Arizona Virtual Academy

Parent-Student Handbook

2026-2027

School Mission, Vision, Motto

Mission

Arizona Virtual Academy empowers students to take ownership of their learning through flexible, personalized experiences that inspire curiosity, cultivate confidence, and prepare them to shape their future

Vision

We envision a future where every student reaches their full potential through personalized learning, inspired teaching, and meaningful opportunities that prepare them to thrive in college, career, and life.

Motto

Every Student. Every Path. Every Possibility.

About & Important Notes

About this Handbook:

The Parent and Student Handbook sets forth general guidance for Learning Coaches, Legal Guardians, and Students enrolled in Arizona Virtual Academy (AZVA).

Policies and procedures listed in this handbook may be changed without prior notice at the discretion of AZVA school leaders. Any alterations to the handbook will be communicated to affected parties.

Legal guardians are requested to "sign and return" the "I Understand" survey included at the end of the Parent/Student handbook.

About the School:

AZVA is a public charter school subject to the rules and regulations of the Arizona State Board for Charter Schools and the Arizona Department of Education. Learn more about The State Board for Charter Schools here: https://asbcs.az.gov/

AZVA is a program of Portable Practical Education Preparation, Inc. (PPEP, Inc.). Learn more about PPEP, Inc. here: https://ppep.org/about/

Portable Practical Education Preparation, Inc (PPEP, Inc.) partners with Stride/K12 (NYSE: LRN) to manage the day-to-day operations of two virtual campuses—Arizona Virtual Academy & Insight School of Arizona. Learn more about Stride/K12 here: https://www.k12.com/

AZVA holds additional accreditation by Cognia, an internationally recognized non-profit organization. Learn more about them here: https://www.cognia.org/who-we-are/

AZVA students are eligible to participate in NCAA activities post-graduation. Prospective athletes must register directly with the NCAA to begin recruitment process. More information can be found here: https://www.ncaa.org/eligibility-center/register

AZVA will provide notice of its state letter grade and school report card in accordance with notification/release of these results by the Arizona Department of Education. Learn more about the state accountability system here: https://azreportcards.azed.gov/

Note: *The charter contract for both Arizona Virtual Academy and Insight School of Arizona is available at the school office and upon request.*

School Leadership & Contacts

AZVA Leadership Team

Title	Name	Email
Executive Director	C. Forrest Smith	forrsmith@azva.org
Principal (6-12)	Dr. Amy Hart	amhart@azva.org
K5 Principal (K-5)	Alysha Tinsley	altinsley@azva.org
Special Programs Administrator	Elena Barnes	elbarnes@azva.org
District Operations Manager	Samantha Popeck	sapopeck@azva.org
District Compliance Manager	Daisha Oshiro	doshiro@azva.org

AZVA Supplemental Contacts

Title	Name	Email
Assistant Principal (6-12)	Olivia Noriega	onoriega@azva.org
Assistant Principal (6-12)	Amy Mayes	ammayes@azva.org
Assistant Principal (K5)	Tene Layman	tlayman@azva.org
Asst. Admin of Special Programs	Morgan Browne-Guajardo	mbrowneguajardo@azva.org
CTE Administrator	Shawn Garrelts	shgarrelts@azva.org
Family & Community Support	Jennifer Wodrich	jewodrich@azva.org
Lead Counselor	Brooke Johnson	bjohnson@azva.org
Asst. State Compliance Manager	Michelle Cleveland	mcleveland@azva.org
Asst. Operations Manager	Shannon Drewniak	shdrewniak@azva.org

Contact Us for Support!

Use this form to request support with any of the below:

- Office Address, Phone, Fax
- Student Info Change
- Records Request, Proof of Enrollment, Social Security Forms
- Order a Student Laptop
- Attendance, Logins, Calendar/Events, K12 Zone
- FLEX (Flexible Learning Program)
- Special Programs (Special Education, 504, ELL, McKinney-Vento, Foster, Migrant)
- Report a Bullying Incident

Additional Form Link: K12 Arizona Support Form

Calendar & Key Dates

2026-2027 Arizona Virtual Academy

Arizona Virtual Academy by K12

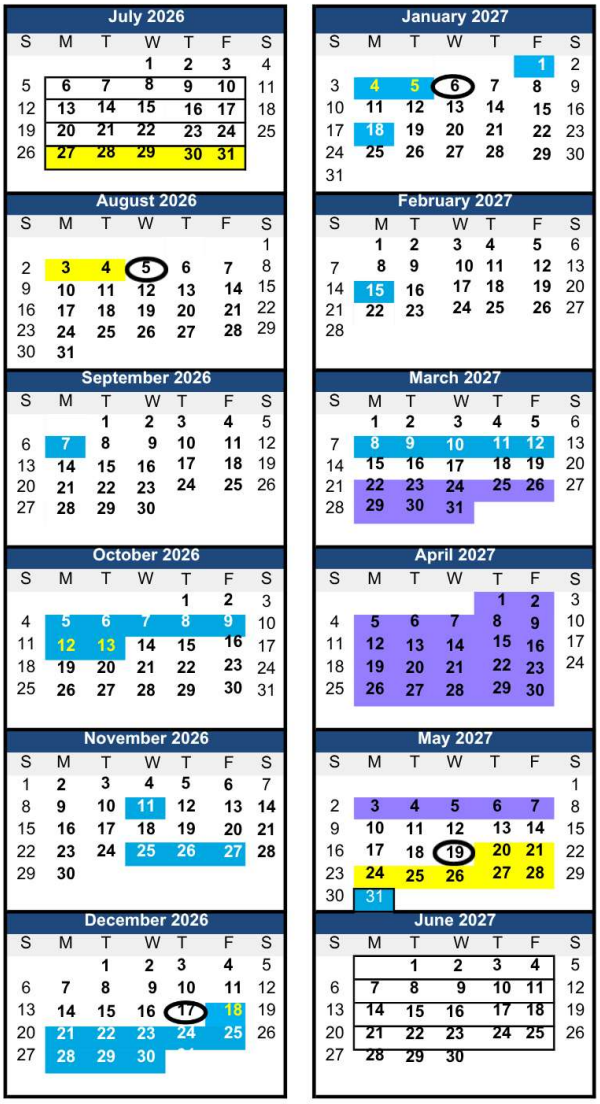
Important Dates	
July 6 - July 31	Summer School Session 2
July 27 - Aug 5	Teacher PD
Aug 5	First Day of School
Sep 7	Labor Day
Oct 5 - 13	Fall Break
Oct 12 - 13	Teacher PD
Nov 11	Veteran's Day
Nov 25 - 27	Thanksgiving Vacation
Dec 17	Last Day of Fall Semester
Dec 18 - Jan 5	Winter Break
Jan 4 - 5	Teacher PD
Jan 6	First Day of Second Semester
Jan 18	Martin Luther King, Jr. Day
Feb 15	Presidents Day
Mar 8 - 12	Spring Break
Mar 22 - Apr 23	State Testing Window
Apr 26- May 7	State Testing Makeup
May 19	Last Day of School
May 20 - May 28	Teacher Work Days
May 24	Memorial Day
June 1 - June 25	Summer Session 1

State Testing Dates
Mar 22 - May 7

Quarters	
Aug 5 - Oct 2	Qtr 1
Oct 14 - Dec 17	Qtr 2
Jan 6 - Mar 5	Qtr 3
Mar 15 - May 19	Qtr 4

Semesters
Aug 5 - Dec 17
Jan 6 - May 19

School Closed
State Testing
PD Professional Development (No School for Students)
Summer School
First & Last Day of Semester
Graduation



The 2026–2027 academic calendar shown above includes school closures, professional development days, state testing windows, semester dates, and summer school sessions. Dates are subject to change; families should use the Academic Calendar webpage for the most current schedule.

