improvements or to better work together on upcoming ideas or events. The Assemblies will be informative sessions for families to learn about upcoming ideas or events.

The PAC mission is: *To serve Arizona Virtual Academy (AZVA) and Insight Academy of Arizona (ISAZ) families as liaisons by communicating suggestions and needs to school representatives and to support a unified school community by promoting parent engagement in school programs.*

AZVA/ISAZ Parent Advisory Council Goals:

- **Parent Liaisons:** To represent the needs and concerns of parents and Learning Coaches to the school administration.
- **School Choice:** To assist AZVA/ISAZ parents and staff with engaging their state and national legislators to support school choice in the state of Arizona.
- **Parent Support:** To foster a supportive school community which offers strategies to help Learning Coaches succeed in AZVA/ISAZ, strengthen student academic growth, and to make our schools the School of Choice for our families.

Please make sure to join these two Facebook groups if you are not a member of them already.

- **AZVA/ISAZ Parent Booster Club:**
<https://www.facebook.com/groups/azvainsightparentboosters/>
- **PAC:** <https://www.facebook.com/groups/1610791385854657/>

Complaint Response Procedure

Arizona Virtual Academy is dedicated to establishing student/family satisfaction. The following procedure is in place to ensure that designated employees address student/family grievances in a timely manner. Arizona Virtual Academy prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, sexual orientation or religion.

The student and parent(s), custodian(s) or legal guardian(s), must address in writing any concern or grievance to the program director. The Program Director shall respond within ten

(10) working days. If the concern or grievance is not resolved by the program director, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the program director's response, request in writing a meeting (via phone or in person) with the program director to discuss the concern or grievance. He/she shall investigate and respond within ten (10) days. If the family's concern is not resolved at the meeting with the program director, the family may file a complaint with the Arizona Virtual Academy governing body. The Arizona Virtual Academy governing body may address the complaint directly, or the family may file a complaint with the State Board for Charter Schools. Arizona Virtual Academy has 30 days to respond in writing to a formal complaint filed with the State Board for Charter Schools.

Immunization

As an Arizona Online Instruction school (AOI) we are not required to collect immunization documents for our students unless they are enrolled in a Blended Learning Center. (please see the Blended Learning handbook for immunization policy)

School Report Cards

Arizona Virtual Academy will distribute the school report card annually which will contain the school's letter grade as determined through the Arizona State Board approved accountability system. As of May 2018, there is not an approved accountability system for Alternative or AZ Online Instruction schools.

Special Programs

Student Services

Arizona Virtual Academy is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The Arizona Virtual Academy special education manager assists Learning Coaches in accessing and coordinating services pursuant to a current Individualized Education Plan. Learning Coaches must indicate that their student has an Individualized Education Plan on their enrollment form.

45 Day Screens

As mandated by Arizona Administrative Code (A.A.C.) R7-2-401 (C) and (D), Arizona Virtual Academy is required to establish a process to ensure that any academic and/or developmental concerns of its students are not overlooked and to determine this within the first 45 days of Each child's attendance at a new school. To comply with this mandate, your child's new student

Advisor will screen your child on aspects of your child’s development such as language, cognition, perception, and motor skills. Screening is an informal process of quickly rating skill strengths and weaknesses.

It is important to keep in mind that all children develop according to their own schedule of growth, some developing faster in some areas and slower in others. Screening allows us to discover any areas in which your child may be growing at a slower rate.

Medical Needs

We want to make sure our students are safe at our testing. This means that we need to make sure our staff are aware of any medical needs that your student may have. These can include anything that you think we should be aware of and be prepared to handle. Please complete the survey at the following link to let us know. (This is not required and is optional for you to complete)

Survey Link - <https://goo.gl/forms/fDKC4srqjBdXr5HV2>

If your student has excessive medical needs, please discuss with school staff prior to attending in order to ensure that your student’s needs are met.

Child Find Announcement

Arizona Virtual Academy/ Insight Academy of Arizona strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury. The process of identifying, locating, and evaluating these children is referred to as Child Find.

As a public school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, Arizona Virtual Academy/ Insight Academy of Arizona will implement procedures to help ensure that all Arizona Virtual Academy/ Insight Academy of Arizona students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated—including students with disabilities who are homeless or students who are wards of the state.

