

K-5 Elementary School Handbook



AZVA Elementary School is focused on every student's Academic Success through partnerships with families.

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Arizona Virtual Academy empowers students to reach their highest potential through partnerships between students, families, and dedicated teachers, in order to prepare them for future educational goals and careers.



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.

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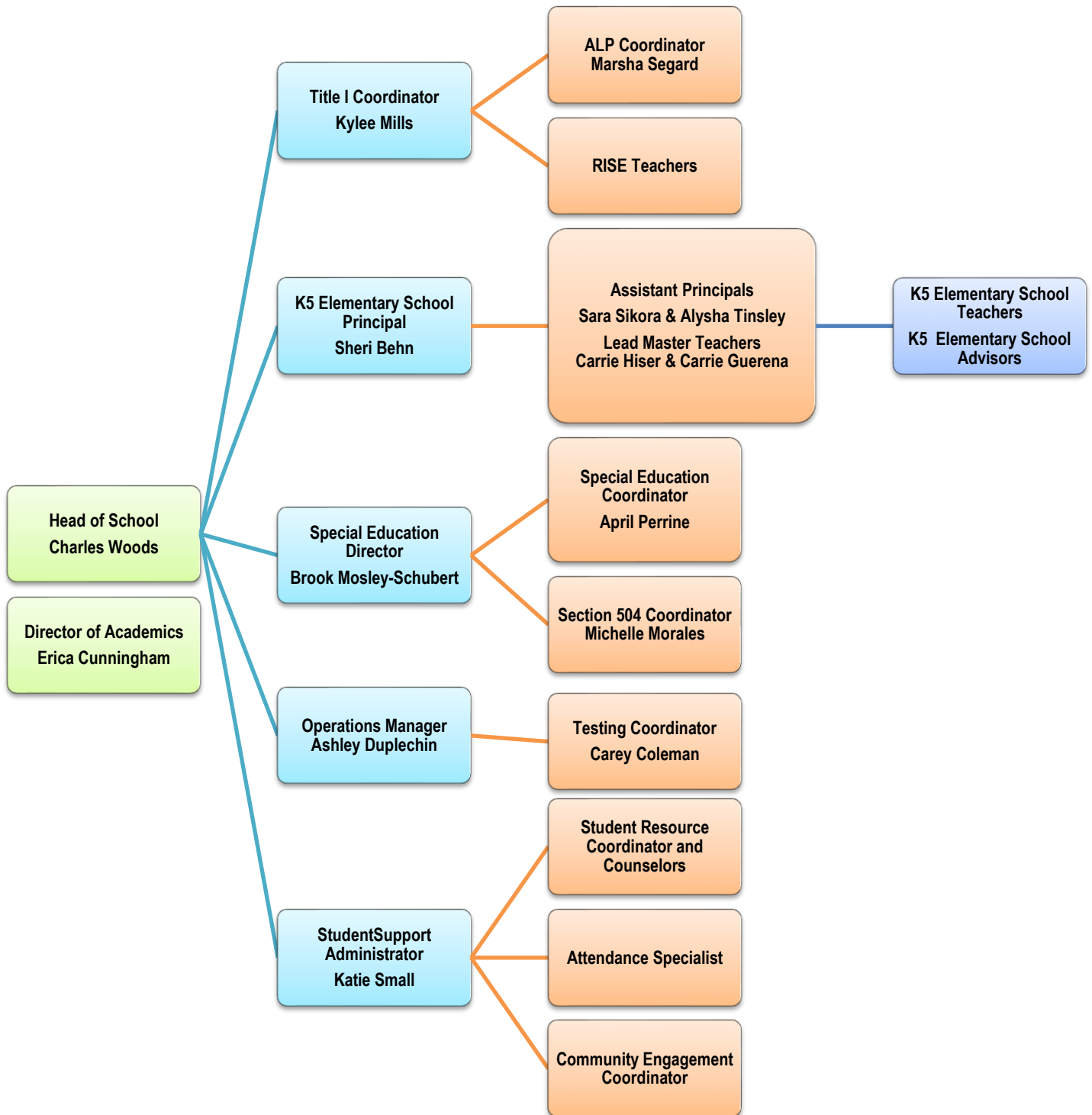
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SY2021-2022 Administrative Organization Chart



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		

Introduction

This K-5 Elementary School Handbook sets forth general guidance for Learning Coaches/parents and students enrolled in the Arizona Virtual Academy (AZVA). AZVA 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 has guidelines available online at <https://asbcs.az.gov/>. The AZVA charter contract is available from the AZVA office.

Learning Coach

Each student at AZVA is required to have a designated learning coach. This can be a parent, or other responsible adult, that will work closely with the assigned AZVA teacher(s). The Learning Coach helps facilitate progress through the daily lessons and works to modify the pace and schedule according to the student's individual needs. The Learning Coach designee is assigned during the enrollment process but can be later changed if needed. Please complete the [Change of LC Request](#) to make Learning Coach changes. For purposes of clarification, the term Learning Coach will be referenced in this manual from this point forward when referring to the adult working with the student at home.

Homeroom Teacher

All AZVA Elementary School students are assigned a certified Highly Qualified grade level homeroom teacher. Your homeroom teacher is your first point of contact for questions and support. Your homeroom teacher will provide academic support, live instruction, and will monitor student work and progress.

Elementary School Advisor

Our advisor team works to ensure that new students have a strong start at AZVA Elementary. Our advisors work with teachers and administrators to help support students and families and provide tiered escalation supports as needed.

Review Teacher Credentials

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

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.

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 student's 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.

State Required Assessment: AASA (Arizona's Academic Standards Assessment) and AzSCI Spring Testing

* The AzMERIT/AzM2 state assessment is now called the AASA (Arizona's Academic Standards Assessment). The AASA is the state-wide achievement test for Arizona students. Arizona public school students in grades 3-8 and grade 10 will take the grade level AASA assessments in English Language Arts and Mathematics. Students in grades 5, 8, 11 will take the AzSCI test.

This assessment is taken in-person and is proctored by AZVA/ISAZ staff. We will have testing centers across the state. Computers and testing supplies are provided at each testing center. ALL students in a public or charter school are expected to participate.

Our testing window for the 2021-2021 school year is April 4th – April 15th. Individual testing times, dates, and locations will be communicated in the spring semester.