Current calendar and updates: AZVA Academic Calendar

Application & Enrollment

Legal Guardians can begin the enrollment process by visiting the AZVA Enrollment Portal located here: Enrollment Portal - AZVA

Enrollment Process & What to Expect

- Basic information pertaining to the Legal Guardian and prospective student is provided via the enrollment application. During this phase, Legal Guardians will indicate who will serve as the Learning Coach for their student(s).
- At completion of the application, Legal Guardians submit their Proof of Residency. **This is required to complete enrollment.**
- Enrollment coordinators will review and verify the documentation supplied by the Legal Guardian.
- Once confirmed as Arizona resident, enrollment is approved.
- Immediately after approval, the Learning Coach will receive an approval email as well as information on creating their student's account. This information includes a unique Registration Key that must be used when creating student accounts.
- **Before a student can start school**, Legal Guardians must submit their Prior School Withdrawal Form & Immunization Records. This can be done by logging in via the Enrollment Portal, or by submitting the documents directly to school personnel.
- Once Prior School Withdrawal Forms & Immunization Records are received, students will be provided a start date to attend school at AZVA.
- School personnel may begin outreach as early as enrollment approval to discuss course selection, program offerings, or required documents for school start.

Note: *Questions related to Enrollment, Records, or Withdrawal at AZVA may be sent to: azenrollment@k12.com*

Getting Started with K12 Arizona Schools

First Day of School Resources

All things K12 Arizona Schools

Attendance & Engagement Policy

Attendance Requirements @ Arizona Virtual Academy

Attendance & State Law

- 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 otherwise excused.
- Absences may be considered excessive when the number of absent days exceeds 10% of the number of required attendance days below. As an AOI school, missing 10% of the required hours listed below constitutes "excessive".
- Students who are deemed to be excessively absent may be deemed "truant" and referred for juvenile court proceedings. The school's attendance officer may determine if a citation is warranted. If a citation is granted, the child's parent will be required to appear in court and may face additional penalties imposed by local judicial authorities.
- The State of Arizona requires that all public schools offer a minimum of one-hundred- eighty (180) days of instruction between July 1 and June 30. Additionally, the statute requires a minimum number of instructional hours by grade level as shown in the following chart:

Grade Level	Required Yearly Hours	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*

Student Attendance Expectations

Students who demonstrate the following are "on-task" and "in session":

- Login to each course, each day.
- Check school provided email for teacher/staff communication, each day.
- Attend all required classes, each day.
- Complete all lessons due, each day.
- Complete all assignments and assessments by the prescribed due date.
- Participate in offline activities that enrich their life and learning experiences, each day.
- Participate in school-based online activities such as student led clubs, the K12 Zone, and virtual field trips.

Learning Coach Expectations

- Check personal email for school communication.
- Check your student's schedule for missing assignments.
- Complete daily attendance log in the Online School.
- Communicate to school staff any prolonged absences due to any extenuating circumstance.

- Communicate any extended travel plans that may cause students to miss required sessions.
- Attend any scheduled meetings with Special Programs Department.
- If student receives special programs support, ensure student attends all required sessions.
- Ensure student attendance at required in-person state testing sessions (AASA, ACT, AZELLA).

Maintain accurate and updated contact information, including mailing address, telephone number, and email address. Submit changes using the Student Information Change Form.

***Note:** Failure to log daily attendance for your student(s) may result in their withdrawal from school.*

Withdrawal from AZVA

Withdrawal from Arizona Virtual Academy must be conducted by the student's legal guardian.

Legal Guardians may contact their student's homeroom teacher or the school office (azenrollment@k12.com) to begin the Withdrawal process.

Withdrawal of students before completion of final grading periods may impact a student's record, including loss of credit for graduation.

Prior School Withdrawal forms will be provided to families who have satisfied the withdrawal process, including providing information as to the next school of choice for their student(s).

K12/Stride, Inc. may contact legal guardians to conduct exit surveys or interviews.

Legal Guardians will be provided return labels for materials, if applicable. Failure to return school equipment such as laptops or other materials in satisfactory condition may result in a collections action.

State Laws Governing Attendance at Arizona Virtual Academy:

School Attendance

Attendance Officer

Arizona Online Instruction

School Instruction & Excused Absences

Average Daily Membership

Academic Programs

Arizona Virtual Academy (AZVA) offers multiple instructional pathways designed to meet diverse student needs while maintaining high expectations for learning, engagement, and academic growth. All programs are aligned to Arizona Academic Standards and are delivered by Arizona-certified teachers through digital curriculum, live virtual instruction, independent learning, and personalized support.

Traditional Program

The Traditional Program is AZVA's primary instructional model and provides a structured, teacher-supported learning experience. Students participate in standards-aligned digital coursework, teacher-directed instruction, independent practice, and scheduled live virtual class sessions. Learning Coaches play an important role in supporting student success, particularly in the elementary grades.

Students in the Traditional Program are expected to attend required live instructional sessions, complete coursework and assignments by established due dates, participate in required school and state assessments, maintain attendance and engagement consistent with Arizona Online Instruction requirements, and communicate regularly with teachers and school staff.

FLEX Program

The FLEX Program provides eligible students increased flexibility in how they complete coursework while maintaining the same academic, attendance, assessment, and graduation expectations as other AZVA students. Students continue to receive instruction and monitoring from Arizona-certified teachers and may complete coursework up until the stated due dates.

Students participating in FLEX are expected to maintain passing grades, demonstrate consistent academic progress and engagement, respond to school outreach within established timelines, and attend all required special education, intervention, assessment, or administrative sessions. Students may return to the Traditional Program when academic performance, attendance, engagement, or support needs indicate that additional structure is appropriate.

Bridge Program

The Bridge Program is AZVA's academic intervention and remediation pathway for students who require additional support to access grade-level learning, address unfinished learning, or recover credits. Students may be assigned to Bridge based on state assessment results, diagnostic or benchmark data, course performance, credit status, engagement data, or recommendations through the school's Multi-Tiered System of Supports (MTSS).

Bridge supports may include live small-group instruction, targeted reading or mathematics intervention, individualized progress monitoring, and credit recovery for secondary students. Students receiving Bridge support remain connected to their core instructional program while school teams monitor progress and adjust support based on student need.