Parent/Guardian permission and involvement is a vital piece in the process. Once a student has been identified as having a "suspected disability" or identified as having a disability, Arizona Virtual Academy/ Insight Academy of Arizona will ask the student or the student's Parent/Guardian for information about the child such as:

- How has the suspected disability or identified disability hindered the student's learning?
- What has been done, educationally, to intervene and correct the student's emerging learning deficits?
- What educational or medical information relative to the suspected disability or identified disability is available to be shared with the school?

This information may also be obtained from the student's present or former teachers, therapists, doctors, or from other agencies that have information about the student.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. In keeping with this confidence, Arizona Virtual Academy/ Insight Academy of Arizona will keep a record of all persons who review confidential information. In accordance with state regulations, parents have the right to review their child's records.

As part of the Child Find process, some services may include a complete evaluation, an individualized education program designed specifically for the child, and a referral to other agencies providing special services.

Special Programs Manager/ MTSS/ RTI Contact:

- Name: Brook Mosley-Schubert
- Email: bmosley-schubert@k12.com
- Physical Address (use school office address): 5323 N. 99th Ave. Glendale 85305
- Phone: 602-476-1320

Related Services

Related services may include occupational therapy, speech and language therapy and physical therapy. These services, placement, and goals are determined by the IEP team. Related services will be provided virtually in most cases. Face to face therapy is an option in some cases and requires travel to a facility for the therapy. Face to face therapy will not be provided in the home. Related services are provided by independent contractors across the state of Arizona.

504 Accommodation Plan

It is a plan to assist the student with their day-to-day learning challenges that are a result of their medical or mental disability. The plan gives the Learning Coach and student the ability to apply accommodations that a regular education student may not be able to apply.

Possible disabilities that can be accommodated by a 504 plan are allergies, ADHD, cancer, epilepsy, eating disorder, diabetes, juvenile arthritis, vision impairment, hearing impairment, bi-polar, residual effects of an injury. There are many physical or mental disability qualifiers. Learning Coaches who feel their students should be on a 504 plan should contact their homeroom teacher do discuss options.

504 Coordinator

- Name: Lesley Krause

- Email: lkrause@k12.com

- Physical Address: 5323 N. 99th Ave. Glendale 85305

- Phone: 602-476-1320

English Language Development (ELD)

Arizona Virtual Academy and Insight Academy of Arizona implement assessments and programs approved by the AZ Department of Education to evaluate and support students learning English. The Arizona English Language Learner Assessment (AZELLA) is used to determine English language proficiency for eligible students who indicate a language history other than English during enrollment.

Integrated instruction will be provided by a Highly Qualified teacher possessing an SEI, ESL, Bilingual or comparable endorsement.

English Language Learners who assess as Proficient on AZELLA's spring assessment will be monitored for the following two academic years to evaluate continued progress and/or a need for continued support.

English Language Learner Liaison

Name:

Email:

Physical Address: 5323 N. 99th Avenue, Glendale, AZ 85305

Phone: 602-697-9895

Glossary

Advisor: Student's first point of contact

Asynchronous: Instruction that does not require students and teachers to be in a common place at the same time. Discussion boards are an example of an asynchronous type of instruction.

AZVA: Acronym for Arizona Virtual Academy.

ClassConnect: Area where all live sessions for students are listed. Students can also access their lives sessions using ClassConnect.

K¹²®: Arizona Virtual Academy’s primary curriculum provider.

OHS: Online High School. The platform used for Arizona Virtual Academy courses and instruction.

OLS: Online School. This is where Learning Coaches can log attendance. No curriculum for high school is located here.

Learning Coach: A responsible adult who assists students and monitors their progress.

Office hours: A regular time set by teachers each week during which they are available to answer questions or assist students.

Middlebury: foreign language curriculum provider.

Newrow: The online synchronous meeting platform where live class instruction and reviews take place for each course.

SE: Special Education

School Counselor: Collaborates with staff and families in order to provide an exceptional learning experience that fosters growth for students in their personal social lives, to explore post-secondary options, and support academic success for each student.

Synchronous: Instruction that requires students and teachers to be in a common location at the same time. Blackboard Collaborate™ sessions are examples of synchronous interaction.

