



ARIZONA
VIRTUAL ACADEMYSM

POWERED BY STRIDE K12



Insight[®]
ACADEMY OF ARIZONA

POWERED BY STRIDE K12

Arizona Virtual Academy & Insight Academy of Arizona School Year 2024-2025

PARENT AND STUDENT HANDBOOK

5323 N. 99TH AVENUE
SUITE 210
GLENDALE, AZ 85305

PHONE: 602-476-1320
FAX: 602-595-6874
K12 @ CUSTOMER CARE: 866-512-2273

[HTTP://AZVA.K12.COM](http://AZVA.K12.COM)

[HTTP://INSIGHTAZ.K12.COM](http://INSIGHTAZ.K12.COM)

Mission Statements Combined: Arizona Virtual Academy (AZVA) and Insight Academy of Arizona (ISAZ) are public online charter schools that use Stride K12 programs and curricula to meet the needs of diverse student populations through innovative uses of technology, effective teachers and instruction, and partnerships with families and community.

AZVA and ISAZ empower students to think critically and achieve academic success and personal growth. AZVA and ISAZ are devoted to making quality education accessible for all Arizona students- regardless of geographic, financial, or demographic circumstance- and to provide online education alternatives that are as unique as the students we serve.

Table of Contents

Welcome Message

Handbook Introduction

District Organizational Chart

School Calendars

Parent/LC/Student Acknowledgement Statement

Parent Teacher Conferences

Support Systems

Student Services

Child Find

Multi-Tiered Systems of Supports (MTSS)

45 Day Screen

Special Education

Attendance and Engagement

Withdrawing Your Student

State Standardized Testing

Student Code of Conduct

Dangerous or Disruptive Conduct

Reporting Bullying and/or Hazing

Family Education Rights and Privacy Act (FERPA)

Parent And Family Involvement Policy

Title IX And Non-Discrimination Notice

Elementary Handbook

Middle School Handbook

High School Handbook

ISAZ Handbook

CTE Handbooks for AZVA & ISAZ

Welcome Message

Dear Parents and Guardians,

We are thrilled to welcome you and your child to Arizona Virtual Academy (AZVA) and Insight Academy of Arizona (ISAZ)! As we embark on this exciting journey together, we want to share some important information about our school and the unique opportunities it offers.

1. **Inclusive Environment:** At AZVA/ISAZ, we celebrate diversity and believe that every student has unique abilities. Our virtual academy welcomes students of all ability levels, from Kindergarten through 12th grade at AZVA and students in grades 7th through 12th grade at ISAZ. Whether your child is an aspiring artist, a budding scientist, or a future entrepreneur, they will find a place to thrive here.
2. **Certified Arizona Teachers:** Our dedicated team of Arizona-certified teachers is committed to providing high-quality education. They bring expertise, passion, and creativity to the virtual classroom, ensuring that your child receives personalized support and guidance.
3. **Parent as Learning Coaches:** As parents, you play a crucial role in your child's education. We encourage you to be active "Learning Coaches" by supporting your child's learning journey at home. Together, we can create a strong partnership to foster academic success.
4. **Career and College Preparation:** Our comprehensive program goes beyond academics. We offer career readiness programs at both schools that help students explore their interests, develop essential skills, and prepare for future success. Whether they aspire to attend college or enter the workforce directly, we provide the tools they need.
5. **Holistic Approach:** We believe in nurturing the whole child. Our approach includes social-emotional learning, rigorous curriculum, and academic supports. We want students to thrive not only academically but also emotionally and socially.
6. **Passionate Educators:** Our educators are passionate about teaching and inspiring young minds. They create engaging lessons, foster curiosity, and encourage critical thinking. Your child will be part of a supportive learning community led by caring professionals.
7. **Partnering with Parents:** We value your input and involvement. Together, we can ensure your child's success. Please stay connected through regular communication, parent-teacher conferences, and school events.

We look forward to a fantastic year filled with growth, learning, and memorable experiences. If you have any questions or need assistance, don't hesitate to reach out to our school office.

Welcome to Arizona Virtual Academy and Insight Academy of Arizona—a place where every student matters!

With Gratitude,
Charles Woods Jr.
Executive Director



Charles Woods

Important Notes

This Parent and Student Handbook sets forth general guidance for Learning Coaches, parents, and students enrolled in Arizona Virtual Academy and Insight Academy of Arizona. AZVA and ISAZ are public charter schools subject to the rules and regulations of the Arizona State Board for Charter Schools. The State Board for Charter School guidelines can be found [here](#). The AZVA/ISAZ charter contract is available at the school office, if requested.

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

AZVA and ISAZ will post the school report card annually which will contain the school's letter grade as determined through the Arizona State Board approved accountability system.

Arizona Virtual Academy and Insight Academy of Arizona students must always reside in the state of Arizona to be eligible to enroll and remain enrolled at our schools pursuant to ARS 15-808(B). Arizona Virtual Academy and Insight Academy of Arizona do not discriminate based on race, color, national origin, sex, disability, or age in its programs and activities and provides equal access for all students.

Insight Academy of Arizona was granted Alternative Status by the Arizona Department of Education on May 23, 2012 and has maintained the status to date. ISAZ offers an alternative middle and high school program for students in grades 7th – 12th and provides alternative programs for students who may be in poor academic standing or need additional support due to family needs or personal learning style preferences.

It is important to note that at this time the NCAA has deemed all courses at AZVA/ ISAZ ineligible for Division I or II athletics.

District Organizational Chart

Title	Name	Email	Phone
Executive Director	Charles Woods	cwoods@k12.com	520-649-8864
ISAZ Principal	Christine Twidwell	ctwidwell@k12.com	520-282-7850
AZVA Elementary (K-5) Principal	Alysha Tinsley	atinsley@k12.com	520-649-8781
AZVA Middle School (6-8) Principal	Dr. Amy Hart	Amyhart@k12.com	520-640-9145
AZVA High School (9-12) Principal	Shonti Land	sland@k12.com	520-649-8467
Stride Career Prep CRE Administrator	Dr. Erica Young-Jackson	eyoung@k12.com	520-649-8874
Academic Administrator for Special Programs	Elena Barnes	Ebarnes@k12.com	520-640-37544
Federal Program Manager – Title 1	Kylee Mills	kmills@k12.com	520-649-8570
Administrator of Opportunity and Achievement	Erica Cunningham	ecunningham@k12.com	520-640-3794
Community Engagement Administrator	Jennifer Wodrich	jewodrich@k12.com	520-649-8853

DISTRICT CALENDAR

2024-2025

Semester 1: August 1, 2024 – December 18, 2024

Semester 2: January 6, 2025- May 20, 2025

August 1, 2024	First Day of School
September 2, 2024	Labor Day – NO SCHOOL
October 7-11, 2024	Fall Break – NO SCHOOL
November 11, 2024	Veteran’s Day – NO SCHOOL
November 27-29, 2024	Thanksgiving – NO SCHOOL
December 18, 2024	Semester 1 Ends
December 19, 2024 -January 5, 2025	Winter Break – NO SCHOOL
January 6, 2025	Semester 2 Begins
January 20, 2025	Martin Luther King Jr. Day – NO SCHOOL
February 17, 2025	President’s Day – NO SCHOOL
March 10-14, 2025	Spring Break – NO SCHOOL
May 20, 2025	Last Day of School

Student Matrix of Support

Support Topic	Who to Contact
Academic Support	Teacher
Address Update	https://form.jotform.com/210345224177045
Attendance Support	Homeroom Teacher/Attendance Specialist
Computer Requests	Customer Support: https://www.help.k12.com/s or call 866- 512- 2273 or speak to your homeroom teacher
Course Content Questions or Concerns	Content Teacher
Internet Reimbursement (If available)	See handbook for qualifications, school office – 602-476-1320
Materials including computers, shipping, missing, damaged, or needing returned	Customer Support: https://www.help.k12.com/s or call 866- 512- 2273
Missing Courses or Course changes	HS Counselor or Homeroom teacher
OMHS/OLS Account Log ins or error messages	Customer Support: https://www.help.k12.com/s or call 866- 512- 2273
OMHS/OLS navigation	Teacher
Technical Issues of any kind	Customer Support: https://www.help.k12.com/s or call 866- 512- 2273
Withdraw	HS Counselor or Homeroom teacher

Parent/LC/Student Acknowledgement Statement:

I understand that the student email accounts will show a date stamp for receiving the Parent Student handbook and I understand it is my responsibility to review and uphold the policies contained in this handbook and any revisions made to it.

The statements below are all outlined and explained in this handbook.

Specific information will also be discussed with the student population regarding but not limited to:

Attendance, student conduct, technology usage, and grading/late work/assessment policies.

I Understand:

- I am aware that my student is required to participate in Arizona State standardized testing. It is my responsibility to transport my student to and from testing on all assigned days. **This is a state law.** *(ARS 15-808 B) If a pupil fails to comply with the testing requirements and the school administers the tests pursuant to this subsection to less than ninety-five percent of the pupils in Arizona online instruction, the pupil shall not be allowed to participate in Arizona online instruction.*
- 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/ISAZ.
- I am required to always have access to a computer with Internet access during my student's enrollment in Arizona Virtual Academy or Insight Academy of Arizona.

- 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 and others in my household will not interrupt or speak to the teacher or directly to other students during the live classes.
- I will call the teacher or email the teacher to speak with them about my student.
- 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 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 may 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, participate in conference calls, and return teacher and administrative phone calls promptly. I am aware that creating a separate/new email just for school may be helpful to me as a parent.
- I will have my student complete all required assessments including, 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 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.
- **Parent Visitation Policy: A.R.S. §15-184(J): Parents of current students are able to and encouraged to quietly watch the live class sessions with their students, but it is required that families refrain from interrupting or speaking directly to the teacher or other students during the class.**
- **Parents that are wishing to enroll their students and want additional information may reach out to the district office at 602-476-1320 and a link will be emailed to you with a recorded class "tour".**

Introduction to the Online Learning System

Learning Coaches are emailed directly from Stride their registration IDs used for setting up their learning coach and student's account. Once the registration ID is received, please go to <https://login-learn.k12.com/#login> and select Set Up Your Account. If you need help setting up your account at any time, please contact your homeroom teacher for support.

Learning Coach accounts give access to school announcements, your students schedules and progress, and attendance reporting. As well as supplemental learning materials for younger grades. Students are not permitted to be in the Learning Coaches account.

Student accounts are required for all AZVA/ISAZ students. Student accounts give access to all school announcements, course classrooms, class connect sessions, email, and more. Students are only permitted to complete schoolwork in their student account.

The Online Learning School (OLS) and Online Middle/High School (OMHS) is designed to collect and record data that substantiates the academic progress of our students. Therefore, the Online School must be used to enter attendance and

assessment data that reflects the student's standing.

Students are required to participate in a Stride course titled Introduction to Online Learning. This course will provide almost everything you need to know about how to work within our online school. This course will appear in the student's daily plan in the OLS/OMHS 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 the first week, the Learning Coach and student will:

- Receive instructions about how to best navigate the OLS/OMHS.
- 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.
- Have access to support videos and blog posts from current Stride families.
- Additional resources are available at <https://www.help.k12.com/s/> which contains many videos and guides for frequently ask questions and troubleshooting for our online schools.

School Materials/Computer Equipment

If a student is in need of a computer in order for schooling to be completed, please contact Stride Support at <https://www.help.k12.com/s/> or by calling 1-866-512-2273. Students who qualify for Free and/or Reduced Lunch Meals are automatically qualified for a computer, and one will be sent within 1-2 weeks of enrollment/registration.

AZVA/ISAZ provides some physical or digital books and other curricular supplies per course. These materials are considered 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. All property and equipment must be returned in good, working condition upon withdrawal from the school. 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 our 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.

Return shipping labels are located at <https://www.help.k12.com/s/>.

Online Behavior Expectations

Come prepared for class and ready to learn. For student's safety, students should not reveal personal information about themselves or other persons on the internet or through any of AZVA/ISAZ school systems. For example, a student should not reveal his/her name, home address, telephone number, or display photographs of him/herself or others to persons outside of the Arizona Virtual Academy or Insight Academy of Arizona.

Students cannot agree to meet anyone in person that they have met only on the Internet and who is not affiliated with AZVA/ISAZ. Additionally, first meetings with fellow AZVA/ISAZ students should be at school sponsored events only.

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 must not share these with anyone.
- Students may not interfere with other users' ability to access Arizona Virtual Academy 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 any personal contact information (address, phone number) for anyone.
- 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/ISAZ commercial activities, non-AZVA/ISAZ product advertising, or political lobbying on an AZVA/ISAZ owned instructional computing resource.
- Students may not use AZVA/ISAZ instructional computing resources to sell or purchase any illegal items or

substances.

- It is not allowed to upload or post any software on AZVA/ISAZ instructional computing resources not specifically required and approved for student assignments.

Webcam Usage

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

Dress Code

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

- Must always be clothed
- 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 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.

Academic Responsibility Policy

Arizona Virtual Academy and Insight Academy of Arizona are public online charter schools 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 must actively attend and participate in all assigned instructional sessions designated by an Arizona Virtual Academy/Insight Academy of Arizona Highly Qualified teacher. Failure to attend and participate in instructional sessions designed to address a gap in achievement may result in withdrawal through the academic probation 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 no less than two times per week. Required number of sessions will be listed on the Individual Learning Plans. The Highly Qualified teacher will determine instructional goals, weekly instructional time, and criteria to demonstrate proficiency based on student data.

Required attendance: Students are required to attend instructional sessions as assigned. Learning Coaches and students will be notified by email of the required Class Connect sessions and accompanying instructional goal(s). Required sessions will appear on student's online school account.

Active Participation: Students are required to join Class Connect sessions on time and consistently. Students must engage with the academic content and the teacher by using the dialog box, microphone, and whiteboard as appropriate in the lesson.

Instructional Cycle: No less than a six-week period in which instructional goals are addressed. Students may complete a goal in one cycle and continue with a new goal in a subsequent cycle until sufficient grade level proficiency is demonstrated.

Procedures:

The Highly Qualified teacher will review academic indicators to determine needed support to meet Arizona's academic standards.

Instructional groups will be formed based on student data. Instructional goals, instructional time, and assessments to measure progress will be determined.

The Highly Qualified teacher will notify the Learning Coach and student of the required instructional sessions. The Highly Qualified teacher will provide instruction, conduct assessments, and document academic progress. This process will repeat as needed to ensure students achieve proficiency with grade level standards.

Class Connect and Open Office Hours

Teachers hold online classroom instruction daily and these live classes are required for students to attend who are not showing one year's growth and/or are not passing all their courses. Teacher's daily live sessions can be found in Class Connect. Some live sessions may overlap occasionally. When this occurs, students can contact their teachers for support or decide which session they will attend. All teaching sessions will be recorded. Teachers also have daily blocks of time reserved for open office tutoring sessions.

This is a time when students and teachers could meet for additional instruction, reviews, or question and answer sessions. All sessions will be scheduled in the Class Connect area of the OHS/OMS.

Students failing courses must attend live instructional sessions and small group remediation weekly. If a student does not attend as required and continues to fail his or her courses, he or she will be considered for withdrawal due to habitual truancy. There is a possibility that sessions will overlap during the school year. If this happens, please contact your teachers directly and they will work to provide you with a custom plan for what to do when sessions overlap.

School Counselor Role

A school counselor will be assigned to all High School students to support with course placement, graduation planning, summer school and preparation for what students would like to do after High School. School counselors will also be made available for all K-8 grade students on an as needed basis to support with social emotional concerns.

Teacher Credentials Review

Pursuant to A.R.S. 15-183 F., parents may review resumes of Arizona Virtual Academy teachers to reference the employee's education and experience information by calling Michelle Cleveland at the school office at (602) 476-1320.

Parent Teacher Conferences

Learning Coaches and students will have multiple opportunities to participate in parent teacher conferences with their homeroom teacher. These will be held formally for each Elementary, Middle School, and High School. Additional conferences will be scheduled and held as needed. Conferences will take place 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. Elementary conferences are required.