Accelerate Program

The Accelerate Program is designed for students who demonstrate readiness to progress beyond traditional pacing through consistent academic success, strong engagement, and mastery of course or grade-level expectations. Opportunities may include advanced or honors coursework, early course completion, and individualized pathways aligned with graduation and postsecondary goals.

Placement and continued participation in Accelerate are determined by the school based on academic performance, student readiness, teacher or counselor recommendation, and applicable graduation requirements. Students remain responsible for all required attendance, coursework, and assessments.

Student Support Systems

Multi-Tiered System of Supports (MTSS) Arizona Virtual Academy implements a Multi-Tiered System of Supports (MTSS) to ensure academic success for all students.

Tier 1 instruction is the universal instructional program provided to all students through AZVA's Online Learning System (OLS), standards-aligned curriculum, teacher-directed instruction, and scheduled live virtual learning. Students in grades K-5 are expected to participate in scheduled daily live core instruction, including i-Ready-supported reading and mathematics instruction as assigned. Students in grades 6-12 participate in required synchronous instruction as scheduled by their teachers and complete assigned asynchronous coursework. Teachers monitor student performance and engagement and provide feedback, differentiation, and additional support as needed.

Tier 2 Instruction is provided to students who are not making adequate progress in Tier 1 or identified through other means (benchmark, state assessments, etc). These students receive targeted, small-group instruction in live virtual settings delivered by certified teachers each week.. Tier 2 interventions are data-driven, skill-specific, and progress is monitored frequently.

Tier 3 Instruction is provided to students with significant academic deficits who have not responded to Tier 2 interventions. These students receive intensive, individualized support in live, virtual sessions conducted by certified teachers. Instruction is tailored to student needs and progress is closely monitored using frequent assessments.

Note: *Placement in Tier 2 or Tier 3 is determined through benchmark assessments, classroom data, and teacher recommendations. MTSS documentation is maintained and used to inform intervention effectiveness, eligibility for special education, and other support services.*

MTSS Tier	Who It Supports	Instructional Characteristics	Student Indicators	Supports/Interventions
Tier 1 – Universal Core Instruction	All students engaged in core instruction	Asynchronous lessons via Online Learning System (OLS) with standards-aligned curriculum and teacher support	On grade level or approaching; demonstrates engagement in OLS; completes work with minimal support	- Daily asynchronous instruction - Weekly teacher feedback - Progress monitoring via OLS - Curriculum-aligned pacing guidance
Tier 2 – Targeted Group Interventions	Students not making adequate progress in Tier 1	Live, small-group virtual sessions focused on specific skills, provided by	Falling behind on benchmarks; specific skill gaps; inconsistent engagement; teacher referral	- Targeted small-group sessions - Weekly skill-specific interventions - Frequent formative assessments

		certified teachers		- Data team review and documentation
Tier 3 – Intensive Individualized Instruction	Students with significant, persistent academic challenges	Live, individualized virtual sessions, frequent progress monitoring, personalized instruction by certified teachers	Multiple failed interventions; significant gaps in performance; possible referral for special education evaluation	- Intensive 1:1 instruction - Individual Success Plan (ISP) - Frequent data collection and review - Collaboration with special programs team

Special Programs (IEP, 504, ELL, McKinney-Vento)

Arizona Virtual Academy provides services in compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Students identified with a disability that impacts learning may qualify for a Section 504 Accommodation Plan or an Individualized Education Program (IEP). Services are delivered in a virtual setting by certified special education personnel and related service providers.

Child Find and Early Identification
Arizona Virtual Academy complies with federal and state Child Find mandates to identify, locate, and evaluate students who may have disabilities—including those who are homeless or wards of the state. Families are encouraged to contact teachers or the Director of Special Services to initiate a review if concerns arise.

As part of this process, the school collects input from parents, teachers, and outside providers, and conducts screenings or evaluations when appropriate. Students may be referred for special education evaluation after MTSS interventions are exhausted. Bilingual endorsements. Proficient students are monitored for two years post-exit.

Child Find Coordinator
Name: Stephanie Rasar
Email: sterasar@azva.org
Physical Address: 1255 W. Rio Salado Pkwy., Suite 201 Tempe, AZ 85281 Phone: 602.476.1320

45-Day Screener
In compliance with A.A.C. R7-2-401(C-D), Arizona Virtual Academy conducts developmental and academic screening within 45 days of a student's enrollment. Areas reviewed include language, cognition, motor skills, and perception to identify any initial concerns that may warrant further evaluation.

IEP Services
Students found eligible under IDEA receive a range of virtual special education services, including:

- Case management and individualized goal tracking
- Direct instruction or resource support
- Speech, occupational, or physical therapy as determined by the IEP team
- Regular progress reporting each semester
- Family involvement through IEP meetings and goal collaboration is crucial to student success.

Students must attend scheduled live sessions and fulfill expectations outlined in their IEP. Habitual truancy may prompt an IEP team review to determine whether absences relate to disability barriers. If not, standard truancy processes may proceed.

504 Plans
Section 504 provides accommodations for students with physical or mental impairments that substantially limit major life activities. The plan is developed collaboratively and may address conditions such as ADHD, diabetes, asthma, anxiety, sensory impairments, or residual effects of an injury. Families should contact their homeroom teacher to initiate the 504 evaluation process.

504 Coordinator
Name: Kristen Kaldova
Email: krkalvoda@azva.org
Physical Address: 1255 W. Rio Salado Pkwy., Suite 201 Tempe, AZ 85281 Phone: 602.476.1320

English Language Learners (ELL)
Arizona Virtual Academy complies with Arizona's English Language Learner requirements. The Arizona English Language Learner Assessment (AZELLA) is used during enrollment to determine eligibility. Qualified students receive integrated instruction from teachers with SEI, ESL, or Bilingual endorsements. Proficient students are monitored for two years post-exit.

English Language Learner Liaison
Name: Elle Barnes
Email: ebarnes@azva.org
Physical Address: 1255 W. Rio Salado Pkwy., Suite 201 Tempe, AZ 85281 Phone: 602.476.1320

McKinney-Vento (Homeless Education Act)
AZVA/ISAZ complies with the McKinney-Vento Homeless Education Assistance Act. Students who lack fixed, regular, and adequate housing have the right to:

- Immediate enrollment without documentation delays
- Equal access to academic and extracurricular programs
- Support services including meals, transportation, and counseling (when applicable)

A McKinney-Vento Liaison is available to assist families with coordination of services. Please contact the school's main office to be connected with the liaison.

Families who may be experiencing housing instability should complete the Student Residency Questionnaire (SRQ) or contact the McKinney-Vento Liaison for assistance.

MKV Liaison
Name: Jennifer Souza
Email: jsouza@k12.com
Physical Address: 1255 W. Rio Salado Pkwy., Suite 201 Tempe, AZ 85281 Phone: 602.476.1320

Medical Needs and Testing Accommodations
Parents may report relevant medical needs via the annual Medical Needs survey. Medical conditions affecting school participation or testing environments should be shared in advance with school staff to ensure appropriate accommodations are in place. See Medical, Health, & Safety section of the handbook for more information.