Title I: School/Parent Compact

Arizona Virtual Academy
Insight Academy of Arizona
2021-2022

School-Parent-Student Compact

Arizona Virtual Academy, Insight Academy of Arizona, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Arizona's high academic standards.

AZVA and Insight will provide the following:

- Curriculum that is aligned to State standards and includes opportunities to assess student learning
- Instruction by highly qualified teachers that assists students in meeting the 2016 AZ College and Career Standards including:
 - Direct Instruction via *ClassConnect*
 - Continuous support with course assignments and assessment preparation
 - Supplemental resources that align to course content and/or areas of remediation
 - Opportunities to practice grade level skills in a supportive, successful environment
- Provide written descriptions of assessments, student requirements, and school processes and procedures
- Structure communication methods to ensure students and parents/Learning Coaches have access to important information
- Teachers will work collaboratively with all school staff involved with the student to meet the student's needs
- Provide opportunities for parents/Learning Coaches to provide feedback on school programs:
- Provide parents reasonable access to staff.
 - Teachers, principals, and all staff shall reply to phone or email messages within 24 hours.
 - Phone conferences can be arranged to address any concerns
- Provide parent involvements opportunities:
 - **School Level Focus Groups** – varied demographics for feedback, Once each semester.
 - **Parent Advisory Council (PAC) (combined AZVA & ISAZ):** Quarterly online meetings
- Student Support Services:
 - Virtual Orientations: Provided 3-4 times per week to all students new to our schools
 - Virtual Help Desk: Provided 3-4 times per week to all FAST families
 - Live Orientations (In-person)
 - July – August (approaching first day of school)
 - Blended Learning locations as well as other sites (depending on need)
 - Strong Start Process
 - Revised approach to consolidate information for families in a more engaging format
 - Strategic approach to staff communication, family engagement, and program feedback

- Parent and Student Supported Activities
- Parent Mentor Program: Parent Mentor program to provide assistance to newly enrolled families from a family that has been with our school for at least one year.

We, as parents, will support student learning in the following ways:

- Complete orientation process to gain full understanding of parent/Learning Coach daily role
- Monitor student progress and enter attendance daily
- Secure parent/Learning Coach log in to the Online School (OLS) or Learning Management System (LMS)
- Assist student with organizing learning time and materials, maintaining a daily schedule, communicating with teachers, and attending instructional sessions
- Communicate questions, recommendations, or need for support to teacher or other applicable school staff including, but not limited to:
 - Requesting support from teacher(s) when needed
 - Reviewing school communications regularly
 - Completing parent surveys
 - Attending parent events, Open House meetings, etc.
 - Ensure students adhere to school policy and meet responsibilities below.
- Ensure student participation in all required school and state testing as assigned (AzMERIT, AIMS, AZELLA)

We, as students, agree to share the responsibility and engage fully in the programs and support offered by:

- Completing school work daily including lessons, reading, and assigned assessments.
- Attending *Class Connect* sessions as requested/required and come prepared to participate fully.
- Reviewing school communications and reply to teachers as needed; application will vary based on grade level.
- Communicating with my parent/learning coach any questions or concerns related to the program so that help can be provided.

This compact was created in partnership with parents, teachers, and administrators on June 9, 2015. It is reviewed and revised annually, most recently by the School Wide Advisory Group on January 11th, 2019.

Parent and Family Engagement Policy

PART I. GENERAL EXPECTATIONS

The Arizona Virtual Academy (AZVA) and Insight Academy of Arizona (ISAZ) agree to implement the following statutory requirements:

- AZVA and Insight will put into operation programs, activities, and procedures for parents and family engagement in all its schools with Title I, Part A programs, consistent with section ESSA Section 1116(c).
- These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Arizona Virtual Academy and ISAZ will work to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(c) of the ESSA, and each include, as a component, a school-parent compact consistent with these guidelines.

To the extent possible, AZVA and Insight will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

- Information and school reports will be provided in an understandable and uniform format, including alternate formats upon request, and in a language parents understand to the extent practicable.
- The Local Education Agency (LEA) will submit any parent comments or disagreements along with the Continuous Improvement plan submitted to the State Department of Education. The LEA includes all schools within a “district”; in this case, AZVA and ISAZ.
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for parental involvement are used. Title I plan is accessible to families through different platforms (school Facebook groups, Newsletter, School Title Webpage...) at least 4 times per year, they can provide feedback and suggestion by email or through the comment survey.