Middle School conferences are recommended, but not required.

Instant Messaging Policy

AZVA/ISAZ teachers, counselors, and advisors are available through instant messages (IM) from 8:00 am to 4:00 pm only, Monday through Friday. The subject matter of teacher/student instant messages will be limited to discussions about school policies and academic issues. Students and families are encouraged to use Microsoft Teams to contact their teachers, but it is not required. E-mail is the preferred means for contacting teachers.

Network Etiquette

AZVA/ISAZ students are expected to follow the rules of network etiquette or "netiquette". This refers to common sense guidelines for conversing with others online. Students should abide by these standards:

- Establish Instant Message usernames and e-mail addresses that are appropriate for the school setting.
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Avoid using abbreviations or inappropriate contractions. For example:

Appropriate	Inappropriate
"you"	"u"

“you’re” or “Your”	“u r” or “ur”
“see you later”	“cya”

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

Support Systems

Arizona Virtual Academy and Insight Academy of Arizona has several ways in which to support our students and their educational needs.

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” 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. § 1434a(2)).

Arizona Virtual Academy and 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 Astrid Brosius at the school office. **602-476-1320**

McKinney Vento Liaison

Name: Astrid Brosius

Email: abrosius@k12.com

Physical Address: 5323 N. 99th Avenue, Suite 210 Glendale, AZ 85305

Phone: 520-640-3769

Dispute Resolution Process: [Click Here](#) to submit a Dispute Resolution For to the Arizona Department of Education

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 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.

Foster Care

Students are considered to be in foster care if they meet the criteria detailed in the federal definition of foster care: Foster care is defined as 24-hour (a day) substitute care for children placed away from their parents or guardians and for whom the child welfare agency (Department of Child Safety, tribal foster care, or a local child welfare agency) has placement and care responsibility. This includes placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.

This description is from the Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care from the U.S. Department of Education and the U.S. Department of Health and Human Services Guidance on the Foster Care Provisions in Title I, Part A of ESSA.

AZVA/ISAZ Foster Care Liaison

Name: Astrid Brosius Email:

abrosius@k12.com

Physical Address: 5323 N. 99th Avenue, Suite 210 Glendale, AZ 85305 Phone: 520-640-3769

School Activities and Clubs

AZVA/ISAZ/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/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/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/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.

Student Matrix of Support

Support Topic	Who to Contact
Academic Support	Teacher
Address Update	https://form.jotform.com/210345224177045
Attendance Support	Homeroom Teacher/Attendance Specialist
Computer Requests	Customer Support: https://www.help.k12.com/s or call 866- 512- 2273
Course Content Questions or Concerns	Content Teacher
Internet Reimbursement (If available/if qualified)	See handbook for qualifications, school office – 602-476-1320
Materials including computers, shipping, missing, damaged, or needing returned	Customer Support: https://www.help.k12.com/s or call 866- 512- 2273
Missing Courses or Course changes	HS Counselor or Homeroom teacher
OMHS/OLS Account Log ins or error messages	Customer Support: https://www.help.k12.com/s or call 866- 512- 2273
OMHS/OLS navigation	Teacher
Technical Issues of any kind	Customer Support: https://www.help.k12.com/s or call 866- 512- 2273
Withdraw	HS Counselor or Homeroom teacher

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.

Additionally, if any parent/guardian has a disability or other limitation that would impact their ability to participate fully in their child's educational planning process, Arizona Virtual Academy and Insight Academy of Arizona would be happy to discuss accommodations that may be available in order to maximize the parent/guardian's participation. Individuals seeking to discuss accommodations for this reason may contact our Academic Administrator for Special Programs for AZVA/ISAZ.

Student Services

Arizona Virtual Academy and Insight Academy of Arizona are responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The AZVA/ISAZ teams assist Learning Coaches in accessing and coordinating services pursuant to a current Individualized Education Plan. Learning Coaches may indicate that their student has an Individualized Education Plan on their enrollment form.

Child Find

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

As a public school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, Arizona Virtual Academy will implement procedures to help ensure that all Arizona Virtual Academy 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 will ask the student or the student's Parent/Guardian for information about the child such as:

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

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

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. In keeping with this confidence, Arizona Virtual Academy 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.

Multi-Tiered Systems of Supports (MTSS)

Arizona Virtual Academy and Insight Academy of Arizona 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 Find 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 an ISP 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 may require special education programs and services. When all reasonable alternatives have been tried and are not sufficient, a referral to special education should be initiated for special education evaluation.

The purpose of this process is to ensure early intervention with a struggling learner using a multi-tiered model.

Contact: Learning Coaches who believe their student has a learning problem should discuss options with their teacher(s) first and may also reach out to the Director of Special Services: Elle Barnes @ 602-476-1320

45 Day Screen

As mandated by Arizona Administrative Code (A.A.C.) R7-2-401 (C) and (D), AZVA/ISAZ/ISAZ are 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, a staff member of AZVA/ISAZ 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.

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. Arizona Virtual Academy and Insight Academy of Arizona follow 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 expected to attend all sessions held by their Case Manager's and Special Education Instructors as noted in Class Connect schedules.

What to expect:

- Every special education student will be assigned a Case Manager along with content instructors 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 semester noting the progress on the student's IEP goals.

If your student(s) experience habitual truancy while enrolled in the school, a meeting will be held to discuss if the student should be allowed to continue to participate in Arizona online instruction pursuant to ARS15- 808(G).

When there is an attendance concern with a student that qualifies for special education, the IEP or 504 team will meet to determine if the services in place are appropriate for FAPE and if the student's disability is a barrier. If the team determines that the services are appropriate and the disability is not a barrier, the team will conclude the meeting with a prior written notice and follow the school truancy process.

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 help the student with their daily learning challenges resulting from their medical or mental disability. The plan gives the Learning Coach and student the ability to apply accommodations that a regular education student may not be able to apply.

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

Medical Needs

We want to make sure our students are safe at our testing locations. This means we need to ensure our staff are aware of any medical needs 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/222644935461156>

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

English Language Development

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 a 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: Astrid Brosius Email:

abrosius@k12.com

Physical Address: 5323 N. 99th Avenue, Suite 210 Glendale, AZ 85305 Phone: 520-640-3769

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 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.
 - 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 school's 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, 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 (AASA, AZSci, ACT, ACTAspire, 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 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.

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 need educational services consistent with their ability levels and learning characteristics such as thinking abstractly, being able to study a topic in depth, and learning at an accelerated pace.

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 advance academically as far as his or her ability, motivation, and effort can take him or her, and through the RISE program, students will take their learning to a deeper level as they explore their own interests, solve problems, and work side by side with peers of similar intellectual. For more info contact: rise@azva.org

Attendance and Engagement

Summary of Attendance Expectations: <https://www.azleg.gov/ars/15/00808.htm>

Learning Coaches track your student academic and educational activity and enter attendance accordingly in the OLS (Learning Coaches must enter it manually).

Students who do not enter attendance, complete course work, and attend class are subject to be withdrawn from our schools for truancy after 10 consecutive, unexcused absences. It is important you stay active, so we do not think you are truant.

How to Enter Attendance

Learning coaches are required to log attendance for their students from the learning coach account. You can log attendance from a computer or the K12 mobile app.

You are never required to log hours on weekends and holidays, but you can if you feel your student should have attendance logged on those days.

We do not accept any attendance over 10 hours on a single day.

Truancy Prevention Program

As a public charter school, we must adhere to the Arizona state statutes for school attendance. As an Arizona Online Instruction school, we also must adhere to the state statutes for AOI schools.

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.

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: (ARS 15-808(J)(1))

Grade Level	Required Yearly Hours	Suggested Weekly Hours	Suggested Daily Hours
Kindergarten	346	20	4*
Grades 1–3	712	20	4
Grades 4–6	890	25	5
Grades 7-8	1,068	30	6
Grades 9-12*	900	30	6*

Excessively Absent and Habitually Truant in our ONLINE SCHOOL:

Learning Coaches in our program must log the time their child spends schooling daily (instructional time, online course time, and any instructional work completed outside of the online platform) into our attendance platform. A student is considered excessively absent if, without an excused absence, one or more of the following are true.

- No attendance is logged for 10 consecutive school days.
- The student has not logged into the online school for 10 consecutive school days.

Families will be notified via auto-dialer, automated text, and/or through email when a student does not have attendance logged for 5 or more consecutive days.

Absences

Students must meet the required attendance hours cumulatively. Any absence, excused or not, will still require the student to make up the missing work and log the missing attendance. We are an online school and you have access to the curriculum 24 hours a day, 7 days a week.

Extended Travel

Families who plan to be out of state for an extended period must notify their teachers. 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 person, in the spring.

False Attendance and User Activity

Logged attendance must be like user activity (time spent in online courses). The schools have the option of removing the false attendance not connected to time spent working in courses if the LC/LG cannot explain the academic use of this extra time.

Withdrawing Your Student

Legal Guardians of students who are withdrawing from Arizona Virtual Academy must contact their AZVA/ISAZ homeroom teacher or the office. High School students should speak with their counselor before withdrawing, as the timing may affect credits. K12 may contact legal guardians to schedule an exit interview. Failure to return all school equipment and materials in satisfactory condition may result in a collections action.

Student Success Intervention (Previously SOS or TIER Supports)

At Arizona Virtual Academy and Insight Academy of Arizona we support engagement for all students through a structured Student Success Intervention with 2 levels of support. If a student is identified in academic decline, the homeroom teacher will start Level 1 Support to get the student back on track and then refer to Level 2 Support if needed. Students can be

withdrawn from Level 2 if engagement, attendance, and/or course work completion does not improve after Level 1. Goal is for all staff to support students with engagement struggles and to try and prevent any student from reaching level 2.

If needed, a required meeting will be created by school administration teachers in attendance (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. Students and families that do not attend this required meeting (or request the meeting be rescheduled) can be withdrawn from our online public school.

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

Level 1	Academic Decline Warning – Students whose grades are below 60%, lacking in progress weekly and course work completion in all classes. Additional interventions will be offered, resources will be given to support success in online schooling, and student will be required to attend open help sessions for additional support. Students at Level 1 not showing improvement in school will be referred to Level 2.
Level 2	Academic Decline Final Warning & Meeting – Students at Level 2 that are not showing improvement in school will be referred to a Student Success Intervention meeting where student and learning coach will be required to meet with administration and discuss progress and supports given. Failure to attend meeting or meet goal expectation can lead to possible withdrawal from school.

State Standardized Testing

Pursuant to ARS Title15-808. Arizona online instruction; reports; definitions: Pupils who participate in Arizona online instruction are subject to the testing requirements prescribed in Chapter 7, Article 3 of this title. On enrollment, the school shall notify the parents or guardians of the pupil of the state testing requirements. If a pupil fails to comply with the testing requirements and the school administers the tests pursuant to this subsection to less than ninety-five percent of the pupils in Arizona online instruction, the pupil shall not be allowed to participate in Arizona online instruction.

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

AzSCI. The Arizona Department of Education requires all students in grades 5, 8, and 11, to complete the science test in person. Our schools will provide testing centers throughout the state for students to complete this required test. **In person attendance is mandatory.** Locations, dates, and times will be communicated about six weeks prior to testing.

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

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

MSAA. The Arizona Department of Education requires that Multi-State Alternate Assessment (MSAA) be administered to students with significant cognitive disabilities. ELA and Mathematics for Grades 3-8 and 11, and Science for Grades 5, 8, and 11. Our schools will provide locations throughout the state for students to complete this required test. **In person attendance is mandatory.** Locations, dates, and times will be communicated about six weeks prior to testing



School Level Testing

Star 360 Benchmark Assessment

Students in grades 2-12 will take the required Star 360 assessments per their school administrator. Students will test in math and reading multiple times throughout the year. Star 360 Assessments are online comprehensive, standards-based and research supported tests to be administered by AZVA/ISAZ staff through a secure website. Students will take these required assessments in Newrow and will be required to have their webcams on.

These tests provide teachers and the Learning Coach with information on the student's strengths and areas which need more focus this school year. Students should complete the assessments by themselves so that teachers have accurate data on students' academic needs.

DIBELS

Students in Kindergarten through 5th grade must 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.

Kindergarten Entry Assessment

Senate Bill 1572 ARS § 15-704. Beginning in the 2023-2024 school year, all kindergarten students shall be assessed within the first 45 calendar days of enrollment.

Student Code of Conduct

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

Dangerous or Disruptive Conduct

The following conduct is considered "dangerous or disruptive conduct" and is always prohibited at any 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.

This behavior 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 must 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/Hazing

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, bullying, or hazing. **Harassment is defined as** aggressive pressure or intimidation. **Bullying is defined as** seeking to harm, intimidate, or coerce and intimidation is defined as the action of intimidating someone, or the state of being intimidated. **Hazing means any intentional, knowing, or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply: The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution.** The act contributes to a substantial risk of potential physical injury, mental harm, or degradation or causes physical injury, mental harm, or personal degradation. All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations.

These include 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;
- Has the effect of substantially disrupting the orderly operation of the school.

Behaviors/Expressions Harassment, intimidation, bullying, or hazing 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.

Student Code of Conduct Violation Consequences

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 they make better choices in the future. Consequences might include:
 - Verbal or written warning
 - In-School Suspension
 - Out of School Suspension
 - Expulsion
 - Repayment for damages
 - Removal of Class Connect Sessions
- 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 o 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 serious situations.
- Parents and students will be notified of the expectations, consequences, and the procedures involved in this policy at the beginning of each school year.

Due Process/Consequences and SPECIFIC REPORTING information are listed below these additional definitions.

Disorderly Conduct/ Defiance of Authority

Failure to comply with a reasonable request by school staff to abide by rules or follow directions. 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 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 flammable material.

Hazing

Intentional, knowing, or reckless act committed by a student, whether individually or in concert with other persons or groups, against another student(s), and in which both of the following apply: The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution. The act contributes to a substantial risk of potential physical injury, mental harm, or degradation or causes physical injury, mental harm, or personal degradation. All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations.

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, and 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/ISAZ 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/ISAZ.
 - Involvement with law enforcement agencies and possible legal action.

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

Students and families who seek to appeal the school’s decision may do so, in writing, to the Executive Director. AZVA/ISAZ 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/ISAZ instructional computing resources include any computer, software, or transmission system owned, operated, or leased by AZVA/ISAZ.

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

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

[Arizona Revised Statutes §15-341.37. General powers and duties; immunity; delegation](#) [Arizona Revised Statutes §15-2301. Hazing prevention policies; definitions](#)

Reporting Bullying and/or Hazing

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation, hazing, 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, hazing, intimidation, or bullying may report incidents verbally or in writing to any staff member. Additionally, any student may anonymously report bullying and/or hazing through this link: <https://form.jotform.com/201287163418050>

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

All reports of harassment, intimidation, hazing, or bullying will be maintained by the Executive Director 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, hazing, or bullying may be subject to disciplinary action.

Provision for communication to students

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

Investigation of alleged bullying, intimidation, or hazing

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 Executive Director, 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/hazing, or for falsely accusing another of bullying/hazing, will be disciplined in one of the following ways, as determined by the Executive Director: Staff/student conference, referral to

administration, parent notification, parent/guardian meeting, suspension, referral to law enforcement when death or serious injury to physical or mental well-being, or recommendation for expulsion.

Any teacher or staff who knowingly permitted, authorized, or condoned a hazing activity is subject to disciplinary action by our educational institution.

Objectionable School Materials Policy

There may be instances when a Learning Coach finds certain lessons, books, or materials objectionable for various reasons 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.

The Learning Coach must inform the content teacher of the objection no later than the midpoint of the unit (as determined by due dates in the OMS). If the Learning Coach informs the teacher after the midpoint, the teacher is not obligated to supply alternate materials.

Monitoring

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

Internet Service Provider (ISP) Reimbursement Policy

AZVA/ISAZ families who meet all the following ISP Reimbursement Requirements will be reimbursed at the rate of \$10 per eligible month. Reimbursement checks are sent after the end of each school year and will be mailed to the students mailing address in July. (Please note the amount and the qualifications have changed.)