Procedural Safeguards for Students with Disabilities (Section 504 and IDEA)

Arizona Virtual Academy is committed to ensuring the rights of students with disabilities and their families are protected under both Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA). The following procedural safeguards apply to all students with disabilities:

- **Right to Notice**: Parents or guardians will be informed of decisions regarding the identification, evaluation, and educational placement of their student.
- **Right to Examine Records**: Parents or guardians may review their student's educational records, including evaluations, plans, and all related documentation.
- **Right to an Evaluation**: Students must be evaluated before any significant change in placement or services. Evaluations must be timely, nondiscriminatory, and comprehensive.
- **Right to a Free Appropriate Public Education (FAPE)**: Students must be provided educational services tailored to their individual needs. Under IDEA, these services are outlined in an Individualized Education Program (IEP). Under Section 504, they are specified in a 504 Accommodation Plan.
- **Right to Participate**: Parents/guardians have the right to participate in meetings regarding identification, evaluation, placement, and the development of plans for their student.
- **Right to Prior Written Notice**: The school will provide written notice before proposing or refusing to initiate or change the identification, evaluation, or placement of a student.
- **Right to an Impartial Hearing**: Parents may request a hearing to dispute decisions made regarding their student's identification, evaluation, or educational placement. Legal representation is permitted.
- **Right to Mediation (IDEA only)**: Parents may choose mediation as a voluntary process to resolve disputes with the school concerning special education services.
- **Right to Appeal**: Following a hearing, parents may appeal the decision through the appropriate process.

- **Right to File a Complaint**: Parents may file a complaint with the Arizona Department of Education for IDEA-related concerns or with the U.S. Department of Education Office for Civil Rights for Section 504 concerns.

For more information or to request a 504 or special education review, contact your student's homeroom teacher or the school's Special Programs Administrator: AZSpecialPrograms@k12.com

Grading & Academic Standards

Grading Scale

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

Teacher Graded Assignments
A teacher-graded assignment (TGA) is defined as any assignment that is turned in teacher for manual 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 valuable information about student abilities and comprehension of the curriculum.

Student Assessments & Required State Testing

Benchmarks, Universal Screeners, and Interim Assessments

Arizona Virtual Academy administers benchmark assessments, universal screeners, and interim assessments throughout the school year to monitor student learning, identify academic strengths and areas for growth, and guide instructional planning. These assessments are administered in accordance with Arizona Department of Education requirements and school instructional practices.

Assessment results are used to measure progress toward Arizona Academic Standards; identify students who may benefit from additional support or intervention; inform instructional planning and differentiation; monitor growth over time; support placement within MTSS; and provide families and teachers with meaningful information regarding student progress.

Students are expected to participate in required school-administered benchmark and interim assessments unless otherwise exempted by state law, an approved educational plan, or school administration. Students in Grade 12 are exempt from school benchmark assessments unless otherwise required by school administration or an applicable program requirement. Assessment schedules and participation expectations will be communicated to families.

Early Literacy Screening (Grades K-3)

In accordance with Arizona's Move On When Reading requirements (A.R.S. §§ 15-701 and 15-704), Arizona Virtual Academy administers state-approved universal literacy screening assessments to students in Kindergarten through Grade 3.

Screening results are used to identify students who may be at risk for reading difficulties, including characteristics associated with dyslexia, and to determine appropriate instructional supports. Students identified with reading deficiencies or indicators requiring additional review will receive evidence-based interventions through the school's Multi-Tiered System of Supports (MTSS), and parents or guardians will be notified in accordance with Arizona law.

Early literacy screening data are used to identify students needing additional reading support as early as possible, guide targeted instruction and intervention, monitor progress, support compliance with Move On When Reading requirements, and assist in determining whether additional evaluation or support services may be appropriate.

Assessment results are one component of a student's overall academic profile and are used alongside classroom performance, teacher observations, coursework, and other available data to support instructional decision-making.

Required State Testing

Pursuant to laws governing school-aged children enrolled in public and charter schooling in the state of Arizona, students enrolled and attending Arizona Virtual Academy are subject to all state testing requirements.

This is a required notification to all parents and legal guardians of the testing requirements and the potential penalties for non-compliance with applicable laws.

Note: *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 the statewide assessment to be administered in-person to students in grades 3-8. Subjects include reading, writing, and math. Arizona Virtual Academy will provide testing centers throughout the state for students to complete this required test. ***In-person attendance is mandatory. Locations, dates, and times to be communicated 4-6 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. Arizona Virtual Academy will provide testing centers throughout the state for students to complete this required test. ***In person attendance is mandatory. Locations, dates, and times to be communicated 4-6 weeks prior to testing.***

ACT Aspire. The Arizona Department of Education requires that 9th grade students take the ACT Aspire test in person. Arizona Virtual Academy will provide testing centers throughout the state for students to

complete this required test. ***In person attendance is mandatory. Locations, dates, and times to be communicated 4-6 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 Locations, dates, and times to be communicated 4-6 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. Arizona Virtual Academy will provide locations throughout the state for students to complete this required test. ***In person attendance is mandatory. Locations, dates, and times Locations, dates, and times to be communicated 4-6 weeks prior to testing.***

AZELLA Reassessment. The Arizona English Language Learner Assessment (AZELLA) Reassessment is administered annually to students identified as English learners to measure English language proficiency and determine continued eligibility for English language development services. Arizona Virtual Academy will provide testing opportunities for students to complete this required assessment. ***In-person attendance is mandatory. Locations, dates, and times will be communicated 4-6 weeks prior to testing.***

AZELLA Placement Test. The Arizona English Language Learner Assessment (AZELLA) Placement Test is administered to students who indicate a language other than English on the Home Language Survey and may qualify for English learner services or have already been identified as an English Learner with an AZELLA score over a year old. The assessment measures English language proficiency in listening, speaking, reading, and writing and is used to determine appropriate language support services. ***In-person attendance is mandatory. Locations, dates, and times will be communicated directly to the family when placement is required.***

State laws governing student assessment and state testing:

Arizona Online Instruction

Assessment of Pupils - 15-741

Student Promotion & Retention

Purpose and Scope This policy establishes clear, legally compliant procedures for the promotion and retention of students enrolled in Arizona Virtual Academy (AZVA), a public charter school in Arizona. It is intended to support student success through early identification of academic deficiencies, targeted interventions, and collaborative decision-making. The policy applies to all students in grades K–12, including those receiving special education or 504 accommodations.

Promotion Criteria Promotion decisions are based on a student's demonstration of proficiency in core academic subjects, as determined by:

- Classroom performance and grades
- State and local assessment results
- Benchmark/interim assessment data
- Attendance and engagement
- Teacher recommendation

Students in grades 9–12 must meet credit requirements and pass courses aligned to state standards to be promoted.