Arizona Virtual Academy and Insight Academy will be governed by the following statutory definition of parental involvement, and expects that its Title I school will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- Parents play an integral role in assisting their child’s learning;

- Parents are encouraged to be actively involved in their child’s education at school;
- Parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities, such as those described in section ESSA Section 1116(c).

PART II. DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. Schools within the LEA will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section ESSA Section 1116(c):

Increase parent and family involvement, through encouraged parent participation in an online parent structured and sequential trainings in the areas of math and reading/language arts throughout the academic year. For this objective, Arizona Virtual Academy and Insight Academy will target parents, guardians, and learning coaches of students as part of their Schoolwide Title I programs.

LEA Level

- Facilitate implementation of parent meetings, trainings, and events. Those sessions held in the Blackboard classroom will be recorded and shared with those not in attendance, when possible.
- Provide parent information in the form of student handbooks, testing information, and state accountability information.
- Connect families to resources and expertise through The Parent Network and Strong Start websites.
- Develop and facilitate Parent Advisory Council to inform school programs and unify the school community.

Arizona Virtual Academy Insight Academy of Arizona

- AZVA K-8 hold regular student/family conferences to provide a personal venue between teachers, parents/Learning Coaches, and students to discuss academic progress and success.
- AZVA High School students will be contacted monthly by their Homeroom Advisors to provide a personal venue between teachers and students to discuss academic progress and success. Parents, counselors, and all involved instructors will be included on the conference call, as needed.
- Collaborative completion and review of students’ Individualized Learning Plans.
- Parent/Learning Coach sessions to address key academic and engagement topics relevant to student population (ex. graduation requirements, daily plans, navigating the online platform, and school supports)

- Insight learning coaches are invited to monthly student phone calls from teachers and advisors to discuss academic progress, success, and school supports.
- Collaborative completion and review of students' Individualized Learning Plans.

2. The LEA will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Each school/department will survey parents twice per year to obtain their opinions, concerns, program feedback, recommendation for overall improvement, and staff performance feedback. Surveys will be sent via email and be completed online. Overall results will be shared with staff and will be a component of teacher evaluations.

3. The Arizona Virtual Academy and Insight Academy will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent trainings held by each school throughout the year; topics generated by parent surveys and school needs.
- Technical support provided by teachers and support staff as needed per parent request.
- Technical support is provided by K12 Tech Support as needed per parent request.
 - o K12 Support is primary point of contact (POC)
 - o Teachers are secondary POC
 - Issues will be escalated, as needed, thereafter.
- AZVA and Insight have a 24 hour policy in which teachers must contact families within 24 hours of a parent's request.
- Directions on accessing school programs/platforms are provided at orientation, sent via email, and available on each school's Strong Start website.

4. The LEA will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:

- Special education
- English Language Learners
- Multi-Tiered Support System
- Migrant program
- General education

5. Arizona Virtual Academy and Insight Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Schools will use the findings of the evaluation to design strategies for

more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Yearly reviews of the consolidated plan by the Schoolwide planning teams' development and review team will occur in fall and spring. Feedback from parent surveys and open forum meetings will be included in these reviews.
- Title I Coordinator is responsible for obtaining and gathering parental feedback at these meetings.
- Parents are responsible for providing feedback about Title I program including aspects that could be improved with suggestions for improvement.
- Department heads are responsible for implementing aspects related to their programs that pertain to Title services and to give feedback regarding requirements.
- Homeless Liaison is responsible for ensuring homeless students are eligible for services, as their peers.
- Teachers and school staff are responsible for communicating information about the general education program and how Title services fit into the general program and how the Title I program can best meet the needs of at-risk students.

6. The LEA will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. Arizona Virtual Academy and Insight will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
 - State's academic content standards
 - State's student academic achievement standards
 - State and local academic assessments including alternate assessment
 - Strategies to monitor their child's progress
 - Collaborating with educators

B. Arizona Virtual Academy and Insight will provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Providing a Student Handbook for general school and department procedures
- Providing ready access to student learning materials, teachers, and school staff
- Holding Parent Support sessions on topics such as school procedures, school systems, how to view academic progress, math and language arts standards, curriculum support, interpreting assessment results, antibullying initiatives, academic resources, and more.

