



2024–2025

PARENT / STUDENT
HANDBOOK

Version 4.1

Dear Student and Parent/Guardian,

Welcome to Valor Preparatory Academy of Arizona. As we start the 2024-2025 school year, we hope this handbook is helpful to you and gives you a good understanding of our mission and vision. Please review the contents and then keep the handbook accessible for future reference.

Valor Preparatory Academy of Arizona is a public charter school serving grades 6–12 for Arizona residents aged 11 to 22. Our desire, as a modern and innovative learning program, is to provide the highest quality education through an innovative, safe, and challenging learning environment. Our program is designed to meet a wide range of demands as well as the individual needs and circumstances of today's students.

Students in our program engage in a rigorous educational curriculum to become college and career ready. Through online instruction supported by in-person learning sessions, communication by telephone, virtual meetings, and messaging with teachers, students experience a first-class education that is designed to meet their individual needs.

Students learn the importance of 21st Century Skills (4Cs), using them as the conduit for learning all core academic subjects. Staff members actively engage students in learning and promote mastery of core academic areas while introducing students to elective courses that develop citizenship and success skills.

Valor Preparatory Academy of Arizona is excited to offer an exceptional education to Arizona students. We are committed to positively influencing students to enable them to be prepared for a technology-rich society. Valor Preparatory Academy of Arizona looks forward to collaborating with you to ensure success.

Sincerely,

Valor Preparatory Academy of Arizona Administration


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Mission and Vision Statement

Valor Preparatory Academy of Arizona’s (VPA) mission is to provide every student, no matter how they learn or regardless of their academic background, an educational experience that values a blended approach. VPA uses teacher-facilitated instruction, digital curriculum, and technology to develop Arizona college and career-ready citizens and contributing community members. Our students will excel in collaboration, critical thinking and show competency in mastery of the Arizona State Standards.

Valor Preparatory Academy of Arizona’s vision is to create, develop, and empower today’s digital citizen to become a responsible, contributing community member by preparing them to be college and career ready in a 21st century workforce.

Admission Policies

Admission is not limited based upon ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, or athletic ability. There is no tuition or fees charged for attending Valor Preparatory Academy of Arizona.

VPA will admit all eligible pupils who submit a timely enrollment application, as space allows. VPA shall give enrollment preference to pupils returning to the school in the second or any subsequent year of its operation, to siblings of pupils already enrolled in the school, and to children of employees and school board members.

If, by the application deadline, the number of applicants exceeds the capacity of a program, class, grade level, or building, all applicants for that program, class, grade level, or building will be selected for the available slots through an equitable selection process; except that preference shall be given to siblings of a pupil selected through an equitable selection process such as a lottery. After the application deadline, pupils for any remaining slots or for a waiting list will be accepted in chronological order per A.R.S. §15-184(A)-(D).

VPA reserves the right to refuse to admit any student who has been expelled from another educational institution or who is in the process of being expelled from another educational institution per A.R.S §15-841.

Required Enrollment Documents

- Enrollment Form/Packet
- Birth Certificate – (or other proof of the pupil's identity and age including the pupil's baptismal certificate, an application for a social security number or original school registration records and

an affidavit explaining the inability to provide a copy of the birth certificate). **This documentation is required within 30 days (about 4 and a half weeks) of enrollment.**

- Arizona Residency Documentation Form- Must be the same as the address on the registration packet, including a copy of an establishing document.
- Immunization Record – (or signed statement re: exemption pursuant to A.R.S. § 15-873)
- Withdrawal Form from Previous School - **Required if transferring from another Arizona Public School**

Other Requested Documents

Note these documents are not required for consideration of enrollment of your child, but necessary to ensure your child receives proper services and your understanding of the school's policies and procedures once he/she is admitted to the school.