- Active on last day of school
- Passed all classes (No failing grades on any report cards/transcripts for the year)
- Officially Qualified for Free/Reduced Lunch **THIS** school year
- Has 100% of all required attendance logged by last day of school (ALL REQUIRED HOURS)
- Completed all school level testing and State Required in-person testing. (Star 360, DIBLES, AASA, AZSci, ACT ASPIRE, ACT, MSAA)
- Complete hearing screening and/or submit opt out form (form on file per year)
(<https://form.jotform.com/231437149920052>)

Please Note:

- Checks are **ONLY** mailed to the student mailing address on file. If you want to change it, please submit a new proof of residency. [Click Here for Info Change Form](#)
- Checks are made out to the Legal Guardian (LG) on file **UNLESS** the student is 18. If the student is 18 and is their own LG, checks will be made out to the student.
- **Families receive one check regardless of how many students they have in our school.**
- Checks are from the most recent enrollment date through the last day of school. (If your student was withdrawn and then re-enrolled, we will count the re-enrollment date as their most recent enrollment.)
- **Checks will NOT be re-issued or sent out after September 1st.**

Student Records

Student records are maintained at the AZVA/ISAZ office. Legal Guardians or schools/institutions may use the applicable Records Requests links below to obtain a copy of the student records. A copying fee may be assessed. Need further assistance, contact the AZVA/ISAZ office at 602-476-1320.

Who is Requesting Records:	Link to Submit Request:
Legal Guardian	https://form.jotform.com/222225847923156
School/Institution	https://form.jotform.com/221397035373052

Arizona Virtual Academy and Insight Academy follows the Arizona State Library, Archives and Public Records retention schedule. The schedule can be found at: https://apps.azlibrary.gov/records/general_rs/GS-1074.pdf General Education records have a destruction schedule and Special Education records (including placement records, referrals, evaluations, testing data and other related records) are destroyed 4 years after the fiscal year of final enrollment in the program. Arizona Virtual Academy destroys records based on the Arizona State Library, Archives and Public Records retention schedule.

Student Information Change

If Learning Coaches and/or legal guardians change their address, telephone number, or e-mail address, please complete the Info Change Jot form below. Learning Coaches/legal guardians are responsible for keeping contact information current in the *My Account* section of the OLS/OMHS.

Information Change Form: <https://form.jotform.com/210345224177045>

Immunizations

As an Arizona school, we must collect immunization records during the enrollment/registration window. Because our students have face-to-face events, we must have the document on file.

Crisis Plan

- In a schoolwide AZVA/ISAZ emergency, you will be emailed.
- If the emergency 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 OMHS/OLS throughout the day to determine when the system is working again.

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 taken, please inform the photographer at the school function.

[Photo Release Form- DocuSign](#)

Hearing Screening

Requirements have been set forth by the Arizona Department of Education and Arizona Dept. of Health Services that require schools to conduct hearing screenings for students that meet the below criteria within 45 days from the student's first day of school. AZVA/ISAZ will submit an annual report to the Arizona Dept. of Health Services at the end of the school year. Vision screenings are not yet required by the state but we will provide them at the time of the hearing screenings, if desired.

Students <u>INCLUDED</u> in Hearing Screening Population	Students That do not have to be included in Hearing Screening Population
All students	A student who is at least 16 years of age and has requested not to receive a hearing screening
	A student who is deaf or hard of hearing
	A student has documentation of a hearing evaluation within the last 12 months
	A student's whose parents have objected to the student receiving a hearing screening. Link listed below under process

Hearing Screening Process

Hearing Screenings will be held at the [AZVA/ISAZ District Office](#) by a certified staff member. The main purpose of a school hearing screening is to identify those children who need further evaluation from those who do not. A hearing screening is **not** a diagnosis, but rather a statement of "Pass" or "Referral".

Legal Guardians may choose to opt out of having their students' hearing screened. To be excused from the annual hearing screening an Opt Out Form must be submitted by using this link: <https://form.jotform.com/231437149920052>

Student Survey Data Consent and Privacy Policy

[Current HB2161 information & Updates](#)

AZ State Website

Permission for Student to Participate in identified surveys throughout each school year

- A) Arizona Virtual Academy and Insight Academy (AZVA/ISAZ) may ask students or families to provide information through a survey to serve our unique population appropriately. In any survey it sends out, AZVA/ISAZ will include an explanation for completing it as well as the reason for the questions asked. However, AZVA/ISAZ 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 their consent to participate in any survey requesting information listed in 1-14 above, at any time. AZVA/ISAZ 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 at least eighteen years old, permission is only required from them.

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/Executive Director. 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/ISAZ 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/ISAZ
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 and Insight 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 AZVA/ISAZ and the student will not be counted absent from school.

AZVA/ISAZ 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/ISAZ 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/Insight Academy of Arizona will timely provide applicable AZVA/ISAZ 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.

Family Education Rights And Privacy Act (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years of age or older ("eligible students") certain rights regarding 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 arrange 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 they need to review an education record to fulfill their 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, to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Notice for Directory Information

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

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, 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 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 or 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 office in writing by 30 days after enrollment. AZOperations@azva.org Schools have 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 and 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 and 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 of Arizona and Insight Academy 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 of Arizona and Insight Academy 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 our schools 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.

Surveys and activities scheduled after the school year starts will be provided to 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.)

Parent And Family Involvement Policy

PART I. GENERAL EXPECTATIONS

Arizona Virtual Academy (AZVA/ISAZ) agree to implement the following statutory requirements:

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

AZVA/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/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/ISAZ.
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for parental involvement are used. Title I plan is accessible to families through different platforms (school Facebook groups, Newsletter, School Title Webpage...) at least 4 times per year, they can provide feedback and suggestion by email or through the comment survey.

AZVA/ISAZ 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 math and reading/language arts throughout the academic year. For this objective, Arizona Virtual Academy will target parents, guardians, and learning coaches of students as part of their Schoolwide Title I programs.
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 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/ISAZ have a 24-hour policy in which teachers must contact families within 24 hours of a parent's request.
 - Directions on accessing school programs/platforms are provided at orientation, sent via email, and available on each school's Strong Start website.
4. The LEA will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs:
 - Special education
 - English Language Learners
 - Multi-Tiered Support System
 - Migrant program
 - General education
5. AZVA/ISAZ 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 evaluation findings to design strategies for more effective parental involvement and to revise, if necessary (and with parental involvement) its policies.
 - Yearly reviews of the consolidated plan by the Schoolwide planning teams' development and review team will occur in fall and spring. Feedback from parent surveys and open forum meetings will be included in these reviews.
 - Title I Coordinator is responsible for obtaining and gathering parental feedback at these meetings.
 - Parents are responsible for providing feedback about Title I program including aspects that could be improved with suggestions for improvement.
 - Department heads are responsible for implementing aspects related to their programs that pertain to Title services and to give feedback regarding requirements.
 - Homeless Liaison is responsible for ensuring homeless students are eligible for services, as their peers.
 - Teachers and school staff are responsible for communicating information about the general education program and how Title services fit into the general program and how the Title I program can best meet the needs of at-risk students.
6. The LEA will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. AZVA/ISAZ 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. AZVA/ISAZ will provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Providing a Student Handbook for general school and department procedures
- Providing ready access to student learning materials, teachers, and school staff
- Holding Parent Support sessions on topics such as school procedures, school systems, how to view academic progress, math and language arts standards, curriculum support, interpreting assessment results, antibullying initiatives, academic resources, and more.
- Addressing attendance barriers through the following: provide online sessions at various times of the day, provide recorded sessions for parents to view later, develop and implement more in-person options.

C. Informed by parent feedback, AZVA/ISAZ 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, 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 AZVA/ISAZ families as liaisons by communicating suggestions and needs to staff, and to support a unified school community by promoting parent engagement in school programs. PAC bridges our parents and learning coaches ensuring open lines of support and communication for all.
- 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 school level Facebook groups 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 engagement and district newsletters hold 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 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 on October 19, 2015 and is revised every year. It was last reviewed and updated in May 2023. The school will post this policy on the legal notices section of the Strong Start website.

Title IX And Non-Discrimination Notice

Policy Provisions

Arizona Virtual Academy and Insight Academy 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 Policy and Procedures [PDF] - (Reviewed 5/17/2023) [Click Here for PDF](#)

Title IX Liaison Name: Kylee Mills

Email: kmills@k12.com

Physical Address: 5323 N. 99th Avenue, Suite 210 Glendale, AZ 85305 Phone: 520-649-8570

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: [Click Here for PDF](#)

*Reference US Department of Education: Office of Civil Rights

Discrimination Policy

Arizona Virtual Academy and Insight Academy prohibits discrimination against students/families on the basis of race, color, religion, national origin, disability, sexual orientation, or gender during our enrollment, access to our platforms, services, and/or activities.

This notice is provided as required by Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; and the Americans with Disabilities Act of 1990.

AZVA/ISAZ is dedicated to establishing student/family satisfaction. The following procedure ensures that designated employees address student/family grievances promptly.

Complaint Response Procedure

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 AZVA/ISAZ governing body. The AZVA/ISAZ governing body may address the complaint directly, or the family may file a complaint with the State Board for Charter Schools. Arizona Virtual Academy/Insight Academy of Arizona has 30 days to respond in writing to a formal complaint filed with the State Board for Charter Schools.

Elementary School Handbook

K-5 Elementary School Handbook



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



Academic Policies

Gradebook

AZVA uses Gradebook to provide students and their Learning Coaches with 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 assessment scores of online lessons, teacher graded assignments, and participation on standards mastery assignments. Students who do not complete teacher graded assignments and/or other required items will be placed in tiered escalation support. Report cards are sent at the end of the semester and at the end of the academic school year in early June.

K-3 Final Grades Breakdown					
Course	OLS Progress	OLS Assessments	Teacher Graded Assignments	Attendance and Participation	
Math	40%	20%	20%	20%	
ELA	40%	20%	20%	20%	
Phonics (K/1)	70%	30%			
History/Social Studies	70%	30%			
Science	70%	30%			
Art					
<i>Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%</i>					
4-5 Final Grades Breakdown					
Course	OLS Progress	OLS Assessments	Teacher Graded Assignments	Attendance and Participation	
Math	30%	20%	30%	20%	
ELA/Phonics	30%	20%	30%	20%	
History/Social Studies	70%	30%			
Science	50%	50%			
Art					
<i>Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%</i>					
SAILS Final Grades Breakdown					
Course	Math	English	Life Skills	Science	Social Studies
My Materials	20%	20%	20%	20%	20%
<i>Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%</i>					

Attendance and Participation

The Attendance and Participation category will include, but is not limited to, the following:

- Attendance and active participation in required class connect sessions.
- Participation in benchmark assessments throughout the year.

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.

OLS Assessment Scores

Assessment scores are based on the actual scores earned on lesson and unit assessments. The 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 for all General Education K-5 students' total grade (see Final Grades Breakdown table above for specific grade level weight).

Teacher Graded Assignments

All students are required to submit teacher graded assignments in Reading, Writing, and Math. All submitted work will be evaluated by the student's homeroom teacher. Assignments must be submitted by the due date and meet the objectives. After the due date a zero will be added until the student submits the assignment. Do overs of teacher graded assignments are allowed and encouraged. Students or Learning Coach should contact the teacher for the opportunity to redo for full credit. Teacher graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum and grade level standards.

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.

OLS Reading Fluency Benchmarks

Students in grades 1-5 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. These reading levels will tie directly to The Big Universe Library and provide literature at the students reading abilities.

MTSS Systems of Support

We provide students based on their need academically a System of Supports for reading, writing, and math. Students will be evaluated during benchmark testing to determine the students' academic need. Students will be placed in small groups according to the academic need and parents will be notified of their students' placement and be a part of the academic process while the student is in the small group. These tiered support small groups are required for daily attendance because these interventions will be instrumental in supporting the students' growth for the school year. Failure to attend these required sessions will result in an academic conference with the principal and homeroom teacher.

mClass Intervention with Boost Reading

mClass will use the benchmark data to form small groups and teachers are then supplied with targeted lessons to use in live sessions for a 10 day period. Teachers will then progress monitor after day 10 to determine the next 10 days of lessons for each group of students. This intervention program is for our tier 2-3 MTSS cycle for Language Arts.

Boost Reading is an evidence-based reading program supplement that helps students improve their reading abilities using the Science of Reading. Amplify/mClass including Boost Reading is on the approved reading remediation program list from the Arizona Department of Education and meets the Move on When Reading requirements.

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. Boost reading helps students fill in the reading foundational gaps that are preventing them from reading accurately and fluently.

Move on When Reading

As a reminder, all kindergarten through third grade students are administered a Universal Literacy and Dyslexia

Screener (DIBELS) at least three times a year per Move On When Reading legislation. This screening does not diagnose for reading disabilities, nor dyslexia. Based on the most recent screening administration, your students will receive targeted small group support based on their needs. These groups are a requirement to attend and failure to attend will result in an academic conference with the principal and homeroom teacher.

Honor Roll and Principal Honor Roll

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

- 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.

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 enrichment for students to dive deeper in grade level standards.

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 parents 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.

Communication

Consistent and cooperative communication provides a vital link between AZVA teachers, 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 are available daily via Student Email, telephone, or in scheduled Open Office Hour Class Connect sessions. Teachers will respond to phone or Student Email communication within 24 hours during school days/weeks.

Email

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

The Learning Coach is responsible for ensuring 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.

Academic Integrity

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

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 submitting plagiarized work must 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.

Middle School Handbook

Arizona Virtual Academy Grades 6th-8th

Middle School Handbook

*Our vision is to empower students to achieve educational
ownership today for success tomorrow.*



Academic Policies

Gradebook

AZVA/ISAZ uses the Gradebook integrated within the OMS to provide students and their Learning Coaches a 24/7 view of their course grades. Students and Learning Coaches can access the Gradebook through the OMS, as well as on every class home page. Courses in the Gradebook are managed by content teachers. If there are any errors or questions about posted grades, please contact the teacher directly. Students will be assigned a letter grade for math, language arts, history, science, and electives.

Report Cards

For each grading period, the letter grade is based on the weighted grading scale below. Students' grades are based on Online Middle School (OMS) assessment scores, teacher-graded assignments, Progress Learning Assignments and Assessments, district/school assessments, and participation. Students who do not complete teacher-graded assignments, assessments, and/or attend required class connects will be referred to the tiered escalation of support. Report cards are sent after the end of each semester.

Course	OMS	Progress Learning	TGAs	Participation
Math/ELA	50%	20%	20%	10%
History/Science	50%	20%	20%	10%
Electives	70%	NA	30%	NA

Grading Scale

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

Late Start Enrollees

All in-year enrollees are expected to start at the current pacing in each course, as of the week of enrollment. All previous work will be excused.

Late Work Policy

For any teacher-graded work or OMS assessments, teachers will enter zeroes for any missing work on Friday after the assignment is due. Any teacher-graded work or OMS assessments completed after the due date can receive full credit. There is no deduction of points for any late submissions. Teachers will work with students who have not completed any assignment in the course to ensure completion and receive up to full credit.

Grade Appeal Policy

If a student or parent wants to appeal a grade, the reasons for the grade change must be sent directly to the teacher, in writing. The teacher will respond either by phone call or in writing. If the parent or student would like to appeal further, he/she may contact the administration. Please note that the administration will not consider grade appeals until after the family has contacted the teacher.

Extra Credit Policy

Extra credit opportunities are offered only with admin approval. Any extra credit must be turned in by the deadline. Failure to do so will result in zero credit for the extra credit work. Extra credit will not exceed 5% of the grade in any course.