Students in Grades 3-8:

- Students will complete testing in English Language Arts (ELA) and math. ELA consists of a written response and has two Reading parts. Math has two parts.
- Students complete writing on the first testing day. Reading part 1 and math part 1 are completed the second day. Reading part 2 and math part 2 are completed on the third day.
- Assessment questions are based on Arizona grade-level standards.

Students in Grade 10:

- Students will complete testing in English Language Arts (ELA) and math. ELA consists of a written response and two Reading parts. Math has two parts.
- Students complete writing on the first testing day. Reading parts 1 and 2 are completed the second day. Math parts 1 and 2 are completed on the third day.
- Assessment questions are based on Arizona 9-10 grade-level standards.

AzSCI (Science):

- This assessment is taken in-person and is proctored by AZVA/ISAZ staff. We will have testing centers across the state. Computers and testing supplies are provided at each testing center. Students in grades 5, 8, and 11 are required to complete AzSCI Science.
- This is a Standards Based Assessment that measures student proficiency of the Arizona Academic Content Standards in Science. It meets federal requirements for student assessments.
- AzSCI Science is administered during the AASA testing window.
- Our testing window for the 2021-2022 school year is April 4 – April 15, 2022. Individual testing times, dates, and locations will be communicated in the spring semester.
- Typically, students complete AzSCI Science on the fourth day of testing.

The AASA is a computer-based test which provides engaging questions and measures critical thinking skills for college and career readiness. AASA is aligned with Arizona's state learning standards. The test is designed to measure student mastery of grade-level standards, as well as indicate learning and progress towards readiness for college or career. Think of this test as an annual checkup - an important opportunity to find out how your child is performing in reading, writing, and math.

At our school, the AASA is one of several tools we use to guide instruction and intervention. State assessments provide important data that help teachers determine if students are on track academically or if they need additional support in a specific area.

Individual testing dates, times, and locations will be communicated via the learning coach's email approximately six weeks prior to the testing window.

ADE has provided a great resource and tool for schools, students, and families called the AzM2 portal. You can find important information on this site including links to practice tests <https://azmeritportal.org/>.

Geographic locations and dates are based on testing needs in an area and are subject to change based on location availability.

Medical Needs

We want to make sure our students are safe at our testing and blended site locations. 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://form.jotform.com/91767778300163>

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

Attendance Matters: Truancy Prevention Program:

Arizona Virtual Academy 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 statues 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*

Arizona Virtual Academy 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 like a GoPro camera, gaming system, TV, or iPad.

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 reference in the chart 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 Teacher.

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 Teacher for guidance.

Families will be notified via auto-dialer, automated text, or through email if their student has not logged in to a K12 platform to start school by 12 p.m.

Extended Absences

The school must be notified in the event of a known, extended absence. If a student absence will extend beyond 5 consecutive school 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 must notify their Homeroom Teacher. 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.

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

False Attendance and User Activity

Logged attendance must reflect user activity (time spent in the online courses). If attendance does not match user activity and or course progress, a mandatory conference will take place between an 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 spent working in 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 withdrawal by way of excessive absenteeism.

2). Habitually Truant

As a public charter school, Arizona Virtual Academy 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 mastered in three attempts reach out to teacher for additional support)
- Submit all required assignments (work samples, teacher graded assignments, formative assessments) and complete all required testing.
- Regularly 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.

Tiered Escalation Supports:

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, 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: Teacher Support

A student is showing signs of habitual truancy. The student is not engaged in their academics, does not regularly login to school, misses required class periods during the school day, is not submitting/completing required work and is declining

academically. There is a need for coaching with the student and learning coach on the expectations for schooling. The teacher 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 teacher should coordinate those supports for the student. The student and learning coach are notified of concerns by the teacher (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 teacher 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: Teacher and School Administration

The student and learning coach are notified by their teacher of 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 that do not follow through on the expectations will be escalated to the district administrative TIER 4 level. Students and families that 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, and 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 what is 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 that do not adhere to these agreed expectations can be withdrawn from our school for habitual truancy. Students and families that 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 homeroom teacher and notify him/her of their desire to withdraw. K12 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.

Re-enrollment After School Withdrawal

Students who are withdrawn from the school by way of a school-initiated habitual truancy or excessive absenteeism withdrawal shall not be permitted to re-enroll at AZVA until the following semester. 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.

Online School (OLS)

The Online School is designed to collect and record data that substantiates the academic progress of our students. Therefore, it is mandatory that the Online School be used to enter attendance and assessment data that reflects the standing of the student.

Introduction to Online Learning

Families are required to participate in a K¹²® course titled Introduction to Online Learning. This course will appear in the student's daily plan in the OLS and will be the first course that the Learning Coach and the student complete together. The course is intended to be completed during the first three days of school. During this time, the Learning Coach and student will:

- Receive instructions about how to best use the OLS.
- Review daily attendance and login requirements.
- Learn how to use the synchronous tool [Class Connect](#).
- Participate in NWEA diagnostic assessments.
- Receive an introduction to all courses.
- Get directions on communicating with the teacher via our internal mail system called Student Email.

Learning Coach Account

Under no circumstances should the student be given the Learning Coach login information or allowed to access the OLS using the Learning Coach login. Teachers who suspect a student has gained access to the OLS via the Learning Coach login will immediately notify the Learning Coach. If the teacher is unable to make contact with the Learning Coach, the teacher may reset the password and username of the learning coach account.

Student Account

Creating a student account is required for all K5 students, as this allows students to log into their Class Connect classrooms with their own name. The student account prevents student access to components of the OLS intended for the learning coach (answer keys, assessments, and other planning sections). **AZVA requires all students, grades K-5 to have a student account** that is separate from the Learning Coach login. For students in 3rd grade and above: foreign language courses can only be accessed through the student account login.

Objectionable Materials Policy

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.

If a Learning Coach finds materials objectionable, contact the homeroom teacher on or prior to the date that the lesson(s) appear on the Teacher Managed Schedule in the OLS.

School Property

AZVA 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.

Academic Responsibility Policy

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 AZVA Highly Qualified teacher. Failure to attend and actively participate in

instructional sessions designed to address a gap in achievement, will affect the student's grades and may result in withdrawal through the tiered escalated support process.