End-of-Year Academic and Attendance Review

Students who do not successfully complete required Mathematics or English Language Arts coursework by the end of the school year, or whose academic performance demonstrates significant deficiencies, may be required to participate in summer school, targeted intervention, or another school-assigned academic support before a final promotion decision is made. State assessment results are considered as one component of the student's overall academic record and do not, by themselves, determine promotion except where specifically required by Arizona law.

Because AZVA operates as an Arizona Online Instruction school, students are also expected to complete the instructional time required for their grade level. Students who have not completed required instructional hours by the end of the regular school year may be assigned summer school or other approved instructional opportunities to address the deficiency. Promotion, retention, course credit, and continued enrollment decisions will be made in accordance with applicable Arizona law, AOI requirements, documented student performance, and school policy.

Teacher Authority and Review Per A.R.S. § 15-701(E), AZVA teachers have the authority to determine whether a student is promoted or retained. A student's legal guardian may appeal a retention decision to the AZVA Governing Board in writing within 10 business days of notification.

Move On When Reading Compliance (Grade 3) In accordance with A.R.S. § 15-701(A)(2):

- Students who score "falls far below" on the 3rd grade state reading assessment will be retained, unless an exemption applies.
- Exemptions include:
    1. Less than three years of English language instruction (ELL)
    2. IEP team agreement that promotion is appropriate
    3. Documented reading impairment such as dyslexia
    4. Demonstrated proficiency on an alternate assessment
    5. Sufficient progress in summer school or interventions

- Parents will be notified within three weeks of a reading deficiency being identified.

Retention Decision Process Retention is considered only when interventions have been exhausted and the student continues to show significant academic deficits. Retention decisions must:

- Be supported by documented data
- Involve parent notification and participation
- Occur no more than once during K–12 unless exceptional circumstances apply

Special Education and 504 Students Promotion or retention decisions for AZVA students with an IEP or 504 Plan must be made in accordance with federal law and consider:

- IEP goals and progress
- Accommodations and services provided
- Whether the disability is a barrier to academic performance Decisions must be made by the IEP/504 team and documented accordingly.

Communication and Family Engagement Parents/guardians will receive timely updates regarding:

- Academic progress
- Intervention plans
- Benchmark results
- At-risk status
- Retention discussions

Policy Oversight and Review AZVA administration is responsible for ensuring adherence to this policy, providing staff training, and reviewing promotion/retention trends annually. Updates will be made to remain in compliance with Arizona law and best practices.

Approved by Governing Board: July 14th, 2025

Next Scheduled Review: October 2026

State laws governing promotion and retention of students:

Section B & G - Arizona Online Instruction - 15-808

Graduation Requirements @ AZVA

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

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	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:*** *Journalism does not meet university admission requirements.*
Math	4 credits	Students receiving general education services must complete Algebra 1, Geometry, Algebra 2, and a Fourth math class – Typically, Pre-Calculus or Consumer Math. ***Note:*** *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:*** *Environmental Science, Anatomy and Physiology, and Forensic science do not meet university admission requirements.*
Social Studi es	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 encouraged to complete two years of the same world language.
Total	**22 credits**	

Student Activities

Student Initiated Clubs

AZVA recognizes the benefits of students engaging in activities outside of the regular academic time which are non-curricular in nature. Participation in student groups or clubs enhances students' engagement with school, fosters a sense of community and helps students to explore and develop non-academic interests.

The formation of non-curricular student groups or clubs creates a limited open forum, and the following criteria apply.

Students in grades 7-12 may initiate the formation of a student group or club.

All club formation *shall* be initiated by students. School staff or parents *shall not* initiate the formation of student groups or clubs.

All clubs are required to have a teacher or principal ("Faculty Advisor") who will assist the students in the running of the student group or club but who shall not lead or direct the activities of the club. Each student group or club shall have a Faculty Advisor present at all meetings for supervision and support.

All student groups or clubs shall meet when the students who are participating in the club are not receiving academic instruction. Student group or club activities may not interfere with academic or required class time.

Meetings shall not materially and substantially interfere with the orderly conduct of the educational activities of the School.

Before the student group or club meets for the first time, the group or club must have a Faculty Advisor, the club must have a name which is descriptive of the focus of the particular club, a description of what types of activities the club will engage in and a draft constitution for the club which shall indicate that the club is open to all students and no student or student group may be excluded from participation. The Faculty Advisor may assist students in developing these documents.

Documents shall be submitted to the student council, if one has been formed, or to the school's executive director if no student council exists. All student groups and clubs who meet the above criteria, and have at least 5 students interested, shall be approved to hold meetings and engage in activities. However, shall be no mandatory attendance numbers or required number of students to hold a meeting.

The denial of any student request to form a group or club shall be provided in writing, articulate the reason for the denial and provide an opportunity for the student(s) who seek to form the group to modify the request so that it complies with the requirements of this policy.

Information about the student groups and clubs will be available on the school's website so that parents may learn about the nature and purpose of each group or club.

All meetings shall be student initiated and open to **all** students in the school. Student attendance at any meeting shall be completely voluntary.

Faculty Advisors present at any religious oriented club meetings will be present only in a non-participatory capacity. (i.e., They cannot lead the students in prayer, preach or teach or determine any specific theological view or religious view.)

The Faculty Advisor for a religious student group shall be present to ensure student safety and supervision.

Outside organizations are not permitted to direct, conduct, control, or regularly attend student group or club meetings. Student groups may invite outside organizations or individual speakers to attend their meetings, as long as the outside organizations or individuals do not direct, conduct, control or regularly attend activities of the group. All outside organizations, speakers or individuals must follow the school's established procedure for allowing visitors into the virtual campus, including any registration procedures.

All student groups shall have equal access to publicize and announce meetings and activities , to the extent the school has these places, the school newspaper, bulletin boards, public address system, and club fairs.

No employee, contractor, or agent shall be permitted to:

Influence the form or content of any prayer or other religious activity connected with student meetings;

Encourage or agree to advise any student group or club that would materially and substantially interfere with the orderly conduct of educational activities within the school. The denial of any student request to form a group or club shall be made in writing, articulate the reason for the denial and provide an opportunity for the student(s) who seek to form the group to modify the request so that no material and substantial interference occurs;

Attend, participate in, advise or facilitate any meeting at which unlawful conduct is likely to occur. Any Faculty Advisor who becomes aware of unlawful conduct shall immediately report such conduct to the head of school;

Deny formation of a student-led group or club based upon any discriminatory basis or personal views of the employees or staff;

Expend public funds beyond the incidental costs of providing methods to announce the time and location of a group or club's and the incidental costs of providing the facilities to conduct the meetings;

Compel any employee to attend a group or club meeting that is contrary to the beliefs of the employee.

Sanction meetings are otherwise unlawful or that would threaten the well-being of students and faculty members.

Student Code of Conduct & School Discipline

Arizona Virtual Academy 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 should be aware of the following guidelines, expectations, and consequences.