- Addressing barriers to attendance through the following: provide online sessions at various times of the day, provide recorded sessions for parents to view at a later date, develop and implement more in-person options.

C. Informed by parent feedback, Arizona Virtual Academy and Insight will educate all staff on how to communicate and work with parents as equal partners, and how to implement and coordinate parent programs and build ties between parents and schools, by:

- Initial and ongoing teacher training plans that include strategies to engage parents in meaningful participation with the school, teachers, and overall learning community.
- Parent feedback is gathered through formal and informal conferences, closed Facebook groups, Open House meetings, semester surveys, parent training surveys, NCLB planning meetings, and Parent Advisory Council.
- Regular leadership meetings provide the forum for discussion of feedback and planning for applicable teacher training.

D. The LEA will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with English Language Learner Programs, Special Education Programs, Parent Associations/Organizations, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Parent Advisory Council mission: To serve Arizona Virtual Academy and Insight families as liaisons by communicating suggestions and needs to staff, and to support a unified school community by promoting parent engagement in school programs.

Parent and Family Engagement Policy

- The Parent Network is an online showcase for parents and teachers to hear experts speak and offer assistance on topics covering the K12 Curriculum, Learning and Teaching Strategies, Home/Virtual Learning Management, Parenting, Technology, Support, and a myriad of other points of interest to our families. Parents suggest the topics based on needs and interests. These sessions are presented live (online), recorded for those who cannot attend, and are archived for use beyond the session date.
- Closed Facebook groups by department and region within the state provide a venue to communicate events, resolve general issues, and connect with other enrolled parents/families. Participation is for parents only and must be approved, based on current enrollment.
- “Strong Start” calendar holds dates and times for parent events.

E. The LEA will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children

in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The LEA will contact an interpreter if a parent requests for essential documents or information to be translated in his or her native language.
- The LEA informs parents of meetings and/or trainings via grade level newsletters, Strong Start calendar, closed Facebook groups, and/or via email.

PART III. DISCRETIONARY SCHOOLWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

In order to maximize parental involvement and participation in their children’s education, Arizona Virtual Academy and Insight Academy provide multiple platforms and opportunities to gain feedback, continuously analyze parent feedback to make improvements, and arrange school meetings at a variety of times.

* * * * *

PART IV. ADOPTION

This LEA wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the schoolwide planning meetings held in June and September of 2015.

This policy was adopted by the Arizona Virtual Academy & Insight Academy of Arizona on October 19, 2015 and is revised every year. It was last reviewed and updated on May 2018. The school will post this policy on the legal notices section of the Strong Start website.

Kelly Van Sande Head of School
Bouchra Bouanani Title I Coordinator

Arizona Virtual Academy/ INSIGHT ACADEMY OF ARIZONA: LEGAL NOTICES

Please Read

- Title IX and Non-Discrimination Notice
- Review Teacher Credentials
- McKinney Vento Act
- Student Records
- Family Education Rights and Privacy Act (FERPA)
- Student Survey Consent and Privacy Policy
- Photo Release Statement

Title IX and Non-Discrimination Notice

Policy Provisions

Arizona Virtual Academy and Insight School of Arizona are both public online charter schools which complies with **Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq.**, and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX.

Sexual violence is defined by the U.S. Department of Education and its Office for Civil Rights (OCR) referring to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Title IX protects students from sexual harassment in a school's education programs and activities. This means that Title IX protects students in connection with all the academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program.

[TRANSLATED MATERIALS/ACCESS](#)

Translate into another language by [clicking here](#) and inserting the text (Traducir a otro idioma, haga clic aquí e insertar el texto): <http://translate.google.com/#>

In addition, professional interpreter services may be requested at any time for parents/guardians of students with disabilities by contacting your schools' Principal.

Title IX District Personnel

The Title I Coordinator ensures ISAZ/AZVA is compliant with Title IX law, coordinates the investigation and disciplinary process, and reviews compliance regularly to ensure schools fulfill all their federal obligations.