Definitions

- **Grade level:** K – 12
- **Grade level proficiency:** Assessment of student proficiency may be determined using one or more of the following academic indicators: AASA assessment history; course progress; district assessments (NWEA); school-based diagnostic assessments; DIBELS; OLS Reading Fluency benchmarks; work sample submissions; interim assessments; and additional teacher designed standards-based assessments.
- **Instructional sessions:** Instruction will take place in Class Connect. Required number of sessions will be communicated to the student and Learning Coach and will be indicated as "Required" in the student's Class Connect sessions. 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 homeroom and small group instructional sessions as assigned. Learning Coaches and students will be notified by Student 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 interact with the teacher and peers by use of the dialog box, whiteboard tools, and/or microphone within the lesson. Students are expected to have a working microphone for all Class Connect sessions. If you need a microphone at any time, please contact K12 Customer Care at 1-866-512-2273 and one will be provided. If the student does not actively participate in the live session, the student will be counted as absent from the session and grades will be affected.
- **Failure to attend and participate:** Students should reach out to their teacher if they are going to be absent from class in order for the missed class to be excused. The student will be placed in the tiered escalation support process if they have excessive absences.

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.

OLS Account Lock Policy

Arizona Virtual Academy/ Insight Academy will lock students' accounts for the following reasons: logging false attendance, being non-responsive to teachers/staff, and not participating in school required testing or state testing (AASA/AZELLA). Students' accounts will remain locked until the advisor/homeroom teacher is contacted by the legal guardian to determine how the student and or learning coach will comply with the schools' policies. If your student's account is locked this means that they will not have access to their courses, and you cannot enter attendance. If no contact has been made after 10 consecutive days, the student may be withdrawn for excessive absenteeism. Please contact your students' advisor/homeroom teacher as soon as possible - contacting the front office will not suffice.

Special Education students or students with a 504 plan will not have their curriculum locked.

Student Learning Expectations & Grading Policies

Gradebook

AZVA uses Gradebook to provide students and their Learning Coaches a 24/7 live view of their weighted grades. Students and Learning Coaches can access Gradebook through their OLS. Courses in Gradebook are managed by homeroom teachers. If there are any errors or questions about posted grades, please contact the homeroom teacher directly.

Report Cards Grades K–5

For each grading period, the letter grade is based on the weighted grading scale below. Students' grades are based on OLS progress completed, assessment scores of online lessons (3-5th grade only), monthly work samples, and participation (outlined below). Grades for students receiving special services through Direct Instruction will be given grades in Literature, Writing/Composition and/or Math based on attendance in required DI sessions, works samples, assessments, and participation. Students who do not complete monthly work samples and/or required assessments will be placed in tiered escalation support. Report cards are sent at the end of each semester and will be sent out in January and May.

Final Grades Breakdown - Kindergarten			
Course	OLS Progress	Work Samples	Participation & Attendance
Math	60%	20%	20%
Phonics (<i>reading</i>)	60%	20%	20%
Language Skills (<i>writing</i>)	75%	25%	
Literature	100%		
History	100%		
Social Studies	100%		
Grading Scale: A = 94-100%, B = 85-93%, C = 74-84%, D = 61-73%, F = 0-60%			

Final Grades Breakdown – 1st Grade			
Course	OLS Progress	Work Samples	Participation & Attendance
Math	60%	20%	20%
Phonics (<i>reading</i>)	60%	20%	20%
Language Skills (<i>writing</i>)	75%	25%	
Literature	100%		
History	100%		
Science	100%		
Art	100%		
Grading Scale: A = 94-100%, B = 85-93%, C = 74-84%, D = 61-73%, F = 0-60%			

Final Grades Breakdown – 2 nd Grade				
Course	OLS Progress	OLS Assessments	Work Samples	Participation & Attendance
Math	50%	15%	25%	10%
ELA	50%	15%	25%	10%
History	100%			
Science	100%			
Art	100%			
Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%				

Final Grades Breakdown – 3 rd , 4 th , 5 th Grade				
Course	OLS Progress	OLS Assessment Scores	Work Samples	Participation & Attendance
Math	25%	40%	25%	10%
ELA	25%	40%	25%	10%
History	75%	25%		
Science	75%	25%		
Art	75%	25%		
3-5th Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%				

Kindergarten Direct Instruction Grade Breakdown for Literature, Writing and Math				
Course	OLS Progress	DI Class Connect Session Attendance	Formative Assessments	Work Samples
Math	0%	50%	30%	15%
Phonics (Reading)	0%	50%	30%	15%
Language Skills (Writing)	0%	50%	30%	15%
Handwriting	100%	0%	0%	0%
Math Appendix	NA	NA	NA	NA
Literature	NA	NA	NA	NA
History- 40% expected	100%			
Social Studies- 40% expected	100%			
Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%				

1st Grade Direct Instruction Grade Breakdown for Literature, Writing and Math				
Course	OLS Progress	DI Class Connect Session Attendance	Formative Assessments	Work Samples
Math	0%	50%	30%	15%
Phonics and Spelling (Reading)	0%	50%	30%	15%
Handwriting and Writing Skills	0%	50%	30%	15%
Math Appendix	NA	NA	NA	NA
Vocabulary	NA	NA	NA	NA
Literature	NA	NA	NA	NA
History- 40% expected	100%			
Science- 40% expected	100%			
Art	<i>optional</i>			
Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%				

2-5th Direct Instruction Grade Breakdown for Literature, Writing and Math

Course	OLS Progress	DI Class Connect Session Attendance	Formative Assessments	Work Samples
Math	0%	50%	30%	15%
ELA	0%	50%	30%	15%
History- 40% expected	100%			
Science- 40% expected	100%			
Art	<i>optional</i>			
Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%				

Grade Appeal Policy

If you would like to formally appeal a grade given on a report card, please contact your homeroom teacher or the school principal.