- Special Education records such as an Individual Education Plan or 504 plan (if applicable)
- Most recent report card (6th-8th graders only)
- Transcript (high school or if enrolling student has taken courses high school credit in 7th or 8th)
- Discipline records
- Attendance records
- Legal guardian or custody papers (if applicable)
- Individual Language Learning Plan (if applicable)

Release of Records

Upon enrolling, a signed records release request will be sent to the student's previous school. Transcripts and previous school records will be used to determine a student's course placement and graduation plan. For middle school students, previous school records will be used to help determine how we can best assist the student in reaching their academic potential.

Homeless Education Policy

This policy is intended to be in direct compliance with the Arizona Revised Statutes, Arizona Administrative Code and McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (the Act) and should be read as consistent with those documents. The term "homeless students" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory students who qualify as homeless because the children are living in the circumstances described above.
- The term "unaccompanied youth" includes a youth who is not in the physical custody of a parent or legal guardian.

Students protected under the McKinney-Vento Act are entitled to immediate enrollment in school, even if they do not have the required documents for registration (e.g., proof of residency, school records, immunization records or birth certificate). Our Homeless and Foster Care Liaison will also reach out to your family for additional help and support through this time.

Homeless & Foster Care Liaison
13185 W Thomas Rd.
Goodyear, AZ 85395
623.298.4520

Custody

In most cases, natural parents should be given reasonable access to their children at school and to their children's educational records. Exceptions to this will be made in cases where there are court orders restricting the rights of a parent to access a child and/or the child's educational records. It shall be the responsibility of the natural parent who has a court order restricting the rights of the other (non-custodial) parent to a child or the child's educational records to notify school officials of the conditions of the court order and to provide school officials with a current copy of the court order.

In cases in which a person other than the natural parent has been granted guardianship, the rights and privileges of the natural parent shall be considered divested, in the absence of court action granting the natural parents specific rights. In cases of guardianship, the legal guardian shall be responsible for notifying school officials of the conditions of the guardianship and for providing school officials with all pertinent written documentation or changes.

Attendance

It is important for every student to attend and/or be in class every scheduled school day. Being absent from school has long-term, negative effects on students, such as lower achievement and graduation rates. Regular student attendance, either in-person during the required in classroom time or in the online courses is an important ingredient in your students' academic success. Excessive absences hinder students' progress in mastering the knowledge and skills necessary to graduate from high school and thus be successful in college or a career.

VPA requires students to record six hours of academic time each school day, equating to approximately 30 hours per week. Required academic time will be completed both at the physical school site as well as online. Students complete their online academic hours at home first. Students are required to be on campus Monday through Thursday mornings beginning at 8:00 AM for middle school in-person classes and have the option to stay on-site to take advantage of tutoring opportunities or students may finish their day at home. High school students may arrive at school in the morning for independent work time and/or tutoring. High school students are expected to be on-site in the afternoons Monday – Thursday. The Friday site attendance is optional unless a student needs additional academic support.

Attendance hours include the following:

- Attending in-person facilitated instruction at the VPA building
- Reading books or other instructional materials related to coursework both on and offline
- Submitting gradable items

- Attending online instruction, activities, and completing required assignments
- Writing papers, essays, stories, or other assignments, including discussion posts for classroom participation
- Conducting research (online or other methods)
- Communicating with faculty and staff

Parent/Legal guardians are required to verify attendance daily through the Parent/Student Portal; adult students will verify their own attendance.

VPA reports weekly attendance (online and in-person) to the state, beginning with the first day of our school year. If a student only attends school or works online for 25 hours during a week, he or she is behind five hours for that week. Students should try to stay consistent in their weekly schooling hours, but flexibility does exist for our families as long as students maintain at least the average attendance hours. VPA students will be assigned four required courses and two electives every semester.

Gradual Release

The hybrid model allows for greater flexibility in the pace, place, and time for learning. This model requires a high level of independence and understanding of how the online and onsite components work together. At Valor, students are required to earn a “gradual release” to ensure students can effectively learn independently. Greater flexibility is offered to students who demonstrate appropriate grades and ability to work through projects with fellow students and teachers.

The administration will require the student to return to face-to-face classes if the student does not continue to experience success in classes or fails to attend required “check-ins.”