State laws governing student discipline at Arizona Virtual Academy:

Suspension and Expulsion of Pupils

Hazing Prevention Policies

School Attendance; Exceptions

Interference with or Disruption of an Educational Institution

Use of Restraint and Seclusion

Disciplinary Procedures for Charter Schools

Charter School Admissions

Tobacco Use by Pupils

Dangerous or Disruptive Conduct

Conduct identified below, as well as any activity that violates federal, state, or local laws or regulations not included here are subject to school consequences and involvement of 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.

The following conduct is considered "dangerous or disruptive conduct" and is prohibited:

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.

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 changes 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. This also includes the following whilst on live camera or in virtual class sessions: presenting oneself on camera as someone else (impersonation), wearing inappropriate clothing or being in a state of undress (nudity or other), brandishing weapons or prohibited items such as vapes, alcohol, prescription medication, or illicit drugs (including paraphernalia or attire depicting use of).

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.

Bullying/Harassment/Intimidation/Hazing

We 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.
- **All of the above may 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.

Note: *behaviors and expressions of 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.*

MTSS: Behavioral Tiers & Supports

Arizona Virtual Academy employs a multi-tiered system of supports meant to provide ample opportunity for all students to receive adequate care, restorative practice, and due process. The chart below gives an overview of the general supports and consequences at AZVA.

MTSS Tier	Who It Supports	Behavior Characteristics	Examples from Code of Conduct	Supports/Interventions
Tier 1 – Universal Prevention	All students	Expected behaviors, minor missteps, one-time events	- First-time insubordination - Inappropriate language - Low-level disruption - Minor tech misuse - Unexcused absences	- School-wide behavior expectations - Positive behavior reinforcement (PBIS) - Teacher-led redirection - Reminder of digital etiquette - Verbal/written warnings - Parent contact - Restorative practices (apology, reflection)
Tier 2 – Targeted Group Interventions	Students at risk (repeating behaviors or mild escalation)	Repeated Tier 1 behavior, moderately unsafe, impacting others	- Repeated disruption - Insubordination - Minor harassment - Leaving virtual class - Pattern of tech abuse - Non-severe threats or teasing	- Check-in/check-out (CICO) with staff - Behavior contract or improvement plan - Targeted social skills sessions - Referral to counselor - Limited access to live sessions - Restorative conference - Admin involvement - Short-term suspension if needed

MTSS Tier	Who It Supports	Behavior Characteristics	Examples from Code of Conduct	Supports/Interventions
Tier 3 – Intensive Individualized Support	Students with high-risk or dangerous behaviors	Severe, unsafe, unlawful, or chronic behavior	- Aggression/fighting - Threats to staff/students - Bullying/hazing - Sexual harassment - Drug/alcohol use or distribution - Weapons, vandalism, gang activity	- Functional Behavior Assessment (FBA) - Behavior Intervention Plan (BIP) - Wraparound support (admin + family + counselor) - Long-term tech restrictions - Law enforcement referral - Expulsion proceedings - Possible placement change

Due Process & Consequences

General

All students will be treated with dignity and respect as they go through due process procedures.

Parents will be notified when students have been identified as being involved in serious infractions.

The administration will see to it that student rights are protected through the due process procedure.

If parents feel their student has not been treated fairly, they may request a hearing with the School's Governing Body 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 via the parent-student handbook.

Initial Steps & Potential 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 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 school.
    - Involvement with law enforcement agencies and possible legal action.
    - Inability to participate in extracurricular activities online and in-person.

Students and families who seek to appeal the school's decision must do so, in writing, to the school's Executive Director.

Note: *Arizona Virtual Academy 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.*

Search and Seizure Policy

Arizona Virtual Academy (henceforth referenced as "the 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, the school reserves 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.

The school reserves the right to review any material transmitted using instructional computing resources or posted to an instructional computing resource to determine the appropriateness of such material. The school may review this material at any time, with or without notice.

All activities conducted via the online school, including 3rd-party software and tools are not private and may be monitored by school officials or designated staff at any time.

The school assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate, or offensive.

The school assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources.

The school 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 the school, its affiliates, or its employees.

The school assumes no responsibility for damages to the user's computer system.

The school assumes no responsibility for misuse of the user's computer system which may result in seizure by law enforcement.

Restraint and Seclusion Policy

School staff may only use restraint or seclusion techniques 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.

Reporting Bullying & 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: Bullying Report Form

Reporting Responsibilities & Staff

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.

If an investigation is deemed appropriate, the Executive Director or designee will include, at minimum, the following:

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 practical, 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 relevant updates.

No later than two (2) school days after the investigation is complete, the Executive Director or designee will respond in writing to the parent/guardian of both 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 Executive Director or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken.

Consequences for students who are found responsible of bullying/hazing will be disciplined utilizing the MTSS Behavioral Support tiers, which may include suspension from school, expulsion, or referral to law enforcement.

Note: *Any teacher or staff who has knowingly permitted, authorized, or condoned a hazing activity is subject to disciplinary action. Additionally, all reports of harassment, intimidation, hazing, or bullying will be maintained by the Executive Director for 6 years in accordance with the school's records retention policies.*

False Reporting

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

Objectionable School Materials

There may be instances when a parent finds certain lessons, books, or materials objectionable for various reasons (e.g.: sex education instruction, religious differences…). In such instances, school staff will work to provide individualized alternative lessons that meet applicable instructional standards. Assessments may still be required to meet the applicable instructional standards.

Parents must inform the content teacher of their objection to the material a minimum of 48 hours prior to the due date of the applicable lesson or unit. If parents miss this deadline, Arizona Virtual Academy does not require the teacher to supply alternative lessons or assessments.

Academic Integrity & Plagiarism

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as the student's original work. Plagiarized work will not be accepted for credit and must be resubmitted.

Examples of plagiarism include, 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.

Use of Artificial Intelligence (AI) in Coursework: Students may not use AI tools (e.g., ChatGPT, Google Bard, GrammarlyGO, etc.) to generate, rephrase, summarize, or complete assignments unless explicitly authorized by the teacher. Work submitted that includes AI-generated content without prior approval may be treated as academic dishonesty. AI should be used as a learning aid only, not as a substitute for original student thought or expression.

Examples of unauthorized AI use include:

- Copying full or partial responses generated by AI tools.
- Submitting AI-assisted responses without teacher permission.
- Using AI to complete assessments, essays, or assignments without disclosing its use.

Violations may result in a grade of "0" for the assignment. School administrators will determine if there is opportunity to resubmit the assignment based on severity of the offense. Further disciplinary action may be determined if violations are unlawful or caused harm to others.

Title IX And Non-Discrimination Notice

Policy Provisions

Arizona Virtual Academy is a 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: Daisha Oshiro

Email: doshiro@azva.org

Physical Address: 1255 W. Rio Salado Pkwy., Suite 201 Tempe, AZ 85281 Phone: 602.476.1320

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

Health, Safety & Medication Policies

Note: *Many of the practices below will not apply to the online school setting. However, as in-person events and testing occurs throughout the year, staff and families alike must comply with the below for the health and safety of all.*

Medication Authorization

- Parents/guardians must submit a **signed medication authorization form** (AR 15-344 required).
- **Prescription** medication must be in the original pharmacy container labeled with student name, dosage, and time.
- **Over-the-counter** medicines require parent-supplied original packaging and a signed permission form.
- Medications in inappropriate containers may be **declined for administration**.