Participation

Participation will count as a percentage of students’ total grade (see grade level grade breakdown above) and will include, but is not limited to, the following:

- Attendance and active participation in required class connect sessions
- Completion of required district assessments (i.e. DIBELS, NWEA, Stride etc.)
- Teacher assigned assessments and assignments, per teacher discretion
- Participation in supplemental programs per teacher discretion

OLS Progress

OLS progress is based on the percentage of mastery of lessons and assessments in the OLS. Lesson mastery is demonstrated by a score of 80% or above on lesson checkpoints or assessments. OLS progress is calculated by percent of student’s progress to required goals and is pro-rated to the student’s school start date. Students are expected to complete 25% of the curriculum in every course each quarter. This will count as a percentage of the student’s total grade (see Final Grades Breakdown table above for specific grade level weight).

Teacher Managed Schedule

Student lessons will be scheduled by teachers in the OLS through the Teacher Managed Schedule. Lessons will populate on the students’ plan each day, and lessons that are not completed on that day will show as Overdue until they are completed. Students may have lessons added or replaced throughout the year to allow time for completion of district and school level assessments. Students are expected to follow the lesson plan as it is scheduled. If a Learning Coach or student has any concerns about completing the lessons as scheduled, please reach out to your homeroom teacher and/or advisor.

OLS Assessment Scores

OLS assessment scores are based on the actual scores earned on lesson and unit assessments. The OLS assessment score total is calculated by averaging the individual earned scores. If an assessment is retaken, the most recent assessment score will be used in this average. This will count as a percentage of 2nd through 5th grade students’ total grade (see Final Grades Breakdown table above for specific grade level weight).

Work Samples

All students are **required** to submit quarterly in Reading, Writing, and Math as determined by each grade level and will be part of the Work Sample grades. All submitted work will be evaluated by the student’s homeroom teacher. Assignments must be submitted by the due date and meet the objectives to earn full credit. Late or unsatisfactory assignments will affect a student’s grade. Assignments submitted late will be deducted 10% for each day the work sample is late. Assignments received 10 or more days after the due date may receive a grade of 0% but are required for end of year

promotion eligibility. Teacher graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum. This will count as a percentage of the student's total grade (see Final Grades Breakdown table above for specific grade level weight). Failure to complete work samples on time can result in a score of 0.

Required Benchmark Assessments

All students in Kindergarten through 5th grade are **required** to complete assessments in reading and math. The assessments will vary depending on grade level. These assessments are standards-based assessments that give teachers and Learning Coaches the data they need to monitor student progress and guide instruction. These will be assigned by the student's teacher with a due date. Students will receive a participation score of 100% for completion of required assessments which will be a part of the Participation grade.

DIBELS

Students in Kindergarten through 5th grade are **required** to complete the DIBELS reading assessment at the beginning, middle, and end of each school year. Any student who does not Meet or Exceed the benchmark standard on DIBELS will be placed in required instructional sessions as outlined in the Academic Responsibility Policy. Students will receive a participation score of 100% for completion of these benchmark assessments which will be a part of the Participation grade.

NWEA Online Assessment

All students in Kindergarten through 5th grade will take required NWEA assessments. Students will test in math and reading. NWEA Assessments are online comprehensive, standards-based and research supported tests to be administered by teachers or advisors through a secure website. Students will take these assessments in Newrow and will be required to have their webcams on.

The purpose of these tests is to provide teachers and the Learning Coach with information on the student's strengths as well as areas which need additional focus this school year. Students should complete the assessments by themselves so that teachers have accurate data on students' academic needs. Students will receive a participation score of 100% for completion of these assessments which will be a part of the Participation grade.

OLS Reading Fluency Benchmarks

Students in grades 2-5 are required to complete the OLS Reading Fluency Benchmark assessment at the beginning, middle, and end of each school year. These assessments will help identify student reading levels and guide teachers in providing instructional support for all students. Students will receive a participation score of 100% for completion of these benchmark assessments which will be a part of the participation grade.

STRIDE

STRIDE is an exciting supplemental program that is conveniently accessed through the Online School. STRIDE is an engaging teaching tool for Kindergarten through 8th grade that motivates students towards mastery and rewards students through games. This program personalizes learning through a powerful combination of adaptive technology, customizable educational resources, and game-based incentives. Time spent in STRIDE will support student mastery of grade level concepts, so students are encouraged to use STRIDE frequently. STRIDE may also be assigned as a requirement by the student's teacher, per teacher discretion.

Reading Horizons

Reading Horizons is an evidence-based reading program that helps students improve their reading abilities. Along with direct instruction materials provided to the teacher for daily live instruction, the students also have access to online software that helps reinforce the teacher-led instruction. Reading Horizons will help your child fill in the reading foundational gaps that are preventing him or her from reading accurately and fluently.

Honor Roll for grades K-5

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

- Cumulative grade average of 85%, with no grade lower than a “B”
- Attendance at or above expected hours
- All work samples submitted on-time and meet the required objectives
- All interim assessments completed on-time
- No referrals to Tiered Escalation Support
- No student conduct notices issued

Principal’s Honor Roll for grades 3-5

3rd-5th grade students who meet all the Honor Roll criteria and have straight A’s in all their courses will be recognized for being on the Principal’s Honor Roll.

Course Promotions & Projects for each grade

Students will no longer be promoted to off grade level courses. Teachers will work with students and Learning Coaches to provide project-based learning that will allow student to dive deeper in grade level standards should they finish their grade level courses early.

Retention Policy

It is very rare that Arizona Virtual Academy retains an elementary school student. If a parent requests retention, it must go to the principal. After academic data is gathered, the principal will have a conference with the parent to discuss the implications of retention. The decision will be made within that conference. Likewise, if the school determines that retention is necessary, the school will hold a conference with the parent to discuss the academic data and implications of retention.

RISE: Reaching Intellectual Success and Excellence

At Arizona Virtual Academy (AZVA), we recognize that our diverse student population includes students with exceptional academic abilities. These students have a need for educational services that are consistent with their ability levels and learning characteristics such as thinking abstractly and having the ability to study a topic in depth. Through the RISE program, these students will be provided with appropriately challenging curricula and instruction that are congruent with their learning abilities and styles through the shared responsibility of gifted and talented specialists, administrators, counselors, learning coaches and the students, themselves. We believe every student deserves the opportunity to take their learning to a deeper level as they explore. For more information contact: rise@azva.org

RISE Qualification Matrix

- Student scores will be individually evaluated, and a score report provided to the legal guardian. Parents will be notified, in writing, of the RISE committee’s decision.