Title IX Coordinator: Kylee Mills - kmills@k12.com 480-228-5519

Title IX Policy and Procedures [PDF] -

<file:///D:/users/kmills/Desktop/AZVA%20Grievance%20Procedure%20Updated%204.30.2021.html>

Complaint Procedures

- Any persons (students, Learning Coaches, legal guardians, teachers, staff) who are made aware of any student-to-student sexual misconduct shall report within 180 days to the Title IX District Personnel
- The Title IX District Personnel will follow the OCR rules of contact for all parties involved.
- The Title IX District Personnel will determine the level of investigation and determine if a formal hearing is necessary and/or required. This determination is made per OCR guidelines and training.
- The Title IX hearing team decides school disciplinary action, but it does not replace the need or requirements under criminal investigation. The school Title IX hearing does not replace any criminal outcomes.
- **Title IX Grievance Form [PDF]** - http://azva.k12.com/content/dam/schools/azva/files/azva_title-ix-complaint-form-v2_12092016.pdf

**Reference US Department of Education: Office of Civil Rights*

Review Teacher Credentials

[Pursuant to A.R.S. 15-183 F.](#), parents may review resumes of Arizona Virtual Academy's teachers by calling the school office at (602) 476-1320.

McKinney Vento Act

The McKinney Vento Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records. Rules regarding guardianship must be waived for homeless students living with foster Learning Coaches or relatives other than their legal guardians.

Homeless

The term "homeless children and youths" —

(A) means individuals who lack a fixed, regular, and adequate nighttime residence ...; and includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human-beings

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children ... who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). (42 U.S.C. § 11434a(2)).

Insight Academy of Arizona can offer school supplies and hygiene items to qualifying homeless youth. Determinations of qualifying students are made on a case-by-case basis. Legal Guardians may review the school Admission of Homeless Children and Youth policy by calling the school office.

Homeless & Foster Care Liaison

Name:

Email:

Physical Address: 5323 N. 99th Avenue, Glendale, AZ 85305

Phone: 602-697-9895

Education of Homeless Children and Youth Dispute Resolution Process

RE: PPEP & Affiliates Inc. dba Arizona Virtual Academy

Referred to herein as: AZVA/Insight

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act:

The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. AZVA/Insight will provide its share of the transportation to the school selected for the duration of the dispute resolution process. The child, youth, parent, or guardian shall be referred to AZVA/Insight's McKinney-Vento Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the McKinney-Vento Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

The McKinney-Vento Liaison shall work through the expedited dispute resolution process. For AZVA/Insight, which includes:

Participants: School Principal, LEA Administration, McKinney-Vento Liaison, Student Support representative (counselor, social worker, etc.)

Procedures: McKinney-Vento Liaison will provide enrollment, case details, and reference materials to team. Team will review HCY rights and National Center for Homeless Education

Dispute Resolution Brief prior to reaching a majority decision. Decision will be documented in writing and include notification of HCY rights.

Timeline: Decisions will be documented in writing within 10 school days of the dispute. Parents, guardians, or in the case of unaccompanied youth, the student him/herself will be notified in writing by email.

AZVA/Insight shall provide the parent, guardian, or homeless youth with:

a written explanation of the school's decision regarding school selection or enrollment; and written forms so that, if dissatisfied with the school's decision, the parent, guardian, or youth may appeal the decision to the state level (see below)

Resources:

<http://www.azed.gov/populations-projects/home/homeless/dispute-resolution/>

NCHE Dispute Resolution Brief: <http://www.azed.gov/wp-content/uploads/PDF/NCHEDisputeResolutionBrief.pdf>

Arizona Virtual Academy/ Insight Academy McKinney-Vento Liaison Contact Information:

Name:

Email:

Physical Address: 5323 N. 99th Avenue, Glendale, AZ 85305

Phone: 602-697-9895

Arizona Department of Education
Homeless Education Program
Office of the Director

State-level Notice of Appeal
(Student/Family vs. LEA)

Student Name _____ Grade Level _____

Form completed by _____ Relationship _____

Address _____

City, _____ State _____ Zip _____

Email _____ Phone _____

School Name: _____ Date: _____

Charter: PPEP & Affiliates, Inc. dba Arizona Virtual Academy

Homeless Liaison: _____

Did you receive a decision in writing from the school? Yes ____ No _____

If so, when did they give you the written decision? _____

***Please attach the written decision from the school district to this form. Both documents must be returned to ADE **no later than 7 work days** after you receive the district decision in writing.