Chronic Health Management

- For **asthma, diabetes, allergies, epilepsy**, families must provide a **Medical Management Plan**, annually updated and signed by a physician.
- Medication self-administration is allowed only with a signed plan and demonstrated competence (e.g., insulin, epinephrine).
- Safe storage and disposal of sharps/medical waste are required.

Emergency & First-Aid

- Testing/admin sites will maintain first-aid kits and staff trained in emergency response.
- Required drills include annual evacuation and lockdown as guided by ADE/ADEM.
- Emergency contact information must be updated each academic year and promptly upon changes.

Reporting and Confidentiality

- Health data are stored confidentially and disclosed only to authorized staff and medical professionals.
- Staff will report instances of head injury, asthma attacks, allergic reactions, or significant changes in health promptly to guardians.

Student Illness & Return to School

- Students must be fever-free (<100°F) for 24 hours without medication before returning.
- Students with **vomiting, diarrhea, severe cough**, or unknown rashes must stay home until resolved for 24 hours.

Chronic Condition Support

- Develop Individual Health Plans (IHPs) in collaboration with guardians and medical providers.
- In coordination with school administration, develop Hospital to School Plans (H2S) for students who have been hospitalized.
- Staff receive training specific to student needs (e.g., asthma action, seizure protocols).

Virtual Learning Considerations

- Teachers observe and report health concerns during Class Connect sessions.
- Families are encouraged to inform staff about health incidents occurring at home that may impact learning.

Compliance

- The policy aligns with ARS §15-344, ADE/ADEM guidelines, and ADE's **Guidelines for the Delivery of Specialized Health Services** Arizona Department of Education - Specialized Health Plans

Parent & Family Rights (FERPA, ESEA, PPRA)

In accordance with the Elementary and Secondary Education Act (ESEA), you have the right to request information regarding the professional qualifications of your child's teacher.

This includes:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or substitute status.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

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.

The Notification of Rights under FERPA for Elementary and Secondary Schools rights are:

- 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.
- 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.

- 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.*

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, 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 may disclose appropriately designated "directory information" without written consent, unless you have advised the Arizona Virtual Academy Arizona to the contrary in accordance with Arizona Virtual Academy procedures. The primary purpose of directory information is to allow the Arizona Virtual Academy 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, 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 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 by emailing azenrollment@k12.com.

The following is designated as directory information at Arizona Virtual Academy:

- 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)–

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

- Any other protected information survey, regardless of funding;
- 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
- 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 –

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

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

Arizona Virtual Academy 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"):

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or the student's parent; or
- 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.

Note: *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 Engagement Policy

Arizona Virtual Academy is committed to strong family partnerships in alignment with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) Section 1116. The school values collaborative engagement with parents to support student learning and school improvement.

Overview:

- Develop and implement parent engagement policies in consultation with families.
- Provide information in accessible formats and multiple languages when practicable.
- Ensure full participation of parents with disabilities, limited English proficiency, and migratory status.
- Incorporate feedback and comments into the Title I Continuous Improvement Plan.
- Share Title I plans with families via newsletters, websites, and school communications at least four times annually.

Definition of Parental Involvement:

Parental involvement includes regular, two-way, meaningful communication between families and schools.

- Parents help support learning at home.
- Parents are actively involved in school activities.
- Parents are partners in decision-making and advisory roles.
- Parent engagement activities follow ESSA Section 1116(c).

Implementation Strategies:

- Solicit parent input in developing the district-wide family engagement plan.
- Conduct biannual surveys to collect parent feedback on school improvement, staff performance, and program effectiveness.
- Provide training and resources on state standards, assessments, student monitoring, and collaboration techniques.
- Offer parent education events, including technology training and literacy support.
- Coordinate family involvement across Title I, special education, MTSS, migrant, and ELL programs.
- Annually evaluate the parent engagement policy's effectiveness and barriers to participation.
- Build staff capacity to partner with families through professional development and training.
- Communicate using a variety of methods, including interpreters and translated documents.

Supporting Resources and Engagement Activities:

- Parent Advisory Council and Parent Network sessions
- Strong Start orientation resources and digital support materials
- Closed Facebook groups for each school level (moderated by enrollment)
- Access to a 24-hour response window from instructional staff
- Parent training opportunities based on feedback and family needs

School Improvement Plans are created in conjunction and coordination with the support and commitment of parents and staff, as well as support personnel from the Arizona Department of Education. These plans are made available to the public on our website (azva.k12.com) at the beginning of each school year (August 31st).

PART I. GENERAL

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

- Arizona Virtual Academy 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.

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

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

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

PART II: HOW SCHOOL WILL IMPLEMENT REQUIRED PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

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.

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.

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.
- Arizona Virtual Academy 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.

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

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

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:

- Arizona Virtual Academy 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
- Arizona Virtual Academy 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.
- 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.

- 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.
- 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.

Note: *Arizona Virtual Academy collaborates with families to develop and annually review its Title I Parent and Family Engagement Plan, aligned with ESSA Section 1116. This plan outlines how we involve families in school activities and improvement efforts. The plan is available on the school website, and feedback is welcome throughout the year.*

Materials, Computers, & Mobile Hotspots

Materials

Arizona Virtual Academy provides both physical and digital books, as well as other curricular supplies. The number of supplies varies by course, grade level, and grade band.

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.

Upon withdrawal from school, all school property and equipment must be returned in good, working condition.

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.

Upon withdrawal, a parent may request return shipping labels by visiting: https://www.help.k12.com/s.

Computers

Arizona Virtual Academy provides computers to students based on need. Students whose family income qualifies them for FARL (Free and Reduced Lunch) are automatically qualified to receive a computer. Upon receipt of this information, a computer will be sent within 10-14 business days of approval.

Families who believe they qualify or have a sudden need of a computer for schooling should contact their homeroom teacher or the K12 AZ office: AZOperations@k12.com

Hotspots

Arizona Virtual Academy may provide mobile hotspots to families based on demonstrated need and upon request. Hotspots are school property, are subject to available inventory and service availability, and must be returned in good working condition when requested or when a student withdraws.

Families experiencing housing instability or other circumstances that create a significant barrier to internet access may request a hotspot through the McKinney-Vento Liaison or school staff. Requests are reviewed individually based on student need and available resources; hotspot eligibility is not automatic.

Note: *In prior years, Arizona Virtual Academy has provided reimbursement for Internet Service for qualifying families. This policy has been rescinded as of the 2025-2026 school year in order to provide greater support and service to our families in the greatest need.*

Photo & Media Release Information

Arizona Virtual Academy occasionally captures student images and work to highlight participation in school events, the virtual classroom environment, and academic or extracurricular activities. This may include photographs, video recordings, or digital reproductions used in materials such as newsletters, social media, websites, yearbooks, presentations, and promotional publications.