Classification	Must have one of the following:
Gifted Self-Contained (GSC)	<ul style="list-style-type: none"> • 97% or higher Verbal or Quantitative • 97% or higher Nonverbal with 2 HP on most recent state testing • IQ score of 132 or higher • Alternative Data sources (with RISE team approval)
Gifted Pull-Out (GPO)	<ul style="list-style-type: none"> • 97% or higher Nonverbal • 92% - 96% Verbal or Quantitative • 92% - 96% Nonverbal with 2 HP on most recent state testing

	<ul style="list-style-type: none"> • IQ score of 125 or higher • Alternative Data sources (with RISE team approval)
Gifted RISE-ing Stars (GRS) <ul style="list-style-type: none"> • Must retest at the end of Gr. 3 	<ul style="list-style-type: none"> • 97% or higher Nonverbal • 92% or higher Verbal or Quantitative • IQ score of 125 or higher • Alternative Data sources (with RISE team approval)
STEAM	<ul style="list-style-type: none"> • Parent/LC/Teacher Referral, supported by data: <ul style="list-style-type: none"> * Dibels: Benchmark or higher * NWEA: 80% or higher * Alternative Data sources (with RISE team approval)
Transfer Students	<ul style="list-style-type: none"> • Must have been tested in 3rd grade or higher • Test must not be more than 2 years old
Additional Information	<ul style="list-style-type: none"> • Can be retested every two years

RISE Continuum of Services

Classification	Service Delivery	Requirements/Options
Gifted Self-Contained (GSC)	<ul style="list-style-type: none"> • Self-contained in the RISE classroom • Limited to qualifying students 	Required: 1 Extended Project per quarter Required: 1 Content-Area Enrichment per quarter: Optional: Participation in Science Fair and other contests <ul style="list-style-type: none"> • Poetry Contest • Fine Arts Contest • MathCon • Future City • Robotics Optional: <ul style="list-style-type: none"> • Additional Content-Area Enrichment • Additional STEAM classes
Gifted Pull-Out (GPO)	<ul style="list-style-type: none"> • Placed in the general education classroom • Gifted support offered by RISE teacher • Limited to qualified students 	Required: 1 Content-Area Enrichment per quarter: Optional: Participation in Science Fair and 1 other contest <ul style="list-style-type: none"> • Poetry Contest • Fine Arts Contest • MathCon • Future City • Robotics Optional: <ul style="list-style-type: none"> • Additional Content-Area Enrichment • Additional STEAM classes
Gifted RISE-ing Stars (GRS)	<ul style="list-style-type: none"> • Placed in the general education classroom • Gifted support offered by RISE teacher • Limited to qualified students 	Required: 1 Extended Project per quarter Optional: Participation in Science Fair or other contest <ul style="list-style-type: none"> • Poetry Contest • Fine Arts Contest Optional: Participation in STEAM class(es)
STEAM	<ul style="list-style-type: none"> • Available to GSC, GPO, GRS and by 	Optional:

	Parent/LC/Teacher recommendation	<ul style="list-style-type: none"> • Participation in minimum of 1 or more STEAM class per semester. Students are asked to commit to completing of selected classes. •
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Advanced Learner Program (ALP)

The Advanced Learner Program provides evidence-based instruction and behavioral strategies that are tailored and monitored to enrich the academic progress of the student.

AZVA looks at two types of students who have a need for more than the average differentiated instruction.

- Student Group A “**Enrich-able Learner**”:
 - Master things easily, works hard, and loves school
 - Excel in one area because they have a passion for the topic
- Student Group B “**Advanced Learners**”:
 - Performing above grade level in one or more subjects
 - May or may not like school, but they love to learn

ALP Goals:

- Provide enrichment opportunities to identified students
- Encourage students to challenge themselves in an area they are really interested in
- Provide enrichment classes to qualified students

English Language Program

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: Kylee Mills

Email: kmills@k12.com

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

Phone: 480-228-5519

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 placement testing completed PRIOR to February 1st.	Testing Dates: Locations through the state
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Can only be provided during the state approved testing window.	February 1- March 12, 2021
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**** 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.*

Communication

Consistent and cooperative communication provides a vital link between AZVA teachers, advisors, Learning Coaches, and students. All must work together as a team to maintain positive and open lines of communication. Students are an important part of this team as well. Teachers and Advisors are available daily via Student Email, telephone, or in scheduled Open Office Hour Class Connect sessions. Teachers and Advisors will respond to phone or Student Email communication within 24 hours during school days/weeks.

Student Email

AZVA’s internal email communication system, Student Email, is the primary communication platform for teachers, advisors, students, Learning Coaches, and administration. Most of the information needing to be communicated to AZVA families will be sent via Student Email. Often, the information is time-sensitive, and many items require a specific response.

Email

It is the responsibility of the Learning Coach to ensure that Arizona Virtual Academy **always** has an updated email address. The Learning Coach email address is the primary means for electronic communication, so it is essential that this information is kept current. To update an email address Learning Coaches will log into the parent’s OLS and access ability to change your email through the My Account area.

AZVA Student Services & Elementary School Website

The AZVA Student Services & Elementary school website is a useful website where students and families can find pacing guides, work sample information, teacher information, AZVA outing schedules, links to helpful websites, and much more. Answers to many questions are found here. Please visit this page weekly for updates and reminders. <https://sites.google.com/view/k12-az-student/home>

Data Conferences

Learning Coaches and students are required to participate in conferences with their homeroom teacher and other support staff as needed. Students will help lead these conferences that identify student strengths and areas of improvement. All conferences take place either via telephone, ZOOM, or in Class Connect (Newrow). If the scheduled conference appointment needs to be changed, the Learning Coach must notify his/her teacher(s) in advance to reschedule the conference.

Academic Integrity

AZVA makes every effort to work with all students to be successful in their courses. AZVA has designed the following policies regarding Academic Integrity to ensure students are making satisfactory and valid academic progress toward promotion.

Missing or Incomplete Work Sample Policy

Work sample assignments must be submitted by the due date and meet the objectives to earn full credit. Unsatisfactory assignments will be returned to student to be redone. Late assignments received 10 or more days after the due date may receive a grade of 0% but are still required for end of year promotion eligibility. Work samples count as a percentage of the student’s total grade.