Why are you appealing the decision? (You may attached additional pages as needed)
Please explain what rights you feel the school district has not honored.

Please return this form to Alexis Clermont **Bin #31, Arizona Department of Education,
1535 W. Jefferson Street, Phoenix, AZ 85007 (602) 542-4963 * **FAX (602)542-5467**
alexis.clermont@azed.gov**

Within 7 work days of receipt at ADE, the entire written record will be reviewed by a panel of Arizona Department of Education employees, including the **State Coordinator of Homeless Education, Deputy Associate Superintendent and an additional department employee**. This panel will issue a written decision to all parties involved. **The determination of this panel shall be final.**

Student Records

Student records are maintained at the school office. Learning Coaches/parents and/or guardians may contact the school office to obtain a copy of student records. A copying fee may be assessed. If Learning Coaches/parents and/or guardians change their address, telephone number, e-mail address, or place of employment, they are asked to notify their teacher immediately. Learning Coaches are responsible for keeping contact information current within the My Account section of the OLS.

Arizona Virtual Academy and Insight Academy of Arizona follow the Arizona State Library, Archives and Public Records retention schedule. The schedule can be found at: <http://www.lib.az.us/records/school.cfm> General Education records have a destruction schedule and Special Education records (including placement records, referrals, evaluations, testing data and other related records) are destroyed 4 years after the fiscal year of final enrollment in the program. Arizona Virtual Academy destroys records based on the Arizona State Library, Archives and Public Records retention schedule.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Arizona Virtual Academy/Insight Academy of Arizona ("School") receives a request for access.
Parents or eligible students who wish to inspect their child's or their education records should submit to the school registrar a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the Arizona Virtual Academy/Insight Academy of Arizona to amend their child's or their education record should write the school Operations Manager, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or

transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Arizona Virtual Academy/Insight Academy of Arizona 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 Avenue, SW

Washington, DC 20202

FERPA permits the disclosure of 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)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- 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))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal

requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Arizona Virtual Academy/Insight Academy of Arizona, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Arizona Virtual Academy/Insight Academy of Arizona may disclose appropriately designated "directory information" without written consent, unless you have advised the Arizona Virtual Academy/Insight Academy of Arizona to the contrary in accordance with Arizona Virtual Academy/Insight Academy of Arizona procedures. The primary purpose of directory information is to allow the Arizona Virtual Academy/Insight Academy of Arizona to include information from your child's education records in certain school publications. 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.

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).]**

If you do not want Arizona Virtual Academy/Insight Academy of Arizona to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the Arizona Virtual Academy/Insight Academy of Arizona in writing by 30 days after enrollment. Arizona Virtual Academy/Insight Academy of Arizona has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**
- **Electronic mail address**
- **Photograph**
- **Date and place of birth**
- **Major field of study**

- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but 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
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but 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.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

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

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

•*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; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute 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.

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

Arizona Virtual Academy/Insight Academy of Arizona has adopted, 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. Arizona Virtual Academy/Insight Academy of Arizona will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Arizona Virtual Academy/Insight Academy of Arizona 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. Arizona Virtual Academy/Insight Academy of Arizona will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

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

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202

Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Arizona Virtual Academy/Insight Academy of Arizona to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

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 the student's parent; or
8. Income, other than as required by law to determine program eligibility.

This parental notification requirement and opt-out opportunity also apply to the collection, disclosure or use of personal information collected from students for marketing purposes ("marketing surveys"). Please note that parents are not required by PPRA to be notified about 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. Additionally, the notice requirement applies to the conduct of certain physical exams and screenings. This includes 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. This does not include hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required by State law.

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the Arizona Virtual Academy/Insight Academy of Arizona will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities, an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Photo Release Statement

Unidentified photos of students may be published on school websites, illustrating student projects and achievements. In addition, your daughter or son's full name may be considered for publication on his/her school's web site. If published, his/her name will appear on pages with a clear school related purpose and will be included to further instructional and/or co-curricular activities. Permission for such publishing does not grant permission to share any other information about your son/daughter, beyond that implied by their inclusion on the web page(s). If you do not want your child's photo or name to be published on the website, please indicate this on the Release of Information form (Photo/Video Release portion).