General Photo Release

Unless otherwise specified, AZVA/ISAZ may use student images or work in internal or public-facing school materials. These could include yearbooks, digital galleries, videos, or online content. No compensation is provided for such use.

Media (Print/Electronic) Release

For media requests (e.g., news outlets, local publications, television interviews), AZVA/ISAZ will obtain written parental approval prior to:

- Allowing interviews or identifiable photos of students.
- Featuring any names alongside images in public media.

Internet & Web Publishing

- Any student work or images published online will use first names only.
- Personal or confidential student information will never be published without explicit consent.

Revocation & Replacement

- Parents may withdraw or revoke consent at any time by submitting written notice to the school. Do note that previously published materials may not be retractable, especially from third-party platforms.
- Upon revocation, the school will cease future use in new materials.

FERPA Compliance & Privacy

Under FERPA, photographs or videos that are directly related to a student and maintained by AZVA/ISAZ are considered "education records." Families have the right to:

- View or obtain copies of these records.
- Request removal of images from active school materials if deemed unconsented or sensitive, subject to policy allowances.

Exceptions

- Incidental images (e.g., students in a group shot context without specific focus) may be used without individualized consent.
- Surveillance footage used for discipline or safety is governed by privacy laws, including FERPA and local policy.

Crisis, Emergency & Safety Protocols

Arizona Virtual Academy is committed to the safety and well-being of all students and staff. As an Arizona Online Instruction (AOI) school with physical testing and administrative sites, we maintain a comprehensive Emergency Operations Plan (EOP) in accordance with A.R.S. §15-341(A)(31) and guidelines from the Arizona Department of Education (ADE) and Arizona Division of Emergency Management (ADEM).

Emergency Operations Plan (EOP)

The EOP outlines procedures for:

- Lockdown, shelter-in-place, and evacuation
- Site-specific and off-site reunification procedures
- Incident Command System (ICS) structure and designated Crisis Response Team (CRT)
- Emergency communication and media response coordination

Crisis Response Team (CRT)

Arizona Virtual Academy has a designated Crisis Response Team including administrators, operations staff, special education representatives, and mental health professionals. The CRT is trained annually and activated during crisis events.

Virtual and In-Person Considerations

- **Online Students:** Teachers will activate emergency notification procedures if students report a crisis during live instruction.
- **Testing/Field Locations:** Each site maintains emergency protocols, maps, and reunification procedures. Staff will guide students and follow local safety protocols.

Communication During Crisis

Arizona Virtual Academy uses a multi-channel approach for parent notification:

- Email, text, and phone alerts via school communication platforms
- Website and social media updates
- Direct outreach from administrators when necessary

Note: *To maintain clear communication lines, students are discouraged from contacting family until they are in a secure and supervised location.*

Reunification Process

In the event of site evacuation:

- Parents will be notified of reunification locations
- Identification is required to release students
- Special accommodations will be provided for students with disabilities, in alignment with IEP or 504 needs

Post-Crisis Support

AZVA/ISAZ will offer support following a crisis through:

- Mental health resources and counseling
- Re-entry plans for impacted students
- Follow-up communication and debriefs for families

Training and Drills

- Annual virtual safety drills for staff and students (virtually)
- On-site drills at testing and administrative locations
- Ongoing CRT and staff emergency preparedness training

Student Responsibilities

- Report any threats or suspicious behavior to school staff
- Follow staff directions during safety drills or emergencies
- Participate in safety training and respect crisis protocols

Compliance and Review

This policy is reviewed annually to ensure alignment with ADE and ADEM standards. Updates are shared with families through the Parent-Student Handbook and school communications.

Parents with questions about emergency planning may contact the school office for additional information or support: AZOperations@azva.org

Dispute Resolution & Due Process

Arizona Virtual Academy is dedicated to addressing concerns and conflicts fairly, promptly, and respectfully. Our goal is to resolve issues at the earliest possible stage through clear, transparent procedures.

Scope & Applicability

This policy addresses:

- Allegations of rights violations (e.g., Title IX, non-discrimination, constitutional rights—as per A.R.S. §15-341 and district practices)
- Conflicts involving general education, special education (including IDEA/IEP), and Section 504 services
- Disagreements concerning Title I, attendance, curriculum, and virtual instruction

Exceptions: Matters subject to other formal proceedings (e.g., suspension hearings, due process under IDEA) are handled separately.

Informal Resolution

Most concerns can be resolved informally:

1. **Raise the concern** directly with your child's teacher or administrator.

2. The school commits to **acknowledging receipt within 5 school days** and providing guidance or resolution.

Formal Grievance Process

If informal resolution is unsuccessful, families may initiate a formal grievance:

Submit a written grievance within 30 calendar days of the incident:

- Include date, description, parties involved, and desired outcome.

Administrative review:

- Administrator or designated staff will respond within **15 school days**
- If unresolved, escalate within **10 school additional days**

Investigation:

- Administrator will gather facts, interviews, and relevant documents
- Executive Director or designee issues a written decision within **30 days**

Appeal Option:

- Families may appeal to the Executive Director or Governing Body
- Appeals must be submitted in writing within **10 days** of the initial written decision

Note: *Confidentiality - All grievance records are confidential and securely maintained.*

Special Education and Section 504 Disputes

- Parents may initiate **State Complaints** (ADE) or **Due Process Hearings** under IDEA
- These are formal procedures separate from the internal grievance process.

Non-Retaliation

Arizona Virtual Academy prohibits retaliation against anyone filing a grievance. Individuals found engaging in intimidation or retaliation may face disciplinary action.

External Complaints

- For discrimination/Title IX issues, families may also contact the **U.S. Office for Civil Rights (OCR)**
- Special education concerns can be escalated to **Disability Rights Arizona** for guidance AZ Legislature Disability Rights

Documentation & Access

- All grievance steps, findings, and decisions are documented and securely archived.
- Families have the right to access records related to their complaint, in compliance with **FERPA**.

Annual Notification of Rights

Arizona Virtual Academy provides annual notice to parents and guardians regarding the following rights:

- FERPA Rights: Including the right to inspect and review educational records, request amendments, and consent to disclosures of personally identifiable information (PII), except as permitted under FERPA regulations.
- Section 504/Title II/ADA: Rights regarding nondiscrimination on the basis of disability, including procedures for complaints and accommodations.
- Title IX Rights: Protections against discrimination based on sex and information about how to file a grievance.
- PPRA Rights: Including parental consent and opt-out rights related to surveys, the collection/use of personal information for marketing, and certain physical exams.
- Special Education (IDEA): Rights relating to evaluation, eligibility, FAPE, and procedural safeguards including due process hearings and mediation.

These notices are published annually in the Parent-Student Handbook and on the school website. Parents may request paper copies by contacting the school office or emailing AZOperations@azva.org.

Handbook Acknowledgement & Signatures