Middle School Students Taking High School Courses

If a student completes all courses within a core content area (math/language arts), that student may be eligible to take a high school course. Promotion to a high school course can only happen at the beginning of the school-year and will include limited course options only. Students interested in taking a high school course must obtain both teacher and administration approval after completing all Middle School courses in a given content area. Approval will be gained if the following criteria are met:

- The student must have successfully completed all MS curriculum in that content area

- Assessment scores must support that the student is academically ready to move up
- Middle School teacher-graded assignments must have been submitted on time and the student must be up-to-date on attendance
- Parent/Guardian and student must attend a Mandatory Meeting hosted by the High School Counseling Department
- Student must take a pretest for the course(s) requested and score a 70% or better to move into the High School course

Students may only move into 9th grade at the start of the school year in the Fall semester.

Incoming students may be eligible to take a high school course if:

- The student can provide transcripts showing all prerequisite courses were taken and passed

Honor Roll and Principal's Honor Roll

Honor Roll and Principal's Honor Roll recognize students for their hard work and provide an incentive to continue working diligently. Honor Roll or Principal's Honor Roll status will be determined by teachers at the end of each semester using the criteria below. Students will receive recognition after eligibility is determined.

- Honor Roll Requirements: Student earns A's or B's in all courses
- Principal's Honor Roll: Student earns A's in all courses

Online Middle School (OMS) Assessments

A portion of the student's grade in all courses will be determined by the individual assessment scores in the Online Middle School. The Gradebook will track and report all assignment and assessment scores and will calculate the overall grade based on the determined category weights.

Teacher-Graded Assignments

A teacher-graded assignment (TGA) is defined as any assignment that is turned into the teacher directly for scoring and feedback. All students must submit regular TGA assignments. All submitted work will be evaluated by the student's content teacher. Assignments submitted by the due date and meet the objectives will earn full credit. Teacher-graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum.

Star360 Assessments

STAR360 assessments are given in math and reading. These assessments measure specific state standards students need to master in their grade level. STAR360 assessments are required and make up a portion of each student's grade in math and language arts (see grading policies). STAR360 assessments will be given at least three times per year, beginning, middle, and end. Students must complete the assessments during a live class connect session as this is a proctored assessment. Students will receive completion credit for these assessments. Score reports are shown immediately after completion and also are available by logging into a Parent Account. STAR360 testing is used to see where students are ready to learn and to determine if adequate growth was obtained during the school year.

Interim Assessments

Interim assessments are given in math and language arts. These assessments measure specific state standards students need to master in their grade level. Interim assessments are required and make up a portion of each student's grade in math and language arts (see [grading policies](#)). Interim assessments will be given at the end of quarters one and three, and will be located in Progress Learning. Students must complete the assessments within the given assessment window for credit. Test score reports are available immediately after the test's completion in Progress Learning. Parents and students may login at any time to review the scores.

8th Grade Promotion Policy

For an Arizona Virtual Academy student to receive a promotion certificate and participate in the virtual promotion ceremony, he/she must have earned a D or better in 2 or more of the core classes (Math, Language Arts, History and Science) by the end of the second semester. 8th-grade students failing courses at the end of first semester will meet with their homeroom teacher to establish a plan for success in the second semester.

Students At risk of being retained will be notified by administration before the school year ends.

Retention Policy

It is very rare that Arizona Virtual Academy retains a middle 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.

Homeroom Hour

Students are required to participate in a homeroom session Monday and Friday. During this time, the homeroom teacher will foster a sense of classroom community, check-in with students on their academic progress, and instruct students on how to be a successful online student. Critical school-wide information will be shared during this time, including testing information, holiday schedules, and live, student-centered even opportunities.

School Email

AZVA/ISAZ's internal email communication system is the primary communication platform for teachers, students, Learning Coaches, and administration. The majority of information communicated to AZVA/ISAZ families will be sent via internal email. Often, the information is time-sensitive, and many items require a specific response. Learning Coaches receive all school communications at the personal email address they designated during enrollment. Learning Coaches must keep this address updated in the system to ensure receipt of all school communications.

To update your email address, login to your parent account and click on My Account at the top right-hand corner of the Homepage. Edit your email address in the Personal Information section and click Save.

Academic Integrity

AZVA/ISAZ makes every effort to work with all students to be successful. AZVA/ISAZ has designed the following policies to ensure students are making satisfactory and valid academic progress towards grade-level standards and promotion.

False Progress

The State of Arizona, when issuing public funds to AZVA/ISAZ, does so in good faith that enrolled students are, in fact, making regular and appropriate academic progress. The Online Middle School is designed to collect and record data that substantiates the academic progress of AZVA/ISAZ students.

Examples of false progress can be, but are not limited to:

- Entering progress and/or lesson assessments for work not actually completed
- Not completing written work in provided Stride materials
- Progress that does not match attendance. Attendance should reflect work completed in OMS
- Students using the Learning Coach's account
- Student takes the same assessment multiple times within a short timeframe
- There is a difference between work quality, interim assessment scores, and OMS lesson mastery. The student is failing the Teacher-Graded Assignments and/or interim assessments but mastering all OMS lessons with 80% or above. If a student is mastering a concept, he/she should be able to duplicate this mastery on Teacher-Graded Assignments and/or interim assessments.
- Student is moving very quickly through lessons and mastery cannot be verified.

Progress and/or attendance logged under suspicious circumstances will require verification. See requirements for

verification under [False Attendance and User Activity Policy](#).

Cheating Policy

All work submitted by a student must be original to that student or properly cited. This includes essays and all written responses in assignments of all subjects. Responses may not be copied from any website or publication without a proper citation. Work that is copied from any source without a citation will be considered

cheating. When a student cheated on an assignment, they will receive a zero with no chance to redo it. The teacher will provide the source from which the student cheated. All instances of student cheating and plagiarism (See plagiarism policy) will be tracked. Subsequent consequences will be imposed for repeat offenses.

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.” Plagiarized work will not be accepted for credit. Students who submit plagiarized work will be given a ZERO for now and must complete an assigned Plagiarism Training with their Learning Coach. The Plagiarism Training must be completed within one week of assignment. After completing the training, revised original and/or properly cited work from the student must be resubmitted to earn a grade. The revised TGA must be returned to the teacher within two weeks of being assigned Plagiarism Training.

When an incidence of plagiarism is discovered, teachers call the family and follow-up with an email regarding the plagiarism incident and the opportunity given to redo the work. When plagiarism occurs a second or subsequent time, the student will be given a ZERO with no opportunity to revise and resubmit. Teachers will make a phone call and email the family.

Non-Compliance with Communication Policy

AZVA/ISAZ is responsible as a public charter school for ensuring its students are learning. This is achieved through communication among teachers, administrators, Learning Coaches, Legal Guardians and students. Learning Coaches, Legal Guardians and students are required to stay in communication with teachers. This includes responding to emails and phone messages, Orientation Sessions after enrollment, and student attendance in required sessions.

National Junior Honor Society (NJHS)

National Junior Honor Society membership is one of the highest honors awarded to a middle school student. AZVA/ISAZ is the first virtual school in the nation to have their own chapter of NJHS. Membership is more than an honor. It requires a responsibility and an obligation to demonstrate those outstanding qualities that resulted in selection for membership. Each member must complete at least 6 hours of community service monthly, participate in monthly meetings, service projects and outings, and maintain the eligibility requirements.

NJHS Eligibility

- Second semester of 6th grade through 9th grade
- Must be an AZVA/ISAZ student for one full semester
- Cumulative grade average of 90%, with no grade lower than a “B”
- Meets all Honor Roll criteria listed above

NJHS Nomination & Selection Process

Students who meet the eligibility requirements will be evaluated for nomination based on the criteria below. Teachers will nominate students twice per year (January & May). Students nominated for NJHS membership will be notified by school email with more information.

- Scholarship: a cumulative grade average of 90% or higher, with no grade lower than a “B”.
- Character: consistently demonstrate such personality traits as cheerfulness, friendliness, kindness, and stability, be honest and reliable, show positive behavior and comply with school regulations, show courtesy, concern, and respect for others.
- Leadership: participate in class and school activities, be responsible, follow and lead, inspire positive behavior in others, and demonstrate academic initiative.
- Citizenship: meet his/her responsibilities to teachers and school, show respect and pride for learning, education, and AZVA/ISAZ.
- Service: works well with others, make voluntary contributions to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

Arizona Virtual Academy High School Handbook

WE TAKE CARE OF OURSELVES, EACH OTHER, OUR SCHOOL AND OUR WORLD.



TODAY I will do my best,
to be my best!
WHAT I do today, will make a
difference in my life!
MY CHOICES will affect me and
those around me!
I will RESPECT the rights of
others!
I will LEARN something TODAY,
because TODAY matters!

AZVA High School Table of Contents

AZVA Commitment	
Class Connect & Open Office Hours.....	
Parent Teacher Conferences.....	
Attendance & Engagement.....	
School Email.....	
Non-Compliance with Communication Policy.....	
Homeroom Hour.....	
Academic Integrity	
Plagiarism & Use of Artificial Intelligence Policy.....	
Consequences of Plagiarism.....	
Consequences of Cheating.....	
False Progress.....	
Academic Policies	
Gradebook.....	
Grading Policy.....	
Teacher Graded Assignments.....	
Late Start Enrollees.....	
Late Work Policy.....	
On-line High School Assessments.....	
Star 360 Assessments.....	
Grade Appeal Policy.....	
Schedule Change Policy.....	
Honor Roll & Principal's Honor Roll.....	
Class Rank Determination.....	
Honors Courses.....	
Transcripts.....	
Credit Recovery – The Why.....	
Credit Recovery Paths.....	
Awarding HS Credit for Community College Courses.....	
High School Promotion Policy.....	
National Honor Society (NHS).....	
NHS Eligibility.....	
Four Pillars of NHS.....	
Pathway to Graduation	
Submission of Transcripts.....	
Grad Plans.....	
Graduation Requirements.....	

AZVA High School Vision:

Our core value is the relationships we build with our students. It's all about the kids. It's always all about the kids. We believe we serve a purpose much larger than us. We do it for the difference we make in so many students' lives every single day.

AZVA Commitment

Class Connect & Open Office Hours

Teachers hold online classroom instruction daily and these live classes are required for students to attend or watch the recording. Teacher's daily live sessions/recordings can be found in Class Connect. Teachers also have daily blocks of time reserved for open office tutoring sessions. This is a time when students and teachers can meet for additional instruction, reviews, or question and answer sessions. All sessions will be scheduled in the Class Connect area of the OHS.

Students failing courses will be invited to small group support. If a student does not attend small group support and continues to fail their courses, they will be considered for withdrawal due to habitual truancy. There is a possibility that sessions will overlap during the school year. If this happens, please contact your teacher/counselor directly and they will work to provide you with a custom plan for what to do when sessions overlap.

Parent Teacher Conferences

Parent Teacher conferences will be scheduled by the teacher or counselor if needed as indicated by student progress in school. If a parent would like to meet with the teacher/counselor due to concerns about their student's progress, they can contact the teacher/counselor by email or phone to schedule a meeting.

Attendance & Engagement

- Students must attend online school 30 hours per week, which can break down to 1.5 hours each day in each course for a total of 6 hours a day in school.
- Learning Coaches must manually enter student user activity and enter attendance accordingly in the OLS.
- False attendance should not be entered and will be removed if attendance does not match user activity and grades. Students who do not enter attendance, complete course work, and attend class are subject to being withdrawn from AZVA.

School Email

- AZVA's internal email communication system is the primary communication platform for teachers, students, Learning Coaches, and administration. Most of the information communicated to AZVA families will be sent via internal email. Often, the information is time-sensitive, and many items require a specific response. Learning Coaches receive all school communications at the personal email address they designated during enrollment. Learning Coaches must keep this address updated in the system to ensure receipt of all school communications. Students are required to check their email and respond to their teachers within 48 hours.
- *To update your email address, login to your parent account and click on My Account at the top right-hand corner of the Homepage. Edit your email address in the Personal Information section and click Save.*

Non-Compliance with Communication Policy

AZVA is responsible as a public charter school for ensuring its students are learning. This is achieved through communication among teachers, administrators, Learning Coaches, Legal Guardians, and students. Learning Coaches, Legal Guardians and students are required to stay in communication with teachers. This includes responding to emails and phone messages, Orientation Sessions after enrollment,

and student attendance in required sessions. We ask that all parties please reply to communications within 48 hours of receiving.

Homeroom Hour

Students are required to participate in a homeroom session every Friday. During this time, the homeroom teacher will foster a sense of classroom community, check-in with students on their academic progress, and instruct students on how to be a successful online student through the 7 mindsets curriculum. Critical school-wide information will be shared during this time, including testing information, holiday schedules, and live, student-centered even opportunities.

Academic Integrity

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

Assessments, such as quizzes, and tests, are a critical part of any academic program. They offer valuable information about the student's progress toward mastery. This information is helpful only if accurate. It can be accurate only if the assessment represents the student's work and only his or her work.

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

The student will:

- Take the assessment independent of any assistance, including artificial intelligence.
- Not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- Give answers that represent his or her work and *only* his or her work, free of any outside assistance, including artificial intelligence. The student will not plagiarize or cheat in any way.
- Not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

Plagiarism & Use of Artificial Intelligence 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 own original work. Specific examples of plagiarism that will not be tolerated:

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

Consequences of Plagiarism

Students submitting plagiarized work must complete an assigned Plagiarism Training with their Learning Coach. The Plagiarism Training must be completed within one week of assignment. After completing the training, revised original and/or properly cited work from the student must be resubmitted to earn a grade. The revised TGA must be returned to the teacher within two weeks of being assigned Plagiarism Training.

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

- 1st Offense – the student shall earn a “50” for the assignment but *may* resubmit a revised version of it *only* after he/she has met with their teacher, via Class Connect or phone to discuss and submit properly cited work.
- Subsequent Offenses – the student shall earn a “0” for the assignment; there is no opportunity to resubmit a revised version and will be referred to the Assistant Principal.

Consequences of Cheating

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

False Progress

The State of Arizona, when issuing public funds to AZVA, does so in good faith that enrolled students are, in fact, making regular and appropriate academic progress. The Online High School is designed to collect and record data that substantiates the academic progress of AZVA students.

Progress and/or attendance logged under suspicious circumstances will require verification. See requirements for verification under [False Attendance and User Activity Policy](#).

Academic Policies Gradebook

AZVA HS uses the Gradebook integrated within the OHS to provide students and their Learning Coaches with a 24/7 view of their course grades. Students and Learning Coaches can access the Gradebook through the OHS, as well as on every class home page. Courses in the Gradebook are managed by content teachers. If there are any errors or questions about posted grades, please contact the teacher directly. Students will be assigned a letter grade for math, language arts, history, science, and electives.

Grading Policy

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

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

Example: In math class, if the student earns 563 points out of a total of 700 possible points, the grade will be 80%. $563/700 \times 100 = 80\%$

AZVA Grading Scale	
A	90-100%
B	80-89%

C	70-79%
----------	---------------

D	60-69%
F	50-59%

Teacher Graded Assignments

A teacher-graded assignment (TGA) is defined as any assignment that is turned into the teacher directly for scoring and feedback. All students must submit regular TGA assignments. All submitted work will be evaluated by the student's content teacher. Assignments submitted by the due date and meeting the objectives will earn full credit. Teacher-graded assignments provide teachers with valuable information about student abilities and comprehension of the curriculum.

Late Start Enrollees

All enrollees are expected to start at the current pacing in each course, as of the week of enrollment. All previous work will be excused. Students will have access to all previous content in the course, as they will be expected to know the material for final exams.

Late Work Policy

Graded assignments – whether teacher- or computer scored – are listed on the Class Plan (course calendar). The due date on the calendar is recommended and a zero will be entered the day after the Due Date if the assignment has not been completed or submitted.

There will be mid-semester course lock-dates the last Sunday of Fall and Spring Break for all items due prior to these breaks. Nothing can be submitted from the first and third quarters past these dates. Students must meet with course teachers 1:1 to address any work not turned in before the locking dates.

Please be aware that because of the point values assigned to teacher-scored assignments, it is mathematically impossible to pass a course without completing them.

Warning: If a due date has passed and the teacher has not entered a zero for that assignment, the student's grade may be temporarily inflated.