Plagiarism Policy

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as the student's original work. Students who submit plagiarized work will be required to complete Plagiarism Training with their Learning Coach. Plagiarized work will not be accepted for credit and must be resubmitted.

Examples of plagiarism can be, but are not limited to:

- Copying or rephrasing another student's work.
- Taking material from Internet sources and using it as your own, even if some words are changed.
- Having someone, other than the student, write an assignment.
- Direct or indirect reproduction of student aids, critical sources, or reference materials in part or in whole without citing sources.

Non-Compliance with Communication Policy

AZVA has the responsibility as a public charter school to ensure that enrolled students are learning. This is achieved through communication between teachers, advisors, administrators, Learning Coaches, and students. Learning Coaches and students are required to stay in communication with teachers and advisors through conferences; phone, Student Email, and class connect sessions.

Community

Learning Coaches seek to provide the best possible education for their student and often enrich the student's curriculum with extra activities and family trips. These applicable activities may be considered part of the student's academic day and counted toward his/her required hours of instruction if maintaining progress in the OLS. An applicable activity should directly relate to lesson objectives within a course. To determine if the activity is applicable, and may count toward school academic attendance hours, please contact the homeroom teacher.

Social Connections at School

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.

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 will 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.

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.

Blended Learning Program

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.

Student Services

AZVA is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The AZVA Special Education Case 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 (IEP) on their enrollment form.

45 Day Screen

As mandated by [Arizona Administrative Code \(A.A.C.\) R7-2-401 \(C\) and \(D\)](#), AZVA 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 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.

Child Study

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 Study.

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 Study 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 be 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: 5323 N. 99th Ave., Ste 210 Glendale, AZ 85305
- Phone: 602-476-1320

Multi-Tiered System of Supports (MTSS)

AZVA uses Multi-Tiered System of Supports (MTSS) school wide as a first level support, to assist in the identification of educational needs within the Child Study Team process, and to provide scientifically based interventions for struggling students.

The MTSS process is a three-tiered approach to providing services and interventions to students who struggle with learning. MTSS provides interventions in increasing levels of intensity based on progress monitoring and data analysis. Students in MTSS will be **required** to attend live class connect sessions as assigned.

This process assists in documenting that interventions in the regular classroom (whether IEP-based or not) have been implemented and whether these interventions meet the student's educational needs. Documentation that the classroom intervention cannot meet the student's needs is a necessary requirement in determining whether the student should be referred to our Child Study Team. When all reasonable alternatives have been tried and are not sufficient, a referral to the Child Study Team should be initiated to determine whether the student needs special education services. The purpose of this process is to ensure early intervention with a struggling learner using a multi-tiered model.

Learning Coaches who believe their student has a learning problem should discuss options with their teacher(s).

Special Education

Special education services are available to students identified with a disability by a multi-disciplinary team. A multi-disciplinary team consists of teachers, the Learning Coach/guardian and oftentimes a school psychologist, therapist, and the student. AZVA follows the requirements of IDEA 2004 and the laws of Arizona. Documentation of the disability must be provided, such as medical records, prior educational records, and/or a psychological evaluation.

Students in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress in the general education setting. We offer a continuum of services that may include consultation, resource, direct instruction, and self-contained. All special education services are provided virtually.

Students with an IEP are **required** to attend all sessions held by their case manager and special education instructor(s) as noted in Class Connect schedule.

What to expect:

- Every special education student will be assigned a Case Manager along with content instructor(s) as outlined in their IEP.
- The special education teacher provides the Learning Coach assistance to modify and adapt the learning environment and curriculum paths for success.
- The special education teacher will provide a progress report at the end of each quarter noting progress on the student's IEP goals.

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, and 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: Michelle Morales
- Email: mmorales@k12.com
- Physical Address (use school office address): 5323 N. 99th Ave., Ste 210 Glendale, AZ 85305
- Phone: 602-476-1320

Title 1: 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.

School Responsibilities

- Curriculum that is aligned to State standards and includes opportunities to assess student learn.
- Instruction by highly qualified teachers that assists students in meeting the 2016 AZ College and Career Standards including:
 - Direct Instruction via NewRow (online classroom instruction platform)
 - 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/Advisors 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 conference/webinar meetings can be arranged to address any concerns.
- Provide parent involvement opportunities
 - School level focus groups- varied demographic for feedback
 - Parent Advisor Council (PAC)
- Provide welcome orientation sessions to new families starting in our online public school weekly
 - Direct support is provided for families that struggle in understanding the requirements of an online public-school student, the online school platforms, and attendance policies.

Parent Responsibilities:

- Participate with students in all orientation activities to ensure a full understanding of the role of the Parent/Learning Coach in our public school.
- Monitor student progress and enter attendance daily.
- Secure parent/Learning Coach login to the online schools' platforms (campus): Online Learning System (OLS), (OMHS (online middles high school)).
- Assist students with organizing learning time, materials, maintaining a daily schedule, communicating with teachers/advisors, and attending online instructional sessions.
- Communicate with all school staff, any questions, recommendations, or needs for support included but not limited to:

- Requesting additional support from teacher/advisor when needed
- Reviewing all school communication regularly
- Complete parent surveys
- Attend any parent events (school assemblies, open house, meet the teacher events, etc.)
- Ensure students adhere to school policies and meet responsibilities below
- Ensure student participation in all required district and state mandated testing (AzM2, AIMS, AZELLA, NWEA, etc.)

Student Responsibilities:

- Completing the state attendance requirements for a student schooling at an online public charter school.
- Complete schoolwork daily including lessons, reading, assessments and submitting any required assignments.
- Attending required online classroom instructional sessions (Newrow) with your teacher and come prepared to fully participate with teachers and students.
- Communicate with your parent/Learning Coach any questions or concerns related to the program so that help can be provided.
- Communicate with your teachers/advisors and other school staff to engage fully in this online public school.

This compact was created in partnership with parents, teachers, and administrators on June 9, 2015. It is reviewed and revised annually.

Parent and Family Engagement Policy

[General Expectations](#)

[Implementation Plans](#)

[Discretionary Components](#)

[Policy Adoption](#)

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 as well as 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 ISAZ 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, district website...) 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 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	
<ul style="list-style-type: none"> ▪ Facilitate implementation of parent meetings, trainings, and events. Those sessions held in the online classroom platform called Newrow/Zoom 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 District website. ▪ Develop and facilitate Parent Advisory Council to inform school programs and unify the school community. 	
Arizona Virtual Academy	Insight Academy of Arizona
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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).