Truancy/Unexcused Absences

Truancy

“Truant” means an unexcused absence for one hour or more during the day. Absences may be considered excessive when the number of required hours exceeds ten percent of the number of required attendance hours that should have been recorded for a student. Parents/guardians will be notified by the school when there is a concern regarding attendance. If a student accumulates **five or more on-site absences** during the semester, the parent/guardian may be required to meet with the administration to create an attendance plan.

Per A.R.S. §15-807, Valor Preparatory Academy of Arizona shall notify the custodial parent/guardian via email, phone, or text message should the student fail to attend school as expected on-site Monday – Thursday within the first two hours of class. However, VPA’s employees or agents of a school district are not liable for failure to notify the parent or other person who has custody of a pupil of the pupil’s absence from school.

Tardy Process

If a student arrives late for school, parents are required to sign the student in to the school and document the reason for being late.

When a student arrives late and misses classroom learning, it is the responsibility of the student to attend tutoring that same day or the next to meet with the teacher to find out what they missed and support learning.

Excused and Unexcused Absences

The school board defines an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies and out-of-school suspensions not to exceed 10 percent of the instructional days scheduled for the school year. Valor Preparatory Academy of Arizona also permits a student to be excused for religious purposes, not to exceed one school week. Should the absence be due to religious purposes, the legal guardian will provide written consent.

If an absence occurs relating to any other term or condition that is not specifically designated herein, the absence shall be counted as unexcused. Students absent for ten consecutive school days, except for excused absences identified herein, shall be withdrawn from the school, pursuant to A.R.S. §15-901 (A)(2).

Chronic Illness/Extended Inability to Participate

Students with chronic health problems, who are unable to attend regular classes for intermittent periods of one or more consecutive days because of illness, disease, pregnancy complications, or accident as certified by a health professional or registered nurse practitioner, may be excused from school. All exceptions must be certified by an appropriate health professional and will be reviewed on an individual basis per A.R.S. §15-346. Please ask the school office for the appropriate forms if your child's attendance is affected by a chronic health problem.

Risk of Withdrawal

Per A.R.S. §15-808(G), if the academic achievement of a student declines while the student is participating in Arizona Online Instruction, the students' parents, teachers, and the principal or head teacher at the school shall confer to evaluate whether the student should be allowed to continue to participate in Arizona Online Instruction.

Academics

The Curriculum

Valor Preparatory Academy of Arizona (VPA) offers a comprehensive set of courses to prepare our students for college and life skills. Our interactive interface allows students to navigate through the course material and activities with ease while providing a rigorous educational program. Daily activities include a variety of exercises, videos, reading assignments, quizzes, daily classroom discussions, and weekly papers/projects/science labs, and interaction with teachers.

No Zeros

Valor Preparatory Academy of Arizona (VPA) is a hybrid school that requires students to possess a foundational knowledge to be able to actively participate in class and prove that they have obtained the guaranteed curriculum set by the Arizona Department of Education delivered by our online content provider. To that end, students may not have any zeros in their online curriculum and still pass the course regardless of the numeric value indicated in the online platform. If the platform shows a grade of 60% or higher and the student has zeros in the class, she/he will not pass the class. Students may make up zeros while the class is being offered.

Assessments

Assessments are used as a diagnostic tool to monitor the progress of a student. They are key indicators of mastery of the Arizona Learning Standards and academic progress through the enrolled courses.

Benchmark Testing

Valor Preparatory Academy of Arizona or Arizona (VPA) uses a benchmark test and measures what students already know and information for what they are ready to learn next. This most accurately measures academic performance to help teachers teach, make adjustments in instruction, and provide the best learning experience for our students.

State Assessment Requirements

The Arizona Department of Education (ADE) requires students to complete the AASA state standardized assessment, which is aligned to state standards. In addition, AZSci is administered in grades 8th and 11th. Valor Preparatory Academy of Arizona provides notification of testing dates and locations through email and other forms of communication. Instructors proctor the tests on dates specified by the ADE. All students must participate in the state assessment or take a make-up test if absent during the testing dates.