Online High School Assessments

A portion of the student's grade in all courses will be determined by the individual assessment scores in the Online High School. The Gradebook will track and report all assignment and assessment scores and will calculate the overall grade based on the determined category weights.

Star 360 Assessments

Star 360 assessments are given in math and reading. These assessments measure specific state standards students need to master in their grade level. Star 360 assessments will be given three times per year, beginning, middle, and end. Students must complete the assessments during a live class connect session as this is a proctored assessment. Students will receive completion credit for these assessments. Score reports are shown immediately after completion and sent to LC by email after the first two weeks of testing. Star 360 testing is used to see where students are ready to learn and for student placement in small group tiered support for math and reading.

Grade Appeal Policy

If a student or parent wants to appeal a grade, the reasons for the grade change must be sent directly to the teacher, in writing. The teacher will respond either by phone call or in writing. If the parent or student would like to appeal further, he/she may contact the administration. Please note that the administration will not consider grade appeals until after the family has contacted the teacher.

Students and parents may appeal against a student's final grade or the school's decision to award credit for a course up to 30 days after the end of a semester. Appeals will not be considered after the 30-day period. The principal should be contacted as soon as possible to request an appeal.

Schedule Change Policy

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

All late start students must request schedule changes within one week of course placement.

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

<u>ACTION</u>	<u>COMMENTS</u>
<p><u>Add Course</u> <i>Pre-Requisites:</i></p> <ul style="list-style-type: none"> ➤ Learning Coach request to add course submitted to counselor by LC's email. ➤ Students must present a solid rationale for the course change. 	<ul style="list-style-type: none"> ➤ Students may add up to 7 courses a semester (Not including Online Learning, Advisory). ➤ Student must be a continuing AZVA/ISAZ student, have an "A" average the previous semester and have a compelling educational reason for the additional course. This request must be evaluated and approved by the counselor/administration. ➤ Students may not add honors courses after the semester has started without counselor/admin approval.
<p><u>Change Course</u> <i>Pre-Requisites:</i></p> <ul style="list-style-type: none"> ➤ Learning Coach permission submitted to counselor by email. ➤ Students must present a solid rationale for the course change. ➤ Please see the bottom of the page regarding electives. 	<p>Acceptable rationale can be:</p> <ul style="list-style-type: none"> ➤ Error in placement. ➤ Final Summer School Adjustments. ➤ Misplaced Levels (Honors, Comprehensive). ➤ Disability- Based Needs. ➤ Demonstrable career goal changes for which a course change is necessary. <p><i>Changing one's mind, wanting a different teacher, and not completing the course selection survey are not acceptable reasons for changing a course.</i></p>

<p><u>Drop Course</u> <i>Pre-Requisites:</i> Permission from:</p> <ul style="list-style-type: none"> ➤ Learning Coach permission submitted to counselor by email. ➤ School Counselor approval 	<p>A Student cannot drop a course if:</p> <ul style="list-style-type: none"> ➤ Student is passing the course with a “C” or higher. ➤ Dropping the course will result in carrying fewer than 5 classes for that semester regardless of the total credits being carried. ➤ The request is made after the established deadlines. ➤ Permission from all parties is not obtained.
<p><u>Change Levels</u> <i>Pre-requisites:</i> Student meets the course pre-requisites as listed the AZVA handbook. Permission from:</p> <ul style="list-style-type: none"> ➤ Students must discuss their reasons for wanting to change levels with the counselor/teacher first. ➤ Learning Coach permission submitted to counselor by email. ➤ School Counselor approval. 	<ul style="list-style-type: none"> ➤ Students will sign an Honors Acknowledgement Form that states the intention of remaining in the course for the entire semester and commitment to attending the enrichment class connect courses on Fridays or watch the recordings and complete the enriched TGA’s for that course. Students will not have the option to change levels based solely on not completing the Honors Enrichment assignments. ➤ Change of levels from an Honors course down to the comprehensive level will be made if the student demonstrates clearly that the current course level is too difficult for his/her documented ability prior the locking date unless student is a late start and was placed in Honors by error. ➤ Students enrolled in honors courses must receive a grade of A, B or C to remain in the same level of course for the following semester. Students who do not meet this requirement will be placed in the comprehensive level of the course for the following semester. ➤ Students who do not complete enrichment TGA’s for the semester will have the comprehensive level course entered on their transcript. The student will not earn honors level credit for the semester. ➤ Students must attend enrichment courses on Friday or watch recordings and participate in discussion boards.

Please keep in mind:

- Elective courses **will not** be changed. Elective courses are chosen by the student. Course descriptions are shared by counselor in a class connect presentation and through email. If a student is unresponsive or fails to pick their electives prior to courses being loaded, they are automatically placed in the course with the least enrollment.
- Students requesting to withdraw from AZVA/ISAZ within the last two weeks of the semester will have their final grades appear on their transcripts, and the official date of withdrawal will be after the semester ends. Students cannot withdraw from any classes within the last 10 days of the semester.

Honor Roll & Principal's Honor Roll

Honor Roll and Principal's Honor Roll recognize students for their hard work and provide an incentive to continue working diligently. Honor Roll or Principal's Honor Roll status will be determined by teachers at the end of each semester using the criteria below. Students will receive recognition after eligibility is determined.

- Honor Roll Requirements: Student earns A's or B's in all courses.
- Principal's Honor Roll: Student earns A's in all courses.
- Honor Roll is separate from class rank and unweighted/weighted GPA and the "Graduating with Honors" distinction, which is determined by a 3.75 or above GPA.

Class Rank Determination

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

A = 4
 B = 3
 C = 2
 D = 1
 F = 0

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

Honors courses carry the following value:

A = 5
 B = 4
 C = 3
 D = 2
 F = 0

Honors Courses

- Students are eligible for AZVA Honors courses in English, math, science, and history.
- Students enrolled in honors courses must receive a grade of A, B or C to remain in the same level of course for the following semester. Students who do not earn a grade of A, B or C in honors courses will be placed in the comprehensive level of the course for the following semester.
- Students enrolled in Honors courses must attend the enrichment class connect courses on Friday or watch the recordings and complete the enriched TGA's and discussion boards for that course.

- Students who do not complete enrichment TGA's for will be semester will have the comprehensive level course entered on their transcript. The student will not earn honors level credit for the semester.
- The following courses are considered Honors courses:

All Honors classes (end with 4 or 9 in code number, like 104 or 109)
Any class that comes to us weighted from another school, we take the weight. We do not weight other schools' classes, just what is on the transcript we get. Exception is college transcripts.
MTH403 Pre-calculus/Trigonometry
SCI330 Anatomy&Physiology, regular and PBL versions SCI403 Physics
College level classes, only those who meet AGECE requirements: https://www.aztransfer.com/about/reimagining_the_agece.html
MFG240 Applied Engineering 1: Introduction (eDL) (new)
OTH212-CEN Engineering Drawing and Design 1 (Cengage)
MFG250 Applied Engineering 2: Solving Problems (eDL) (new)
OTH213-CEN Engineering Drawing and Design 2 (Cengage)
HLT511E2 Nursing Assistant with Exam Prep 1
HLT512E2 Nursing Assistant with Exam Prep 2
HLT513E2 Nursing Assistant with Exam Prep 3
TCH551E3 Security+ with Exam Prep 1 (Replacing with TCH500A AP Computer Science: Cybersecurity with Exam Prep)
TCH552E3 Security+ with Exam Prep 2 (Replacing with TCH500B AP Computer Science: Cybersecurity with Exam Prep)
TCH342 PYTHON PROGRAMMING A
TCH342 PYTHON PROGRAMMING B
HLT420A Clinical Medical Assisting 1
HLT420B Clinical Medical Assisting 2
HLT551 Sports Medicine 1
HLT552 Sports Medicine 2

Transcripts

Transcripts are sent out at the end of each semester and are also issued upon request for the academic year. All High School students have access to all High School grades through their graduation plans which is always available to students and LC's. Any time during the school year if records are needed, please have the Legal Guardian or New School/Institution complete the applicable link below:

Who is Requesting Records:	Link to Submit Request:
Legal Guardian, or student 18+	https://form.jotform.com/222225847923156
School/Institution	https://form.jotform.com/221397035373052

Credit Recovery- The WHY

"Many of our students come to us socially, emotionally, economically, or academically, disadvantaged

and this manifests itself in the form of credit deficiency.” (AEF STRIDE Credit Recovery Guidelines 2019) Thus our purpose at AZVA HS is to enable students who need to recover credit opportunities to get back on track for a 4-year graduation. This is not designed to get ahead but to recover credit.

Credit Recovery Paths

Students must have 4 math and English credits to graduate. One of those math credits must be beyond Algebra 2. Algebra 1 is the foundation for success in all higher math courses. With that in mind, AZVA HS has designed credit recovery paths to help students be successful.

AZVA HS has four (4) options for recovering credit: Summer School course offerings, doubling up courses, Credit Recovery IN YEAR, and Testing Out. All students must meet with Counselor to discuss grad plan impact and goal to get back on track to be successful each quarter. The best option for a student will be discussed and reflective in the student’s individualized grad plan. As English and math require 4 credits to graduate, emphasis is placed on these courses as priority needs when recovering credits.

Please note, our 7 Mindset elective credit each semester which allows for an additional elective credit each year to be earned.

Awarding HS Credit for Community College Courses

AZVA high school students can enroll in Concurrent Courses (Early College Program) to earn college credit while pursuing their high school education. The course **tuition** and **registration fees** (around \$15) will be paid for by AZVA. (AZVA does not pay for placement test fees, transcript fees, student activity fees, required uniforms fees, course program fees, books, and other course materials). Students new to the program will be limited to one course the first semester and must attend an informational meeting with a parent before they are eligible to apply for the program. Students must have A or B grades in high school courses in the subject they wish to take at the college. Families must meet with counselor to get the application that should be submitted and approved by your AZVA School Counselor, **BEFORE** registering for the course to ensure high school credit may be granted.

Please see below for credit equivalency:

AZVA Credit Hours Awarded

Example: 0.5

Credit Equivalency:

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

AZVA Credit Hours Awarded

Example: 0.67

Credit Equivalency:

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

High School Promotion Policy

Students are promoted based on their cohort year (determined by their grade level when they enrolled in school). To earn a diploma, students must complete the 22 required credits. Credit is not awarded for courses for which a student earns an F or fails to log 90% (65 hours per course) of the required attendance.

Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt, they will receive that grade, but the previous failed course will remain on the transcript. Credit is granted for courses in which the student completes the attendance requirement and earns an A, B, C or D. Students may repeat courses for a higher grade if they choose to do so. If this occurs, credit will only be granted once for that class and the other course will receive credit for an elective class.

National Honor Society (NHS)

National Honor Society membership is one of the highest honors awarded to a high school student. Membership is more than an honor. It requires a responsibility and an obligation to demonstrate those outstanding qualities that resulted in selection for membership. Each member must complete at least 10 hours of community service independently, submitted in the Spring of each year, participate in regular chapter meetings, chapter service projects and maintaining the eligibility requirements. Students must reapply each year (including graduating Seniors). New enrollments to AZVA who are a junior or senior and were inducted at their previous school, can be transferred into the AZVA NHS chapter, with valid documentation.

NHS Eligibility

- Second semester of 10th grade through 12th grade. Students will be invited in Spring by school email.
- Complete the application process, to be approved by faculty council.
- Cumulative grade average of 3.0 GPA or better on a 4.0 scale.
- Must meet all four pillars of NHS listed below.

Four Pillars of NHS

- **Everyday Scholarship** is a commitment to learning and growing on an educational path. It means making the most of the educational opportunities provided and seeking out learning, not only in school but personally. Everyday Scholarship doesn't require a minimum GPA—but it does require effort. More importantly, it stems from a desire to contribute to this world in a positive way by building on your own knowledge, skills, and talents through new experiences.
- **Everyday Service** is seeking out and engaging in *meaningful* service. It calls for a service mindset, the desire to seek opportunities to help others and acts of service. Honor Society students are required to meet minimum service participation requirements, yet many say service activities are among their most rewarding experiences in the program.
- **Everyday Character** is valuing diverse cultures and building relationships that reflect love of self but also concern for others. There are endless attributes to good character: perseverance, respect, integrity, honesty, sacrifice—the list goes on. Good and noble character is a high calling. We don't often "see" character unless there is a public display of self-sacrifice or, more frequently, a very public mistake. Everyday Character is not about praiseworthy or blameworthy behavior but the personal commitment to ethical and compassionate decision making that affects you and others.
- **Everyday Leadership** builds on Everyday Service—and leadership and service can often look similar. Everyday Leadership is carrying yourself with dignity and taking ownership and responsibility for your own actions and participation. Being a public speaker, playing quarterback, or having an official title is not required for Everyday Leadership. Everyday Leadership means being an agent—someone who takes action and responsibility—of your own pathway.

Pathway to Graduation

Submission of Transcripts

- It is the responsibility of the student to submit transcripts for all high schools attended prior to AZVA at the time of enrollment. If transcripts are not received at the time of enrollment and a student is placed in a course for which he/she has already earned completion, credit will not be awarded again.
- Transfer credits from previous high schools will only be added to an AZVA transcript and officially counted towards graduation requirements upon receipt of official transcripts from each individual school where the courses were taken, and the credits were awarded. While AZVA staff will do our best to obtain those official transcripts by sending record requests to the previous schools, it is ultimately the student's responsibility to provide AZVA with these documents.
- Official transcripts (signed & sealed) must be mailed to the AZVA office or emailed/faxed directly from the school or transcript service.

Transcripts can be sent to:

Glendale Office: 602.476.1320
5323 N 99th Ave. Suite 210
Glendale, AZ 85305
FAX: 1-602-595-6403
email districts@azva.org

All 9-12th grade students will have a graduation plan that complies with Arizona state requirements for graduation. Graduation plans will be updated after each semester with credit earned and modified if needed to fit the goals of the student. Students will have access to their Graduation Plan and will be supported by their Counselors to understand the plan and requirements for graduation.

Graduation Requirements

To be eligible to earn a diploma, the student's final semester of high school must be completed at AZVA.

Arizona Virtual Academy students must complete 22 credits to be eligible for graduation. As of 2017, students must also pass the Civics test to graduate. The Arizona State Board of Education establishes the requirements for graduation from high school. Students must earn the following credits to graduate:

Subject	Graduation Requirements- Meets Arizona State Requirements for a High School Diploma	Notes
English	4 credits	Students must complete four credits from among the following: English 9, English 10, American Literature, British & World Literature, Creative Writing, Journalism. Note that Journalism does <i>not</i> meet university admission requirements.
Math	4 credits	Students receiving general education services must complete Algebra 1, Geometry, Algebra 2, and a fourth- year math class. You may choose between Pre-Calculus, Prob & Stats (sem. 2 only) or Consumer Math. Note, however, that Consumer Math does not meet university admission requirements.
Science	3 credits	Students must complete three credits of science from among the following: Biology, Earth Science, Chemistry, Environmental Science, Anatomy and Physiology, or Forensic Science. Note that Environmental Science, Anatomy and Physiology, and Forensic science do not meet university admission requirements.
Social Studies	3 credits	All students must complete World History, American History, and Government + Economics.
Fine Arts/CTE	1 credit	Students may choose to take fine arts courses or choose from our career preparation pathways to meet this requirement.
Electives	7 credits	Students who plan to attend university after graduation are strongly encouraged to complete two years of the same world language.
Total	22 credits	

Insight Academy of Arizona Handbook

KIDS AT HOPE AND SUCCESS HAPPENS HERE

We Believe - Children succeed when they are surrounded by adults who believe they can succeed and that all children are capable of success, NO EXCEPTIONS!

We Connect - Children succeed when they have meaningful, sustainable relationships with caring adults.

We Time Travel - Children succeed when they can articulate their future.

Kids at Hope Pledge

I am a Kid at Hope. I am talented, smart, & capable of success. I have dreams for the future, and I will climb to reach those goals & dreams every day. All Children are Capable of Success, No Exceptions!