<p>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.</p>	<ul style="list-style-type: none"> ● Insight Learning Coaches are invited to monthly student phone calls from teachers and advisors to discuss academic progress, success, and school supports.
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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.
 - K¹² Support is primary point of contact (POC)
 - 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 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 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 the 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, anti-bullying 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, and a robust truancy prevention program that includes intervention supports for students struggling with daily attendance and school celebrations for students that show excellent attendance behaviors.

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.*
 - 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 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.
 - School 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 spring 2019.

The school will post this policy on the legal notices section of the Strong Start website.

Charles Woods
Head of School

Kylee Mills
Title I Coordinator

Board Approved 7/19

McKinney Vento

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: Kylee Mills

Email: kmills@k12.com

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

Phone: 480-228-5519

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: Kylee Mills

Email: kmills@k12.com

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

Phone: 480-228-5519

[Click here](#) for a word document copy of the Dispute Resolution Process.

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 attach additional pages as needed)
Please explain what rights you feel the school district has not honored.

Please return this form to

Silvia Chavez, BA

AZ State Coordinator Homeless Education Program

1535 West Jefferson Street Bin 31

Phoenix, AZ 85007

(602)542-4963-desk

email: www.azed.gov/homeless Phone: (602)542-4963-desk

Within 7 workdays 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.**

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] - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:3a0b1425-bd65-4aae-b99c-f2652a7e6614>

Internet Service Provider (ISP) Reimbursement Policy

Families who meet all 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 July.

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 (AzM2/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.

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
- 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).

Student Survey Data Consent and Privacy Policy

A) Permission for Student to Participate in identified surveys throughout each school year, Arizona Virtual Academy (AZVA) may request students or families to provide information through a survey in order to be able to serve our unique population appropriately. In any survey it sends out, AZVA will include an explanation for completing it as well as the reason for the questions asked. However, AZVA must receive written, signed parental/guardian permission annually before collecting survey information retained by the school for longer than one year and that asks personal information about the student regarding any of the following:

1. Critical appraisals of another person with whom a pupil has a close relationship.
2. Gun or ammunition ownership.
3. Illegal, antisocial, or self-incriminating behavior.
4. Income or other financial information.
5. Legally recognized privileged or analogous relationships, such as relationships with a lawyer, physician, or member of the clergy.
6. Medical history or medical information.
7. Mental health history or mental health information.
8. Political affiliations, opinions, or beliefs.
9. Pupil biometric information.
10. The quality of home interpersonal relationships.
11. Religious practices, affiliations, or beliefs.
12. Self-sufficiency as it pertains to emergency, disaster, and essential services interruption planning.
13. Sexual behavior or attitudes.
14. Voting history.

A parent's/guardian's consent for surveys obtained at the beginning of every school year is applicable for the entire school year. However, a parent/guardian has the right to revoke consent for their student to participate in any survey requesting information listed in 1-14 above, at any time. AZVA cannot ask a student to complete any survey outlined above if a parent/guardian has not provided or has revoked consent for their student's participation in the survey. For students who are at least eighteen years of age, permission is only required from the student.

B) Permission to Administer Survey - All surveys requesting information listed in 1-14 above must be approved and authorized in writing by the Arizona Virtual Academy Head of School.

This applies to all surveys whether written or digitally conducted on matters listed in 1-14 above regardless of the stated purpose of the survey and regardless of the quantity or percentage of questions that solicit the identified data.

- C) Exceptions - For avoidance of doubt, this policy does not apply to:
1. Any survey conducted that contains questions soliciting information listed in items 1-14 above, if the survey does not require a student's name or any other personally identifiable information.
 2. Any survey conducted or implemented by the Arizona criminal justice commission.
 3. Any method of surveying a student that is conducted because a person has a reasonable belief that a minor is or has been a victim of abuse and which AZVA has a duty to report pursuant to section Arizona statute 13-3620.
- D) Survey Participation Not Required - Participation in any survey seeking information listed in 1-14 in Section A above is not required:
1. To be a student at AZVA
 2. To demonstrate competency requirements for any grade level, course, or subject.
 3. To qualify for placement into any grade level, course, or subject.
 4. To be promoted to the next grade.
 5. To receive credit for any course or as part of a letter grade for any course.
 6. To graduate from high school.
 7. To obtain a high school equivalency diploma.

Arizona Virtual Academy will provide an alternative educational activity for any student whose parent/guardian does not consent for that student to participate in a survey seeking information in 1-14 listed in Section A above. And if that student attends the alternative educational activity such time will be counted toward the student's daily attendance and average daily membership for Arizona Virtual Academy and the student will not be counted absent from school.

AZVA will not impose any penalty on any student or the student's parent/guardian for not participating in any survey conducted on matters outlined in Section A, 1-14 above.

AZVA will neither impose a penalty nor provide a reward to a teacher, administrator, or other Arizona Virtual Academy employee based upon the student participation rate in any survey seeking information in items 1-14 above.

Responses to surveys seeking information identified in 1-14 listed above will not be included:

1. As part of a school academic performance indicator or as part of any other similar school rating system.
2. In the education learning and accountability system, or in any other similar system.
3. In the student accountability information system or in any other similar system.
4. In any school, administrator, or teacher rating system.

Upon request, Arizona Virtual Academy will timely provide applicable AZVA information to the parent/guardian of a student regarding a survey seeking the information in items 1-14 listed above including:

1. The name of the survey.
2. The date or dates when the survey was or will be administered.
3. The method or methods of administering the survey.
4. The amount of time required to administer the survey.
5. The types of information collected by the survey.
6. The reasons for administering the survey.

- E) How to File a Complaint - If a parent/guardian of an Arizona Virtual Academy student has a reasonable belief that Arizona Virtual Academy has violated this policy, he or she may file a complaint with the Arizona Attorney General or the county attorney for the county in which an alleged violation of this policy occurred.