Grade Level/Cohort Determination

Valor Preparatory Academy of Arizona places students in the appropriate grade level based on prior school information, transcript evaluation, and cohort year. Cohort year is defined as the student's grade level based on the first day they enrolled in high school and started grade 9. Students with international transcripts may be entered as a first-time freshman cohort. Entering home-schooled students who cannot provide a transcript from an accredited home school program will enter as first-time freshmen with zero credits.

Awarding Transfer Credit

Valor Preparatory Academy of Arizona shall accept credits earned by students in courses or instructional programs from any Arizona charter school or Arizona school district documented on an official transcript. Acceptance of transfer credits from sources other than an Arizona charter school or Arizona school district is not automatic. This includes, but is not limited to, credits from home school programs, private schools, non-accredited schools, and international transcripts. Credits may be awarded pending a review by the school administration and may require demonstration of competency in core courses required for graduation.

Courses transferred from other schools will be assigned GPA weight according to the Valor Preparatory Academy system. For example, only AP courses or courses taken at an accredited college will receive a level 3 weight at Valor. All courses labeled "honors" or above the standard curriculum will be transferred as a level 2 weight.

Course Finals

All Valor Preparatory Academy of Arizona students will take the final exam for each enrolled course on site with a proctor. A proctor is designated as any VPA employee.

Grading Scale

Grades are determined by student performance on teacher-graded activities, computer-graded assignments, quizzes, exams within each course, observations/participation during in-person small group and individual instruction. Students may view their grade for each assignment through their grade book per course, found in the Learning Management System. The grading scale is as follows:

Letter Grade	Numerical Average	Level 1	Level 2 Honors	Level 3 College courses
<i>Outstanding Achievement</i>				
A	93-100	4.00	4.50	5.00
A-	90-92	3.67	4.17	4.67
<i>High Achievement</i>				
B+	87-89	3.33	3.83	4.33
B	83-86	3.00	3.50	4.00
B-	80-82	2.67	3.17	3.67
<i>Satisfactory Achievement</i>				
C+	77-79	2.33	2.83	3.33
C	73-76	2.00	2.50	3.00
C-	70-72	1.67	2.17	2.67
<i>Minimal Achievement</i>				
D+	67-69	1.33	1.83	2.33
D	63-66	1.00	1.50	2.00
D-	60-62	0.67	1.17	1.67
<i>Failure to Achieve Minimal Course Requirements</i>				
F	0-59	0.00	0.00	0.00

Grade Point Average

Cumulative grade point average (GPA) is based on all courses taken for high school graduation using the following policies:

- Plus and minus scores are given and averaged for the GPA total.
- Any grades that have been replaced by a course taken a second time, will replace the previous grade on the transcripts **unless those grades/courses were assigned/taken at a school other than Valor Preparatory Academy**. In this case, the student may retake the course and earn credit for the class, but the original course will remain on the transcript.
- All “F” grades are averaged for GPA total when calculating weighted or unweighted GPA.
- Course designated at Pass/Fail (P/F) will not factor into the GPA. These courses will count toward the credits needed to graduate, but not toward the GPA calculation.

Class Rank

The role of a school is not to rank students, but rather to support them in their educational journey. To that end, Valor does not maintain class rank to determine valedictorians and other designations. If colleges or scholarships request a class rank, Valor will use GPA based on a weighted scale. Only classes designated at “honors” (level 2) and college classes or AP classes (level 3) will receive weighted GPA.

Promotion/Retention

The promotion (advancing to the next grade) and retention (staying in the current grade) of students enrolled with Valor Preparatory Academy of Arizona is based on the degree of success the individual student achieves in completing the educational program designated to meet his/her needs.

VPA has high standards for promotion. Students must earn their promotion to the next grade level by demonstrating mastery of the grade level's rigorous standards, as set forth by the Arizona State Board of Education. Decisions to retain a student are to be made by the classroom teacher, pursuant to A.R.S. §15-342(11).