SUCCESS HAPPENS HERE



Class Connect and Open Office Hours

Teachers hold online classroom instruction daily and these live classes are required for students to attend who are not showing one year's growth and/or are not passing all of their courses. Teacher's daily live sessions can be found in Class Connect. Teachers also have daily blocks of time reserved for open office tutoring sessions. This is a time when students and teachers have the opportunity to meet for additional instruction, reviews, or question and answer sessions. All sessions will be scheduled in the Class Connect area of the OHS/OMS.

Students failing courses must attend live instructional sessions and small group remediation weekly. If a student does not attend as required and continues to fail their courses, they will be considered for withdrawal due to habitual truancy. There is a possibility that sessions will overlap during the school year. If this happens, please contact your teachers directly and they will work to provide you with a custom plan for what to do when sessions overlap.

Parent Teacher Conferences

Parent Teacher conferences will be scheduled by the teacher or counselor if needed as indicated by student progress in school. If a parent would like to meet with the teacher due to concerns about their student's progress, they can contact the teacher by email or phone to schedule a meeting.

Attendance and Engagement

Summary of Attendance Expectations at ISAZ:

- Attend school 30 hours per week, which can break down to 1.5 hours each day in each course for a total of 6 hours a day in school.
- Track your user activity and enter attendance accordingly in the OLS (Learning Coaches must enter it manually)
- COMPLETE 65 hours per HS course each trimester
- False attendance should not be entered and will be removed if attendance does not match user activity and grades. Students who do not enter attendance, complete course work, and attend class are subject to being withdrawn from ISAZ.

Academic Integrity

Assessments, such as quizzes, and tests, are a critical part of any academic program. They offer important information about the student's progress toward subject mastery. This information is only helpful if it is accurate. Accuracy can only be determined if the assessment represents the student's work and is only their work. If a student does not complete their own work or shares work with others on unit tests and/or final exams, they will not receive credit for the work and is at risk of suspension or expulsion from ISAZ.

Unless otherwise instructed by the teacher or by a specific assessment, the student is expected to honor the following principles while taking assessments. Only by honoring these principles can the student assure both academic and personal integrity:

- The student and the student alone will take the assessment independent of any assistance, including the use of artificial intelligence.
- The student will not copy or redistribute any part of the assessment (electronically, verbally, or on paper).
- The student answers will represent only their work, free of any outside assistance, including the use of artificial intelligence. The student will not plagiarize in any way.
- The student will not confer with other students, family members, or acquaintances, either in person or

through electronic communication, during the assessment.

Consequences for Violating Academic Integrity

Please note that because ISAZ considers plagiarism a serious offense, these consequences apply to all instances of plagiarism in a student's high/middle school career regardless of grade level or subject. These consequences do not "start over" each new trimester/semester or school year; all instances are documented for the entirety of a student's tenure at ISAZ.

First Offense:

- The student will receive an incomplete in the gradebook until the student talks with the teacher, reviews a video on plagiarism and resubmits the assignment with their own work. If the plagiarized assignment is the final, students cannot resubmit.

Second Offense:

- The student will receive an incomplete gradebook and must meet with the teacher to do the assignment together before it can be resubmitted.

3rd and Future Offenses in the Course:

- The student will receive an incomplete in the gradebook for the assignment and will not have the opportunity to make up the assignment.
- Student will lose all extra credit opportunities in the course.
- The offence will be reported to the Principal and any subsequent offenses will result in a review of the student's ability to school with ISAZ.

Plagiarism and the Use of Artificial Intelligence

Plagiarism: Copying or imitating the language, ideas, and thoughts of another writer and passing them off as the student's own original work without providing direct reference to the author, original print material or website.

The student's written work should be completely free of plagiarism. The student must ask their teacher if they have questions regarding citing sources. Please remember that ISAZ utilizes web tools to check for potential student plagiarism.

Specific examples of plagiarism that will not be tolerated are as follows:

- Copying, paraphrasing or summarizing another person's work without citing that source.
- Using material, including photographs, from the internet or any other source and representing as the student's own, even if they have changed some of the words.
- Having someone else write the assignment or rephrase any portion of that assignment.
- Directly copying or rephrasing student aids (Cliff Notes, for example), critical sources, or reference materials in part or whole without acknowledging those sources.
- Using artificial intelligence, such as ChatGPT to write any part of an assignments, exam, or project and representing it as your own.

Many courses require written work where students need to cite sources using the MLA/APA format. Any direct quotations from a textbook can be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a website, they must provide the complete web page or site title, URL, author (if known), page number (if applicable), publication date of the site (if available), and date of access. Students must cite sources in all assignments, tests, and exams. Students do not receive credit for work that does not appropriately cite sources.



Academic Polices

ISAZ school grades are determined by the sum total of points a student earns on all graded assignments and tests in a particular course. Grades are determined based on how well a student demonstrates mastery on graded activities within each course. $\text{Points earned by student} / \text{Total points possible} = \text{Grade}$

Example:

A student earns 563 points out of a total of 700 possible points in their Math class. The grade would be 80%. $563/700 = 80\%$

ISAZ Grading Scale	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	50-59%

Graded activities include but are not limited to:

- Practice Lessons
- Threaded/Class Discussions
- Progress Learning
- Labs
- Journal Entries
- Unit Tests
- Presentations
- Quizzes
- Exams

Some assignments are teacher graded, and others are computer graded. During the school year, students and parents can always view grades in the Online High School for each course. Note that these grades are updated every time an assignment is graded. Please note if a deadline has passed students grades may be temporarily inflated until incompletes are entered for the missing assignment.

Late Work Policy

Students can turn in work without being penalized until 5pm on the last day of a trimester or semester. Due dates are assigned to all graded items and they will be posted as past due in the student OHMS if they are not turned in according to the due date. Incompletes are added daily to the gradebook for items that are past due which will impact the student grade for the course. The past due notice will be removed once the student submits the assignment or assessment and the grade that the student earns will replace the incomplete score.

Honor Roll and Class Rank Determination

Class rank is a rank determined by ordering the cumulative grade point average (GPA) of all students within a grade level. Students may request to repeat a course they passed with a B, C, or D once to improve their GPA. If they are on track to graduate and the repeated course does not extend their graduation date. Students will only receive credit for the highest attempt, and both attempts will be shown on their transcripts.

The following values are assigned to trimester/semester grades in each course:

A = 4 B = 3 C = 2 D = 1 F = 0

Students earning a grade point average of 3.75 or higher are eligible for the Honor Roll.

Final Exams

High school students (9th - 12th grade) must take final exams at the end of each trimester. There are a total of three trimesters per year and each trimester is 12 weeks long. Excused absences are not allowed for these exams. In order to protect test confidentiality, all exams must be taken on assigned days. Students who cheat and/or plagiarize in any way on a final exam or final project will not be allowed to resubmit it for credit.

[Back to Top](#)

Report Cards and Transcripts

Transcripts are issued for high school students at the end of each trimester for the academic year. Transcripts are delivered to the Student/Legal Guardian by mail. Report cards for middle school students are sent via e-mail following the end of each semester. Any time during the school year if records are needed, please have the Legal Guardian or New School/Institution complete the applicable link below:

Who is Requesting Records:	Link to Submit Request:
Legal Guardian, or student 18+	https://form.jotform.com/222225847923156
School/Institution	https://form.jotform.com/221397035373052

Grade Appeal Policy

Students and parents may appeal a student's final grade or the school's decision to award credit for a course up to 30 days after the end of a trimester/semester. Appeals will not be considered after the 30 day period. The Principal should be contacted as soon as possible if you would like to make an appeal.

Course Change/Course Drop Policy

- All requests for course changes or course drops must be submitted in writing by learning coach or legal guardian.
- All requests for course change (drop/add) or addition of a course must take place by the end of week 3 in each trimester and be approved by the school counselor.
- If a student requests to drop a course by the end of week 4 in the trimester, it must be approved by the school counselor. If approved, there will be no penalty.
- If a student requests to drop a course in weeks 5-9 in the trimester, it must be approved by the course teacher, school counselor and academic director. If approved, the drop will be indicated on the student transcript with a "W" for withdrawal.
- Courses will not be dropped in weeks 10 - 12 of the trimester.
- Changing one's mind, wanting a different teacher, and not completing the course selection survey are not acceptable reasons for changing a course.
- Elective courses will not be changed. Elective courses are chosen for students based upon the student survey sent out. If a student does not complete the survey by the deadline or meet with the school counselor, the school counselor will choose the student's electives.

Credit Recovery

ISAZ is an Arizona Alternative school that serves students who may be severely academic credit deficient. ISAZ serves all of its students with innovative uses of technology, effective teachers and instruction, and partnerships with families and community to help students achieve proficiency in their courses, growth to graduation, and support to reach their college and career readiness. Credit recovery for students is supported by ISAZ summer school opportunity which allows for no more than 2 courses to be taken for 1 credit. Our 7 Mindset elective credit each trimester which allows for an additional .75 elective credit each year to be earned, and the ability to take a higher course load with a maximum of 5 courses each trimester if all courses the prior trimester are passed.

High School Promotion Policy

High school students are promoted to the next grade level regardless of credits earned each school year. However, if the required credits for graduation are not earned by the end of their 12th grade year, the student will continue to be classified as a 12th grader in future school years in which they remain enrolled.

Credit is not awarded for courses in which a student earns an F or fails to log 90% (65 hours) of the required attendance. Credit is granted for courses in which the student completes the attendance requirement and earns an A, B, C or D.

Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt they will receive the new grade but the previously failed course will remain on their transcript.

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

Middle School Promotion and Retention Policy

For an Insight Academy of Arizona student to receive a promotion certificate he/she must have earned a D (60%) or better in all four classes (Math, Language Arts, History and Science) by the end of the second semester. 8th-grade students failing courses at the end of first semester will meet with their homeroom teacher to establish a plan for success in the second semester.

It is very rare that Insight Academy of Arizona retains a middle 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.

Path to Graduation

Submission of Transcripts

It is the responsibility of the student to submit transcripts for all high schools attended prior to Insight Academy of Arizona at the time of enrollment. If transcripts are not received at the time of enrollment and a student is placed in a course for which he/she has already earned completion, credit will not be awarded again. Furthermore, transfer credits from previous high schools will only be added to an ISAZ transcript and officially counted towards graduation requirements upon receipt of official transcripts from each individual school where the courses were taken and the credits were awarded. While ISAZ staff will do our best to obtain those official transcripts by sending record requests to the previous schools, it is ultimately the student's responsibility to provide ISAZ with these documents. Official transcripts (signed & sealed) must be mailed to the ISAZ office.

Graduation Plans

All 9-12th grade students will have a graduation plan that complies with Arizona state requirements for graduation. Graduation plans will be updated after each trimester with credit earned and modified if needed to fit the goals of the student. Students will have access to their Graduation Plan and will be supported by their Counselors to understand the plan and requirements for graduation.

Graduation Requirements

To be eligible to earn a diploma, the student's final trimester of high school must be completed at ISAZ.

Insight Academy of Arizona students must complete 22 credits to be eligible for graduation. As of 2017, students must also pass the Civics test to graduate. Students must earn the following credits to graduate:

Subject	Graduation Requirements- Meets Arizona State Requirements for a High School Diploma	Notes
English	4 credits	Students must complete four credits from among the following: English 9, English 10, American Literature, British & World Literature, Creative Writing, Journalism. Note that Journalism does <i>not</i> meet university admission requirements.
Math	4 credits	Students receiving general education services must complete Algebra 1, Geometry, Algebra 2, and a fourth-year math class. You may choose between Pre-Calculus or Consumer Math. Note, however, that Consumer Math does not meet university admission requirements.
Science	3 credits	Students must complete three credits of science from among the following: Biology, Earth Science, Chemistry, Environmental Science, Anatomy and Physiology, or Forensic Science. Note that Environmental Science, Anatomy and Physiology, and Forensic science do not meet university admission requirements.
Social Studies	3 credits	All students must complete World History, American History, and Government + Economics.
Fine Arts/CTE	1 credit	Students may choose to take fine arts courses or choose from our career preparation pathways to meet this requirement.
Electives	7 credits	Students who plan to attend university after graduation are strongly encouraged to complete two years of the same world language.
Total	22 credits	

Arizona Virtual Academy Career and College Prep Handbook



Stride Company Mission:

We help students reach their full potential through inspired teaching and personalized learning. While working toward their high school diplomas, students can choose from a variety of courses in these high-demand career fields: Agricultural Mechanics and Agriscience, Health and Human Services, Hospitality and Tourism, Information Technology, and Engineering. Arizona-certified teachers provide live online instruction and tailor teaching to student needs. Students can participate in career-oriented clubs, gain workplace skills, earn college credit, and prepare to take industry-recognized certification exams in their chosen career path upon graduation.

Career and College Prep at Arizona Virtual Academy (AZVA) is an Arizona State Standards aligned Career and Technical Education program dedicated to preparing **all** students for success in post-secondary education opportunities by providing state of the art project-based content, work-based learning experience, industry certifications, dual-enrollment and relevant hands-on skill development that will allow students to thrive in a competitive and cutting-edge career environment.

Career and College Prep Program Administration
Dr. Erica Young-Jackson, *AZVA CRE Administrator*

Enrolling in CTE Program

All students are enrolled in the Career Explorations course in the 9th grade, or the first semester with AZVA. In the career exploration course, students will have the opportunity to select a CTE program to enter or opt out of the CTE program offerings.

Career and College Prep Pathways/ Program Descriptions

Along with the standard academic coursework required for high school graduation, students in the **AZVA-Career and College Prep Program** can explore career offerings and then choose courses concentrating on one of the seven career programs.

Currently the AZVA-Career and College Prep program offers career programs for Agriscience, Health and Human Services, Hospitality and Tourism, Information Technology, and Engineering. While working toward their high school diplomas, students can choose from a variety of courses in the following high-demand career fields:



Agriscience Program

Agriscience Pathway: COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. Principles of Agriculture, Food, and Natural Resources
3. Agriscience 1
4. Principles of Plant Science A
5. Principles of Plant Science B
6. Veterinary Science
7. Internship

CERTIFICATIONS

- OSHA 10 - Agriculture
- Arizona Agriculture Skills & Competencies Certificate
- BASF Plant Science Certification
- Benz School of Floral Design Principles of Floral Design Certification
- Agricultural Technician Certification
- Arizona Landscape Contractor Association (ALCA)
- Worker Protection on Standard Training Handler Verification Card
- Section 608 Technician Environmental Protection Agency (EPA)

CTSO

FFA, "Future Farmers of America" (FFA) was founded to prepare future generations for the challenges of feeding a growing population. FFA continues to help the next generation rise up to meet those challenges by helping its members to explore their interests in a broad range of career pathways, including biologists, chemists, veterinarians, engineers, and entrepreneurs. Arizona FFA has over 11,000 members.

WORKED BASED LEARNING:

51% PBL Hands on Applications
Workshop
SBE - Career Prep School Store
Mock/Business Industry Projects
Internships

This program prepares students for over 300 career pathways by providing them an overview of the fields of agricultural science, animal science, plant science, and soil science: animal husbandry, soil conservation, and agriculture operations such as farming, ranching, agricultural business, and natural resources. The Agriscience program is delivered as a coherent sequence of courses designed to offer students' knowledge and skills that meet the needs of the workforce. The knowledge and skills students develop in Agriscience are experienced through exciting "hands-on" activities, projects, and problems solving tasks. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

POTENTIAL JOBS

Agribusiness Systems
Animal Systems
Biotechnology Systems
Environmental Service Systems
Food Products and Processing Systems
Natural Resources Systems
Plant Systems
Power, Structural and Technical Systems
Agriculture Education

Health and Human Services:

Pharmacy Technician Pathway
Nursing Assistant Pathway
Law Enforcement Pathway



Pharmacy Technician Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. Health Science with Newsela
3. Intro to Anatomy and Medical Terminology
4. Anatomy and Physiology A
5. Anatomy and Physiology B
6. Introduction to Pharmacology
7. Pharmacy Technician 1A
8. Pharmacy Technician 1B
9. Internship

CERTIFICATIONS

- Arizona Career Readiness Credential
- Certified Pharmacy Technician (CPhT)
- CPR/First Aid
- OSHA 10-Healthcare

CTSO

HOSA is an international student organization, works to promote career opportunities in the health care industry and enhance the delivery of quality health care to all people. Founded in 1976, HOSA empowers students to become leaders in the global health community.