- F) Definitions For the purposes of this policy:

1. "Parent" has the same meaning prescribed in section (biological parent, foster parent, or legal guardian); except that Parent does not mean this state if the pupil is a ward of the state.
2. "Survey" means:
 - (a) when used as a noun, an instrument that investigates the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.
 - (b) when used as a verb, to use an instrument to investigate the attitudes, behaviors, beliefs, experiences, opinions or thoughts of a pupil or group of pupils.

Student Records

Student records are maintained at the AZVA office. Learning Coaches and/or legal guardians may use the [Records Request](#) link to obtain a copy of student records: A copying fee may be assessed. If Learning Coaches and/or legal guardians change their address, telephone number, e-mail address, or place of employment, they are asked to notify their teacher immediately. Learning Coaches/legal guardians are responsible for keeping contact information current with their homeroom teacher(s) and in the My Account section of the OLS.

Arizona Virtual Academy follows the Arizona State Library, Archives and Public Records retention schedule. The schedule can be found at: <http://www.azlibrary.gov/arm/retention-schedules>. 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. AZVA destroys records based on the Arizona State Library, Archives and Public Records retention schedule.

Crisis Plan

In the event of a schoolwide 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, contact your child's homeroom teacher. As this issue is being fixed, please complete offline activities and log the completion and attendance when all systems are functional. Please check back into the OLS throughout the day to determine when the system is working again.

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.

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 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.
 - Involvement with law enforcement agencies and possible legal action.

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

Students and families who seek to appeal the school's decision may do so, in writing, to the Head of School. AZVA 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 instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by AZVA.

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

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

Bullying Policy Provisions

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.

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/201287163418050>

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 based on disability, race, creed, color, gender, national origin, sexual orientation, or religion.

Title IX and Non-Discrimination Notice

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.

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.

Title IX District Personnel

The Title I Coordinator ensures 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/Federal Programs Manager/(480) 228-5519/kmills@k12.com

Additionally, you may contact the Office of Civil Rights by calling 1-800-421-3481.

Link to OCR website for Title IX guidelines: <https://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm>

Title IX Policy and Procedures [PDF] - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:3a0b1425-bd65-4aae-b99c-f2652a7e6614>

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*

Immunization

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

Student Resolution Matrix

Issue	Who to Contact
Academic Help	Homeroom Teacher/ Advisor
Address Update	Information Change for Families
Attendance Questions & Submitted Incorrectly	Homeroom Teacher/ Advisor
Class Connect (Collaborate) Technical Issue	Customer Support: k12.com/support / 866- 512- 2273
Course Change or Missing OLS Course	Homeroom Teacher/ Advisor
Course Content Comments & Minor Errors	Feedback in your Online School - https://login-learn.k12.com/#login
Course Content Questions & Errors	Homeroom Teacher/ Advisor
Course Materials, Shipping, Missing & Damaged	Customer Support: k12.com/support / 866- 512- 2273
Grades and Scores for Online Assessments	Homeroom Teacher/ Advisor
Internet Reimbursement (If Available)	School Office – 602-476-1320
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/Virus	Customer Support: k12.com/support / 866- 512- 2273
K ¹² Computer Requests	Homeroom Teacher/ Advisor
K12 Computer Software Updates	Customer Support: k12.com/support / 866- 512- 2273
OLS Account Set-Up & Login	Customer Support: k12.com/support / 866- 512- 2273
OLS Error Messages	Customer Support: k12.com/support / 866- 512- 2273
OLS Navigation	Teacher or Customer Support: k12.com/support / 866- 512- 2273
PDF Links	Customer Support: k12.com/support / 866- 512- 2273
Return Course Materials	Customer Support: k12.com/support / 866- 512- 2273
Return K12 Computer Equipment	K12 Computer Returns: computer-returns@k12.com / 866- 571-4310
Return Labels (Need Additional UPS Labels)	Customer Support: k12.com/support
School Events & School Community Logins	Homeroom Teacher/ Advisor
Suggestions & Comments	Feedback in Your Online School https://login-learn.k12.com/#login
Student Records	School Office – 602-476-1320
Withdraw	Homeroom Teacher/ Advisor

Webcam Behavior

AZVA/ISAZ utilizes virtual classrooms using webcams to conduct meetings and instruction. Students are required to be on webcam while in live sessions with their teacher.

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.
- Students must have a quiet distraction free location for online live class sessions.

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
 - School Suspension from Class Connect Sessions
 - 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.

Learning Coach "I Understand and Agree" Statements

The purpose of the following statements is to clearly state all expectations for AZVA 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 and agree . . .

- *I am enrolling my student in a public charter school, and my student may not be enrolled in any other public school while enrolled at AZVA.*
- *I am required to have access to a computer with Internet access at all times during my student's enrollment in the Arizona Virtual Academy.*
- *I am aware that my student has daily attendance requirements that he/she is expected to meet. I must log this attendance daily, using the Learning Coach account.*
- *I am aware of the webcam policy and will ensure my student has supervision during live sessions and is in a quiet, distraction free area.*
- *I will establish a student account in the OLS for my student to use when completing lessons in the online school and attending class connect sessions.*
- *I will not allow my student/s to know my password or to access to my Learning Coach account.*
- *I will supervise my student in using the K12 curriculum, checking work, and verifying understanding after each lesson is completed daily.*
- *I am aware of student progress requirements, which must be met daily, weekly, and quarterly.*
- *I will monitor my student's participation in monthly work samples and interim assessments, which must be submitted on-time and will be calculated into his or her final course grades.*
- *I am aware that teachers and/or administrators may require additional proof of progress during the school year. Additional progress verification may be requested in the form of (but not limited to) Class Connect sessions, written work samples, and phone conferences.*
- *I will read and respond to Student Emails daily, participate in conference calls, and return teacher and administrative phone calls in a timely manner.*
- *I will have my student complete all required assessments including, but not limited to, Map Growth web-based assessments as assigned by teachers and/or administrators. Both math and reading will be assessed during enrollment and at the end of the school year.*
- *I am aware that my 3rd-5th grade student is required to participate in state standardized testing. It is my responsibility to transport my student to and from testing all days assigned.*
- *I will review and monitor my student's adherence to the Academic Integrity Policy in which plagiarism and cheating is discussed along with consequences for violations.*
- ***I have read all of the above statements and my Student Email account will show a date stamp for receiving the K5 Elementary School Handbook that will serve as my agreement for compliancy of all policies and regulations listed within this document.***