The school board may review the decision of a teacher to promote or retain a student upon request to do so from the parent/guardian. The parent/student will have the burden of proof to overturn the teacher's decision and shall demonstrate to the school board that the student has mastered the academic standards adopted by the Arizona State Board of Education. If the school board overturns the decision to promote or retain the student, the school board shall adopt a written finding that the student has mastered the academic standards. All reviews by the school board shall be conducted in executive session unless the parent/guardian requests that the review be conducted in an open meeting.

State Graduation Requirement

Pursuant to A.R.S. §15-701.01(A)(2), all high school students must pass a Civics exam with a score of 60% or higher to be eligible for high graduation and complete CPR (Cardiopulmonary Resuscitation) instruction pursuant to A.R.S. 15-718.01, to be eligible for high graduation.

Graduation Requirements

Students who complete the following requirements successfully will be eligible to receive a Valor Preparatory Academy of Arizona High School Diploma:

Course	Credits
English	4 Credits
Algebra 1	1 Credit
Geometry	1 Credit
Algebra 2	1 Credit
4 th Year Math	1 Credit
Science	3 Credits
World History/Geography	1 Credit
Civics (Citizenship)	1 Credit
Economics	.5 Credit
Career Tech Ed/Voc Ed/Fine Arts	1 Credit
Electives	7 Credits
Civics Test (Per House Bill 2064)	Pass
CPR Requirement	Complete
Senior Seminar (Class of '28)	Pass
Total	22 Credits

Subject Areas	6th Grade	7th Grade	8th Grade
Math	Math 6A & Math 6B	Math 7A & Math 7B	Math 8A & Math 8B
English	English 6A & English 6B	English 7A & English 7B	English 8A & English 8B
Social Studies	Soc. Stud. 6A & Soc. Stud. 6B	Soc. Stud. 7A & Soc. Stud. 7B	Soc. Stud. 8A & Soc. Stud. 8B
Science	Science 6A & Science 6B	Science 7A & Science 7B	Science 8A & Science 8B
Electives	Two selected per semester	Two selected per semester	Two selected per semester

Subject Areas	9th Grade	10th Grade
Math	Algebra 1A & Algebra 1B	Geometry 1A & Geometry 1B
English	English 9A & English 9B	English 10A & English 10B
Social Studies	World History A & World History B	US History A & US History B
Science	Physical Science A & Physical Science B	Biology A & Biology B
Electives	Two selected per semester	Two selected per semester

Subject Areas	11th Grade	12th Grade
Math	Algebra II	EMCC College Math or Financial and Applied Mathematics at Valor
English	English III	English IV (College bound seniors should consider English at EMCC)
Social Studies	Government/Economics	No requirement if 3 credits completed (Consider EMCC course)
Science	Chemistry	No requirement if 3 credits completed (Consider EMCC course)
Electives	Two selected per semester	Two selected per semester
Testing	Must Pass Civics Exam	N/A

- **English** (4 credits) – This requirement will be met by completing the following courses or courses that are equivalent to: English 9A, English 9B, English 10A, English 10B, English 11A, English 11B, English 12A and English 12B. Some English Language Development (ELD) courses may meet English requirements for graduation.
- **Math** (4th year Math) – This requirement may be met by completing 1 credit of the following Valor Preparatory Academy of Arizona courses: Advanced Math A - Trigonometry, Advanced Math B, Pre-Calculus, Business Math A, Business Math B, or any math course transferred from another accredited high school that contains significant high school math content. Qualifying students may complete a personal curriculum math plan. Students receiving a personal math plan must complete one credit in mathematics that includes significant math content during their senior year.
- **Science** (3 credits) – This requirement will be met by earning three credits in science, one of which must be Biology or a Life Science.