WORKED BASED LEARNING:

51% PBL Hands on Applications-(Simulations)
Workshops
Mock/Business Industry Projects
Internships

This program prepares students to prepare medications, provide medications and related assistance to patients, manage pharmacy clinical and business operations. This program includes instruction in medical and pharmaceutical terminology, principles of pharmacology and pharmaceuticals, drug identification, pharmacy laboratory procedures, prescription interpretation, patient communication and education, safety procedures, recordkeeping, measurement and testing techniques, pharmacy business operations, prescription preparation, logistics and dispensing operations, and applicable standards and regulations.

POTENTIAL JOBS

Pharmacy Technician
Pharmacy Sales Assistant
Retail Pharmacy Technician

Nursing Assistant Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. PBL Health Science with Newsela
3. Professionalism in Allied Health (MedCerts)
4. Intro to Anatomy and Medical Terminology
5. Nursing Assistant Fundamentals A
6. Nursing Assistant Fundamentals B
7. Internship

CERTIFICATIONS

- Article 9 Certification
- Certified Nurse Assistant (CNA)
- Licensed Nurse Assistant (LNA)

CTSO

HOSA is an international student organization, works to promote career opportunities in the health care industry and enhance the delivery of quality health care to all people. Founded in 1976, HOSA empowers students to become leaders in the global health community.

WORKED BASED LEARNING:

51% PBL Hands on Applications-(Simulations)
Workshops
Mock/Business Industry Projects
Internships

This program prepares students to perform routine nursing-related services to patients in hospitals or long-term care facilities under the training and supervision of a registered nurse or licensed practical nurse. The Arizona State Board of Nursing must approve Nursing Assistant Training programs which includes approval of the required RN instructor and required program coordinator.

POTENTIAL JOBS

Certified Nursing Assistant (CNA)
Licensed Nursing Assistant (LNA)
Patient Care Technician
Patient Care Assistant
Caregiver

Law Enforcement Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. Careers in Criminal Justice 2
3. Interpersonal Communication
4. Sociology
5. Intro to Human and Social Services
6. Forensic Science
7. Criminology
8. Law and Order
9. Internship

CERTIFICATIONS

- Association of Public-Safety Communications Officials (APCO) International - Public Safety Telecommunication Dispatcher
- Security Guard Certification (Arizona Department of Public Safety)

CTSO

SkillsUSA Arizona empowers its members to become world-class workers, leaders, and responsible American citizens. SkillsUSA Arizona improves the quality of America's skilled work force through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA Arizona enhances the lives and careers of students, instructors, and industry representatives as they strive to be champions at work.

HOSA is an international student organization, works to promote career opportunities in the health care industry and enhance the delivery of quality health care to all people. Founded in 1976, HOSA empowers students to become leaders in the global health community.

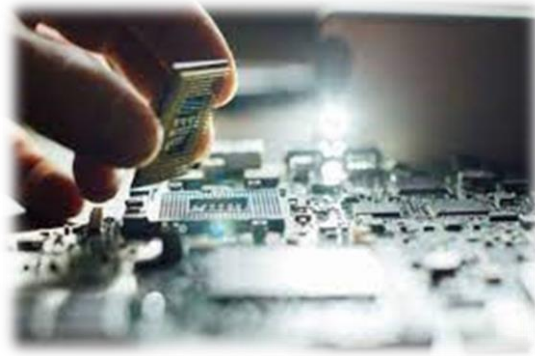
WORKED BASED LEARNING:

51% PBL Hands on Applications-(Simulations)
Workshops
Mock/Business Industry Projects
Internships

This program prepares individuals to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. The program includes instruction in law enforcement history and theory, operational command, leadership, administration of public police organizations, labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership.

POTENTIAL JOBS

Criminal Justice and Law Enforcement Teacher
Investigation and Security Service Intelligence Analyst
Loss Prevention Managers
Protection Officer
Asset Protection Specialist



Engineering and Information Technology

Engineering and Technology Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. Applied Engineering 1: Introduction
3. Applied Engineering 2: Solving Problems
4. Engineering Design & Presentation
5. Foundations of Engineering Science
6. Internship

CERTIFICATIONS

- Arizona Career Readiness Credential
- Autodesk Certified User
- FAA 107 Drone License
- Machining Manufacturing Skill Standards Council (MSSC) - Certified Production Technician (CPT)
- SACA Associate C-101 – C104 4.0

CTSO

SkillsUSA Arizona empowers its members to become world-class workers, leaders, and responsible American citizens. SkillsUSA Arizona improves the quality of America's skilled work force through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA Arizona enhances the lives and careers of students, instructors, and industry representatives as they strive to be champions at work.

WORKED BASED LEARNING:

51% PBL Hands on Applications
Workshops
Mock/Business Industry Projects
Internships

This instructional program prepares students to apply basic engineering principles and technical skills in support of engineers engaged in a wide variety of projects. Includes instruction in various engineering support functions for research, production, and operations, and applications to specific engineering specialties. Throughout the Engineering instructional program, students learn and develop problem-solving skills by tackling real-world engineering problems. Through theory and practical hands-on experiences, students address the emerging social and political consequences of technological change.

POTENTIAL JOBS

Engineering Technician
Manufacturing Equipment Technician
Field Technician
Manufacturing Technician
Data Center Technician
CAD technician



Information Technology

Networking and Security Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. PBL Essentials of Cloud Computing
3. Computer and Cloud Fundamentals
4. CompTia A+ Core 1
5. CompTia A+ Core 2
6. AP Computer Science: Cybersecurity with Exam Prep A
7. AP Computer Science: Cybersecurity with Exam Prep B
8. Internship

CERTIFICATIONS

- CompTIA - A+
- CompTIA - IT Fundamentals
- CompTIA - Network+
- CompTIA - Security +
- CSX Cybersecurity Fundamentals Certificate
- Certified Network Associate (CCNA) Routing and Switching Certification
- Client Pro (Windows 7-8 management troubleshooting certification)
- Global Security Essentials Certification (GSEC)
- Linux Pro (Linux prep certification)
- Microsoft Certified Professional (MCP)
- Network Pro (networking basics)
- Network +
- Security Pro (entry-level IT security administrator)
- Server Pro (Windows server skills)
- TestOut PC Pro Certification

CTSO

SkillsUSA Arizona empowers its members to become world-class workers, leaders, and responsible American citizens. SkillsUSA Arizona improves the quality of America's skilled work force through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA Arizona enhances the lives and careers of students, instructors, and industry representatives as they strive to be champions at work.

WORKED BASED LEARNING:

51% PBL Hands on Applications
Workshops
Mock/Business Industry Projects
Internships

This instructional program prepares students to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Students who successfully complete the Network Security program's coherent sequence of instruction will develop skill to analyze, test, troubleshoot, and evaluate existing network systems, such as local area network (LAN), wide area network (WAN), and Internet systems or a segment of a network system. Perform network maintenance to ensure networks operate correctly with minimal interruption. Throughout the Network Security instructional program, students will enhance their technical knowledge and skills that are associated with functions of application integrity, cyber threat management, and infrastructure security within Network Technologies' occupations. In addition to the occupation-related skills, students completing this program will also develop advanced critical thinking and applied academic foundational skills.

POTENTIAL JOBS

Cryptologic Technician
Cyber Risk
Manager
Hardware Technician/Engineer
Help Desk Technician/Manager
Intelligence Analysis Intern
IT Designer
Network Technician
Administrator Technician
Analyst Technician
PC Technician
Program Analyst Systems Analyst
Systems Operations Specialist
Technical Sales Representative
Technical Support Technician/Manager
Training Manager
Wireless Network Specialist



Hospitality and Tourism Programs

Culinary Arts Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. Hospitality and Tourism 1
3. Introduction to Restaurant Management
4. Food Safety with ServSafe Certification
5. Food Technology (iCEV)
6. Culinary Arts 1 (eDL)
7. Culinary Arts 2 (eDL)
8. Culinary Arts 3: Baking and Pastry (eDL)
9. Internship

CERTIFICATIONS

- Certified Fundamentals Cook (CFC)
- Certified Fundamentals Pastry Cook (CFPC)
- National ProStart Certificate of Achievement (COA)
- ServSafe® Food Protection Manager

CTSO

Family, Career and Community Leaders of America (FCCLA) helps young people become leaders with student-directed learning in Family and Consumer Sciences (FACS) education in the areas of Early Childhood Education, Culinary Arts, Fashion & Interior Design, Hospitality Management. Since 1945, FCCLA members have been making a difference in their families, careers, and communities.

WORKED BASED LEARNING:

51% PBL Hands on Applications
Workshops
Mock/Business Industry Projects
Internships

This instructional program prepares students to apply technical knowledge and skills required for food production and service occupations in commercial foodservice establishments. Students completing this program will possess the technical knowledge and skills required for planning, selecting, storing, purchasing, preparing, and serving quality food products. Nutritive values, safety and sanitation procedures, use of commercial equipment, serving techniques and management of food establishments will also be studied. Throughout the Culinary Arts instructional program, students will develop advanced critical thinking, applied academic, career development, life and employability skills, business, economic, and leadership skills required for culinary arts occupations.

POTENTIAL JOBS

Line Cook
Cook
Prep Cook
Pantry Cook
Banquet Cook
Server
Server Assistant
Food Runner
Busser
Dishwasher
Counter
Cashier

Course Descriptions

[Career Readiness Education Course Catalog](#)

Career and College Prep Homepage

<https://www.k12.com/stride-career-prep.html>

Career and College Prep FAQ's

<https://www.k12.com/stride-career-prep/faqs.html>

Career and College Prep CTE Delivery Model

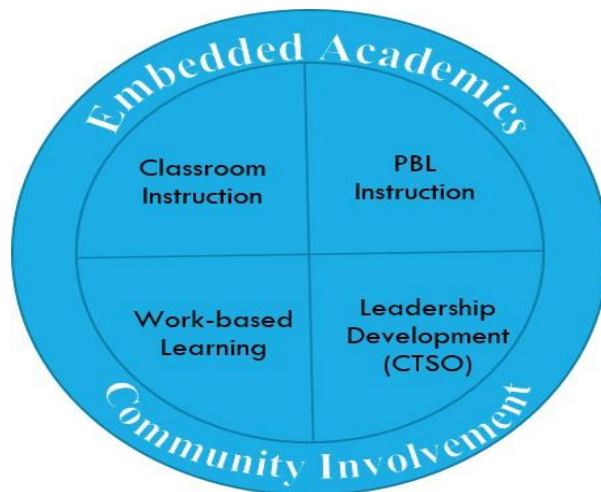
Each student enrolled in a career pathway at AZVA-Career and College Prep must participate in work-based learning activities and experiences. Career and Technical education is a combination of embedded academics and community involvement and is delivered in the Career and College Prep program in the following four ways (in no particular order):

1. Classroom Instruction
2. PBL Instruction
3. Work-based learning
4. Leadership development (through career and technical student organizations)

Work-Based Learning Experiences offer wide benefits for both the students, and the sponsoring business. These include:

1. Providing relevant and meaningful work-based learning that could include mentoring by professionals in career sectors, worksite visits, speakers, and internships.
2. Addressing a skills gap where the nation faces a critical shortage of workers possessing the necessary skills and training to succeed.
3. Providing a roadmap to post-high school success; and
4. Providing an opportunity for students to experience a career before attending college, saving significant amounts of time and money.

For a visual representation of our delivery model, please view the following image:



Career Technical Student Organizations

Career and College Prep students can enroll in a career technical student organization (CTSOs). CTSOs give students with similar career interests the opportunity to connect, practice professional skills, work on service projects, take field trips, and compete against other schools at the local, state, and national levels. In addition, teams from various Career and College Prep Academies compete against one another several times a year through competitions sponsored by one or more of the CTSOs below.



HOSA, an international student organization, works to promote career opportunities in the health care industry and enhance the delivery of quality health care to all people. Founded in 1976, HOSA empowers students to become leaders in the global health community.



SkillsUSA Arizona empowers its members to become world-class workers, leaders, and responsible American citizens. SkillsUSA Arizona improves the quality of America's skilled work force through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA Arizona enhances the lives and careers of students, instructors, and industry representatives as they strive to be champions at work.



FCCLA, Family, Career and Community Leaders of America (FCCLA) helps young people become leaders with student-directed learning in Family and Consumer Sciences (FACS) education in the areas of Early Childhood Education, Culinary Arts, Fashion & Interior Design, Hospitality Management. Since 1945, FCCLA members have been making a difference in their families, careers, and communities. Arizona FCCLA has over 3,500 members.



FFA, "Future Farmers of America" (FFA) was founded to prepare future generations for the challenges of feeding a growing population. FFA continues to help the next generation rise up to meet those challenges by helping its members to explore their interests in a broad range of career pathways, including biologists, chemists, veterinarians, engineers, and entrepreneurs. Arizona FFA has over 11,000 members.

CTE Grading Scale

Percentage	Letter Grade
90% - 100%	A
80%-89%	B
70%-79%	C
70% and lower	F

CTE classes utilize a percentage formula: 90-100% =A, 80-89%=B, 75-79%=C; students must have a minimum 70% to be given a passing grade.

CTE Class Connect Attendance

Teachers hold regularly scheduled Class Connect (CC) instructional sessions This is a time of direct instruction. Any Class Connect session marked as “required” for a student should be considered mandatory. Class Connect sessions and their required status will vary based upon instructional levels and student needs.

Teachers will utilize a video platform during class connect sessions called Newrow. Students are required to follow the expectations when utilizing Newrow. If a teacher needs to utilize Zoom or Teams for a student session, the same expectations will apply.

- **Cameras on and face in screen.**
- **Ensure an appropriate background as determined by AZVA administration.**
- **Please see AZVA dress codes and codes of conduct for expectations.**
- **Microphones muted, except when speaking.**

Students will earn a participation grade in each live required session by having their cameras on and face in the screen, responding to teachers' questions and peer comments, participating in any live activity, and being present when required. Students who must miss a required session due to a prior engagement can reach out to the teacher to work out a solution for watching the class recording and completing any missed class work to gain credit for this participation grade.

CTE Dual Credit Courses

Dual enrollment is a process by which a high school junior or senior enrolls in an approved high school CTE course and receives simultaneous academic credit from both the GCU, Chamberlain University and the high school. Currently ISAZ is covering the cost of dual enrollment courses for enrolled ISAZ Career and College Prep students. ISAZ offers several high school CTE courses in which students receive both high school and college credit. The approved course list will be available at the start of each school year.

Recent studies prove that dual credit programs can help the transition from high school to college and improve students' college attendance and graduation rates. Students develop valuable time management, study skills, and improve their chances of being admitted to college!

Talk to the CTE Administrator or counselor to find out how to become involved in dual-credit courses.
CTE Administrator: Dr. Young-Jackson, eryoung@insightaz.org.

Dual enrollment CTE course options: <https://padlet.com/eyoung143/23-24-school-year-dual->

[enrollment-opportunities-once-you-cho-okzh8zuxv9r26q96](#)

Have your parents request your transcripts to be sent over to Chamberlain University. Form must be completed by a legal guardian on the student account. If student is 18+, they are their own LG.

<https://form.jotform.com/222225847923156>

[Return to AZVA CRE Handbook Table of Contents](#)

Insight Academy of Arizona Career and College Prep Handbook



Stride Company Mission:

We help students reach their full potential through inspired teaching and personalized learning. While working toward their high school diplomas, students can choose from a variety of courses in these high-demand career fields: Business, Education and Training, Health and Human Services, and Information Technology. Arizona-certified teachers provide live online instruction and tailor teaching to student needs. Students can participate in career-oriented clubs, gain workplace skills, earn college credit, and prepare to take industry-recognized certification exams in their chosen career path upon graduation.