- **Senior Seminar** (Pass/Fail) – This is a required course that fills one (1) elective credit for our graduating seniors. This course focuses on the preparation for life after graduation in just a few months. All seniors are required to take the class and everyone who fulfills the “Life-Ready” requirements will receive an additional certificate at the graduation ceremony.
 - **Life-Ready Certificate Requirements –**
 - **ATTENDANCE** – Maintain a 90% attendance rate for Senior Seminar.
 - **KNOWLEDGE BASE – CIVICS TEST, CPR, FINANCIAL LITERACY**
 - **PROJECTS – COMPLETED ALL LIFE-READY PROJECTS**
 - *10 Year Project*
 - *Prove Work/Life Balance*
 - *Thinking Globally/Acting Locally Challenge*
 - *Define Personal Success and Excellence (Risk-Taking)*
 - *Volunteerism*
 - *Participation in Homecoming Planning and Event*

Transcript Amendment

In the event a course title is amended, the new title will be reflected on any current transcripts. Valor Preparatory Academy of Arizona will retain a list of courses that have titles amended, and the change date noted.

Early Graduation

Students who meet graduation requirements before the final term of the school year will receive their diploma at the end of the school year at the graduation ceremony. Students who do not attend the ceremony will have their diploma mailed to the contact address on file, or they may pick it up during office hours starting the Monday after the graduation ceremony.

Education and Career Action Plan (ECAP) Requirement

Arizona Administrative Code R7-2-302.05 establishes and requires an Education and Career Action Plan (ECAP) to be completed for every student in grades 9–12 beginning with the graduating class of 2013. An ECAP reflects a student’s current plan of coursework, career aspirations, and extended learning opportunities to develop the student’s personalized academic and career goals. Throughout all four years of high school, students will work toward reaching their academic and career goals by creating, following, and updating a four-year plan, exploring various careers and skills, researching different education and career pathways, and participating in extracurricular activities. The ECAP is developed, reviewed, and updated annually by school administration, students, parents/guardians, as well as school representatives.

Accelerated Course Completion

Students may take additional courses beyond the standard number allowed per term under the following guidelines and with approval from a guidance counselor. The following guidelines will be considered:

- Student has completed at least one term with Valor Preparatory Academy of Arizona

- Student progress toward graduation
- Academic progress in previous courses
- Parent/Guardian input

High School Credit for College/University

Valor Preparatory Academy of Arizona gives LEVEL 3 core or elective credits for college courses pursuant to A.R.S. 15-507.01. Upon receipt of an official transcript from the college or university, administration reviews the course description from the college/university and determines whether the course merits a core or elective credit and is based on course content equivalency.

Each three (3) or four (4) credit-hour college course will be awarded one (1) high school credit. Any college course that is less than 3 credits will be worth one-half (1/2) credit. For additional information, please contact administration.



Concurrent Enrollment: Attending Classes at EMCC and/or WestMEC

Valor Preparatory Academy of Arizona offers the opportunity to participate in concurrent enrollment through WestMEC and/or Estrella Mountain Community College for all qualified applicants. Registration and tuition costs are covered by Valor Preparatory Academy. All enrollments must be approved by administration, and all documents must be signed before students are approved to take classes. In the case of Estrella Mountain Community College, all students and parents will sign documents agreeing to repay the cost of courses if the student withdraws from class(es) outside of the deadlines for a 100% refund. All students and parents will also agree to repay the cost of EMCC courses if the student does not receive a grade of C or better. Once approved, all enrollment processes go through the respective organizations. Valor Preparatory Academy agrees to accept approved credits taken at EMCC and WestMEC. All grading procedures are determined by EMCC and WestMEC. Transportation is not provided by Valor Preparatory Academy, EMCC, or WestMEC.

There is a maximum number of EMCC courses that a student may take each year.

- 9th – max of **2 classes for the year (6 credits)**
- 10th - max of **4 classes for the year (8 credits)**
- 11th - max of **8 classes for the year (24 credits)**
- 12th - max of **10 classes for the year (30 credits)**

Service Learning

To connect students to their goals after high school, students will engage in Service Learning. Service Learning will involve working in the student's field of choice. Students may earn up to 4 Service-Learning Credits throughout high school. It is the responsibility of the student to attain all permissions and signatures before beginning the Service-Learning Experience. Credits will not be awarded retroactively for any work or learning experience completed prior to handing in the proper paperwork with signatures. One credit will be awarded for 120 hours of Service Learning and the accompanying online reflections.

Academic Integrity and Plagiarism (Created by ChatGPT 4.0)

As members of the Valor Preparatory Academy of Arizona community, all students are expected to

conduct themselves with honor and academic integrity. All students will follow appropriate citation guidelines to ensure that proper credit is given to the authors or creators of any work used.

Plagiarism Definition: Plagiarism is defined as presenting someone else's work, ideas, or creations as your own without proper acknowledgment. This includes text, media, and other intellectual property.

AI-Generated Content: With the advent of advanced AI tools, it's essential to address the use of such technologies in academic work. AI-generated content, unless explicitly allowed, must not be submitted as your own work. This includes, but is not limited to, essays, code, artwork, and data generated or significantly altered by AI.

Guidelines:

1. **Original Work:** All submissions should be your original work. Incorporating AI-generated content without disclosure and appropriate citation is considered plagiarism.
2. **Citation Required:** If you use AI tools to assist with your work, you must clearly indicate and cite the extent of AI's contribution.
3. **Prohibited Use:** Direct submission of AI-generated work as your own, without modification or substantial personal contribution, is strictly prohibited.
4. **Understanding and Mastery:** Your academic journey is about learning and understanding. Using AI to bypass these objectives undermines your education and can result in disciplinary actions.

Consequences of Plagiarism: Plagiarism, including the misuse of AI, is a serious violation of academic integrity. Consequences may include, but are not limited to, failing grades, academic probation, and other disciplinary actions as outlined below.

Commitment to Integrity: We encourage all students to engage with AI responsibly, understanding its potential and limitations, and to always uphold the highest standards of academic integrity.

If a student is found to have plagiarized or cheated, the following discipline measures may be taken, depending on the severity and frequency of the occurrence(s).

- Required to attend classes to learn how to cite sources properly
- No credit for the assignment
- Parent/Teacher conference
- Parent/Teacher/Administration conference
- Suspension
- Long-Term Suspension
- Expulsion

Student Learning Expectations

Parents/Students

The influence of the parent/guardian is extremely powerful. The more parents/guardians understand how to navigate our system and hold students accountable, the more opportunity the student has to be successful at Valor Preparatory Academy of Arizona. Items such as up-to-date telephone numbers and email addresses will help us greatly in our collective efforts to support your student's academic success. Reviewing student work and providing guidance and feedback can be a huge benefit. With your support

and VPA's academic teams providing academic support, parents/guardians are able to focus on being motivators and guides for their students to help them achieve academic excellence.

Participation

A Valor Preparatory Academy of Arizona student must participate to earn a passing grade while attending Valor Preparatory Academy of Arizona. By interacting with the course and the instructor, the learner must participate in all course activities in order to earn a passing grade. Students are defined as participating in a course anytime they interact with their instructor (at school or in the digital version of the course) or are engaged with the course, which includes preparation, coursework, interaction with classmates, assessments, in-class participation, etc.

Participation in Extracurricular Activities

Attendance and participation in extracurricular activities (dance, sports, clubs, Friday events etc.) is a privilege that is earned by maintaining academic proficiency (not failing or having zeros in courses), attending Valor in face-to-face days, as well as completing the assigned material both online and in the face-to-face classes. Students who do **not** complete online or face-to-face coursework will be required to remediate the courses before attending extracurricular activities. Failure to do so will result in not being permitted to attend the extracurricular activities. The same is true for any students who demonstrate unsafe behaviors (harming or threatening to harm others or property) or repeatedly distracting from the learning environment. On Fridays, Valor offers a Student Success Room (SSR) where students may have extra tutoring from 10:00 – 12:00.