Career and College Prep at Insight Academy of Arizona (ISAZ) is an Arizona State Standards aligned Career and Technical Education program dedicated to preparing **all** students for success in post-secondary education opportunities by providing state of the art project-based content, work-based learning experience, industry certifications, dual-enrollment and relevant hands-on skill development that will allow students to thrive in a competitive and cutting-edge career environment.

Career and College Prep Program Administration
Dr. Erica Young-Jackson, *ISAZ CRE Administrator*

Enrolling in CTE Program

All students are enrolled in the Career Explorations course in the 9th grade or the first trimester with ISAZ. In the career exploration course, students will have the opportunity to select a CTE program to enter or opt out of the CTE program offerings.

ISAZ-Career and College Prep Pathways/ Program Descriptions

Along with the standard academic coursework required for high school graduation, students in the ISAZ-Career and College Prep Program can explore career offerings and then choose courses concentrating on one of three career programs. Currently the ISAZ-Career and College Prep program offers career programs for Business, Health and Human Services, and Information Technology.

While working toward their high school diplomas, students can choose from a variety of courses in the following

high-demand career fields:



Business

Marketing & Entrepreneurship Pathway: COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. Financial Literacy
3. PBL Marketing 1
4. PBL Marketing 2
5. PBL Entrepreneurship 1
6. PBL Entrepreneurship 2
7. Software apps: Word with Exam Prep
8. Software apps: PowerPoint with Exam Prep
9. Internship

CERTIFICATIONS

- ACT National Career Readiness Certification (NCRC)
- NOCTI Advertising and Design
- A*S*K Entrepreneurship/Management
- A*S*K Fundamental Marketing Concepts
- Microsoft Office Specialist–Excel
- Microsoft Office Specialist–Word
- Microsoft Office Specialist - PowerPoint
- Entrepreneurship and Small Business – Certiport

CTSO

DECA is a not-for-profit student organization in high schools and colleges around the globe that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management.

WORKED BASED LEARNING:

51% PBL Hands on Applications Workshop
SBE - Career Prep School Store Mock/Business Industry Projects
Internships

This pathway prepares students to lead and manage others, improve processes and policies, and manage a range of personnel issues and concerns while focusing on the bottom line. The pathway also prepares students to plan, coordinate, and implement marketing strategies, advertising, promotion, and public relations activities.

POTENTIAL JOBS

Real Estate Appraiser
Property Manager
Human Resources Manager
Public Relations Manager
Manufacturing Sales Representative
Small Business Owner
Copywriter
Promotions Manager
Public Relations Manager



Health and Human Services

Medical Assisting Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. Health Sciences
3. Introduction to Pharmacology
4. Intro to Anatomy and Medical Terminology
5. Anatomy & Physiology 1
6. Anatomy & Physiology 2
7. Clinical Medical Assistant 1
8. Clinical Medical Assistant 2
9. Internship

CERTIFICATIONS

- ACT National Career Readiness Certification (NCRC)
- NOCTI Medical Assisting
- MedCert Clinical Medical Assistant Certification (CCMA)

CTSO

HOSA is an international student organization, works to promote career opportunities in the health care industry and enhance the delivery of quality health care to all people. Founded in 1976, HOSA empowers students to become leaders in the global health community.

WORKED BASED LEARNING:

51% PBL Hands on Applications-(Simulations)
Workshops
Mock/Business Industry Projects
Internships

This pathway prepares students to become future health care professionals that work on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling, and health education information.

POTENTIAL JOBS

Paramedic
Nursing Assistant
Registered Nurse
Phlebotomist
Medical Assistant
Transcriptionist
Pharmacy Technician
Physician
Home Health Aid

Sports Medicine Pathway:

This program introduces students to the roles of various disciplines within sports medicine and rehabilitation sciences as well as other allied health professions. Students will be introduced to the analysis of human movement based on anatomical and mechanical principles. Emphasis is placed on the anatomy and physiology of the muscular, skeletal, and nervous systems and their interaction in human movement and athletic performance. They will also learn signs and symptoms of injuries, illnesses, and disorders commonly seen in the physically active population. Students will develop skills in injury prevention, injury, and illness assessment, and using appropriate terminology and medical documentation to record injury and illness.

POTENTIAL JOBS

Physical Therapist

Athletic Trainer

Coach

Recreational Therapist

Veterinary Assistant Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. PBL Health Sciences
3. Professionalism in Allied Health
4. Intro to Anatomy and Medical Terminology
5. PBL Anatomy and Physiology 1
6. PBL Anatomy and Physiology 2
7. Veterinary Science 1A
8. Veterinary Science 1B
9. Internship

CERTIFICATIONS

- Approved Veterinary Assistant (AVA)
- OSHA 10 - Veterinary

CTSO

HOSA is an international student organization, works to promote career opportunities in the health care industry and enhance the delivery of quality health care to all people. Founded in 1976, HOSA empowers students to become leaders in the global health community.

WORKED BASED LEARNING:

51% PBL Hands on Applications
Workshops
Mock/Business Industry Projects
Internships
Virtual Teaching Opportunities

This program prepares students, under the supervision of veterinarians, laboratory animal specialists, and zoological professionals, to provide patient management, care, and clinical procedures assistance. The Veterinary Assisting program includes instruction in animal nursing care, animal health and nutrition, animal handling, clinical pathology, radiology, anesthesiology, dental prophylaxis, surgical assisting, clinical laboratory procedures, office administration skills, patient and owner management, and applicable standards and regulations.

POTENTIAL JOBS

Veterinary Assisting
Veterinary Specialty Assisting
Veterinary Administrative Assisting
Animal Caretaker
Animal Care Attendant

Mental and Social Health Technician Pathway:

This program is an introduction to social work, mental health case work, clinical interviewing techniques, therapeutic intervention strategies, patient testing and evaluation procedures, patient and family counseling, social rehabilitation, patient care planning, record-keeping, and support services liaison activities. The Mental and Social Health Technician program includes instruction in mental health theory, applied psychopathology, patient communication and management, crisis intervention, psychotropic medication, mental health treatment procedures, substance abuse, record-keeping, clinical administrative skills, and applicable standards and regulations.

POTENTIAL JOBS

- Behavioral Health Aide
- Mental Health Aide
- Behavioral Health Technician
- Mental Health Assistant

Education and Training Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. PBL Health Sciences
3. Professionalism in Allied Health
4. Intro to Anatomy and Medical Terminology
5. PBL Interpersonal Communications
6. Psychology
7. PBL Intro to Human and Social Services (eDL)
8. PBL Sociology
9. Internship

CERTIFICATIONS

- Article 9 Certification
- Mental Health Technician Certification
- Psychological First Aid
- RBT Registered Behavior Technician

CTSO

HOSA is an international student organization, works to promote career opportunities in the health care industry and enhance the delivery of quality health care to all people. Founded in 1976, HOSA empowers students to become leaders in the global health community.

WORKED BASED LEARNING:

51% PBL Hands on Applications
Workshops
Mock/Business Industry Projects
Internships
Virtual Teaching Opportunities

This pathway prepares students for careers early childhood that includes knowledge of childhood development, teaching strategies and the ability to communicate, inspire trust and confidence to motivate learners. Students will also learn the teaching basics to recognize and respond to individual differences in diverse learners and employ different teaching/training methods that will result in higher learner achievement.

POTENTIAL JOBS

Teacher / Teacher Assistant
Childcare Director / Staff
College Professor
Speech-Language Pathologist
1.



Information Technology

Software & App: Programming Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. Computer Literacy
3. Computer Science: Golden JavaScript IA
4. Computer Science: Golden JavaScript IB
5. Introduction to Artificial Intelligence
6. Python Programming 1A
7. Python Programming 2B
8. Mobile Apps
9. Internship

CERTIFICATIONS

- ACT National Career Readiness Certification (NCRC)
Certiport–Game Design Certification
- Certiport – JavaScript Certification
- Certiport- Python Certification

CTSO

SkillsUSA Arizona empowers its members to become world-class workers, leaders, and responsible American citizens. SkillsUSA Arizona improves the quality of America's skilled work force through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA Arizona enhances the lives and careers of students, instructors, and industry representatives as they strive to be champions at work.

WORKED BASED LEARNING:

51% PBL Hands on Applications Workshops
Mock/Business Industry Projects
Internships

This pathway prepares students for careers in Programming and Software Development involve the design, development, implementation and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development.

POTENTIAL JOBS

Computer Programmer
Computer and Information Systems Manager
Software Developer

Web and Digital Communication Pathway:

COURSES

Middle School

1. Career Explorations 1
2. Career Explorations 2

High School

1. Welcome to Online Career Learning: HS Exploration
2. Image Design and Editing
3. Digital Arts 1
4. Digital Arts 2
5. Digital Media Illustrator with Exam Prep
6. Digital Media Animate with Exam Prep
7. Digital Media Photoshop with Exam Prep
8. Internship

CERTIFICATIONS

- ACT National Career Readiness Certification (NCRC)
- Adobe Certified Associate (ACA)–Web Authoring Using Adobe Dreamweaver
- Certiport: Graphic Design, Illustration Using Adobe Illustrator, Adobe Photoshop

CTSO

SkillsUSA Arizona empowers its members to become world-class workers, leaders, and responsible American citizens. SkillsUSA Arizona improves the quality of America's skilled work force through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA Arizona enhances the lives and careers of students, instructors, and industry representatives as they strive to be champions at work.

WORKED BASED LEARNING:

51% PBL Hands on Applications Workshops
SBE - Career Prep School Store
Mock/Business Industry Projects
Internships

This pathway prepares students for careers in Web and Digital Communications, and Digital Design involve creating, designing, and producing interactive multimedia products and services, including development of digitally generated or computer-enhanced media used in business, training, entertainment, communications, and marketing.

POTENTIAL JOBS

Graphic Designer
Web Developer

Course Descriptions

[Career Readiness Education Course Catalog](#)

Career and College Prep Homepage

<https://www.k12.com/stride-career-prep.html>

Career and College Prep FAQ's

<https://www.k12.com/stride-career-prep/faqs.html>

Career and College Prep CTE Delivery Model

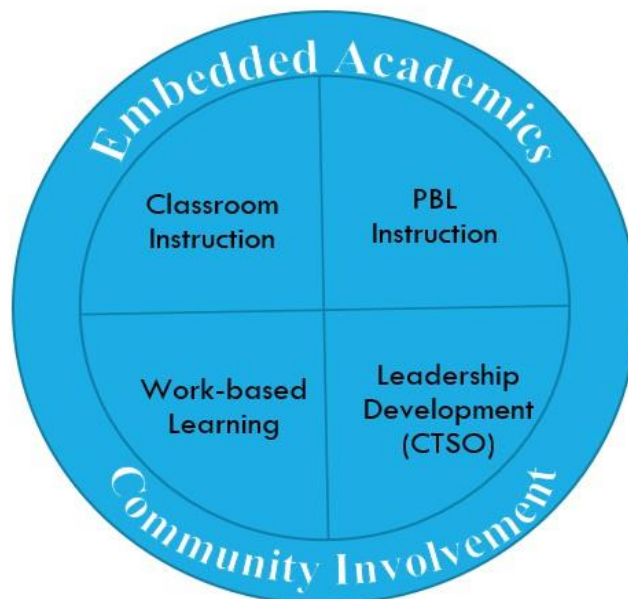
Each student enrolled in a career pathway at ISAZ-Career and College Prep will be required to participate in work-based learning activities and experiences. Career and Technical education is a combination of embedded academics and community involvement and is delivered in the Career and College Prep Program in following four ways (in no particular order):

1. Classroom Instruction
2. PBL Instruction
3. Work-based learning
4. Leadership development (through career and technical student organizations)

Work-Based Learning Experiences offer wide benefits for both the students, and the sponsoring business. These include:

5. Providing relevant and meaningful work-based learning that could include mentoring by professionals in career sectors, worksite visits, speakers, and internships.
6. Addressing a skills gap where the nation faces a critical shortage of workers possessing the necessary skills and training to succeed.
7. Providing a roadmap to post-high school success; and
8. Providing an opportunity for students to experience a career before attending college, saving significant amounts of time and money.

For a visual representation of our delivery model, please view the following image:



Career and Technical Student Organizations

Career and College Prep students can enroll in career clubs, also called career technical student organizations (CTSOs). CTSOs give students with similar career interests the opportunity to connect, practice professional skills, work on service projects, take field trips, and compete against other schools at the local, state, and national levels. In addition, teams from various Career and College Prep Academies compete against one another several times a year through competitions sponsored by one or more of the CTSOs below.



DECA is a not-for-profit student organization in high schools and colleges around the globe that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management.



Future Business Leaders of America (FBLA) helps students prepare for careers in business and business-related fields through leadership development, academic competitions, community service, awards, and more.



FCCLA, Family, Career and Community Leaders of America (FCCLA) helps young people become leaders with student-directed learning in Family and Consumer Sciences (FACS) education in the areas of Early Childhood Education, Culinary Arts, Fashion & Interior Design, Hospitality Management. Since 1945, FCCLA members have been making a difference in their families, careers, and communities. Arizona FCCLA has over 3,500 members.



HOSA, an international student organization, works to promote career opportunities in the health care industry and enhance the delivery of quality health care to all people. Founded in 1976, HOSA empowers students to become leaders in the global health community.



SkillsUSA Arizona empowers its members to become world-class workers, leaders, and responsible American citizens. SkillsUSA Arizona improves the quality of America's skilled work force through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA Arizona enhances the lives and careers of students, instructors, and industry representatives as they strive to be champions at work.

CTE Grading Scale

Percentage	Letter Grade
90% - 100%	A
80%-89%	B
70%-79%	C
70% and lower	F

CTE classes utilize a percentage formula: 90-100% =A, 80-89%=B, 75-79%=C; students must have a minimum 70% to be given a passing grade.

CTE Class Connect Attendance

Teachers hold regularly scheduled Class Connect (CC) instructional sessions This is a time of direct instruction. Any Class Connect session marked as “required” for a student should be considered mandatory. Class Connect sessions and their required status will vary based upon instructional levels and student needs.

Teachers will utilize a video platform during class connect sessions called Newrow. Students are required to follow the expectations when utilizing Newrow. If a teacher needs to utilize Zoom or Teams for a student session, the same expectations will apply.

- **Cameras on and face in screen.**
- **Ensure an appropriate background as determined by ISAZ administration.**
- **Please see ISAZ dress codes and codes of conduct for expectations.**
- **Microphones muted, except when speaking.**

Students will earn a participation grade in each live required session by having their cameras on and face in the screen, responding to teachers' questions and peer comments, participating in any live activity, and being present when required. Students who must miss a required session due to a prior engagement can reach out to the teacher to work out a solution for watching the class recording and completing any missed class work to gain credit for this participation grade.

CTE Dual Credit Courses

Dual enrollment is a process by which a high school junior or senior enrolls in an approved high school CTE course and receives simultaneous academic credit from both the GCU, Chamberlain University and the high school. Currently ISAZ is covering the cost of dual enrollment courses for enrolled ISAZ Career and College Prep students. ISAZ offers several high school CTE courses in which students receive both high school and college credit. The approved course list will be available at the start of each school year.

Recent studies prove that dual credit programs can help the transition from high school to college and improve students' college attendance and graduation rates. Students develop valuable time management, study skills, and improve their chances of being admitted to college!

Talk to the CTE Administrator or counselor to find out how to become involved in dual-credit courses.
CTE Administrator: Dr. Young-Jackson, eyoung@azva.org.

Dual enrollment CTE course options: <https://padlet.com/eyoung143/23-24-school-year-dual->

[enrollment-opportunities-once-you-cho-okzh8zuxv9r26q96](#)

Have your parents request your transcripts to be sent over to Chamberlain University. Form must be completed by a legal guardian on the student account. If student is 18+, they are their own LG.

<https://form.jotform.com/222225847923156>