Volunteer Opportunities at Valor

- I. **Fingerprint Clearance; Criminal Safety Check**
 - a. Valor Prep Academy volunteer program requires volunteers to have their IVP Fingerprint Clearance Card issued from the AZ DPS. Requiring volunteers to have their IVP Fingerprint Clearance Card protects our volunteers, staff, and students. AZ DPS imposes a fee for this service. However, if circumstances prevent you from paying, please contact Mrs. Dube.
 - b. Please view the attached document titled IVP-New Applicant for more information on how to obtain your fingerprint clearance card.
- II. **Who can Volunteer?**
 - a. All volunteers must be at least 21 years old.
 - b. Younger siblings are not allowed on field trips.
 - c. Anyone who cares about children and education is a potential volunteer. Prior teaching experience is not necessary. Volunteers may include parents, guardians, grandparents, local retirees, and caring community members.
- III. **Volunteer Expectations**
 - a. **Volunteers are NOT authorized to discipline students nor are they authorized to touch any students. If a volunteer observes a student disruption or other issue, he/she will immediately alert the teacher/administrator and the teacher will handle the disruption/issue.**
 - b. Value: Volunteers through their actions and words, show that they *value* education, staff and students for their hard work and determination to serve one another and our school community.
 - c. Achievement: The work volunteers do is a vital part of our Valor community. Interaction with volunteers increases student engagement and achievement. Therefore, consider the

commitment you are making before you agree to volunteer. Avoid committing more volunteer time than you can fulfill.

- d. **Lifelong Learning:** Volunteers are always learning and growing as individuals. Volunteers accept responsibility and accountability for their actions, promote cooperation amongst the team and students and have a willingness to learn.
- e. **Open-minded:** Volunteers protect and promote the student's rights to dignity, privacy and respect, regardless of Race, Ethnicity, Gender, or Disabilities.
- f. **Respect:** Volunteers show respect for themselves, Valor staff, and Valor students at all times. Please be prompt and consistent. Please stay home when you are sick. Please call when you are going to miss your volunteer opportunity. Dress appropriately for the task at hand. Your speech and behavior should serve as good examples for the students to follow.

IV. **What Volunteers May Not Do:**

- a. **Discipline Students:** Volunteers may not discipline students. Alert the teacher to any discipline problems that you observe.
- b. Manage the classroom without supervision for any length of time.
- c. Access materials in student's files (health records, grades, etc.)
- d. Discuss specific students, staff, or school issues outside of your volunteer role. Volunteers, like teachers and staff, are bound by a code of ethics to keep confidential matters within the school.
- e. **Counsel Students.** If a student tells you something that concerns you, tell the teacher, counselor or principal. Do not ask more questions. Do not share what you heard with others.
- f. Bring alcohol, tobacco, recreational drugs, or firearms to campus or any other volunteer opportunity outside of campus.
- g. Post pictures of students at school or school related events on social media platforms.

V. **Field Trip information**

- a. Photo identification is required at all times. Prospective volunteers must submit their IVP Fingerprint Clearance Card and proper identification before going on any field trip.
- b. Siblings are not allowed on field trips. All volunteers must be at least 21 years old.
- c. Inappropriate language is not permitted in the presence of children. Please model good manners and professional behavior.
- d. Volunteers may never use tobacco, alcohol, and drugs on a field trip nor show evidence of intoxication.
- e. Volunteers must first sign in and check out at the school office.
- f. Please stay with your student group from the start to the finish of the field trip. Field trip ends when all of the students are back at school. Students may not be checked out to go home from the field trip destination.
- g. Students must always remain at the field trip site. Field trip chaperones may not take students anywhere else, including neighboring shops and restaurants.
- h. Chaperones must take responsibility for all assigned students. Do not trade or abandon students in your group. Speak privately with the teacher if you are uncomfortable with your group.
- i. Get an emergency contact phone number from the teacher before you and your group venture out independently.
- j. Students should use the restroom in pairs or teams. Please monitor the students from outside the restroom. It is appropriate to have students wait for each other until everyone

- is ready.
- k. Supervise students carefully. Under no circumstances should you leave a student or small group of students without supervision. Always be fully aware of what students are always doing.
 - l. Posting field trip photos to social media is prohibited. Many parents have not authorized their children to be photographed.

and participation in extracurricular activities (dance, sports, clubs, Friday events etc.) is a privilege that is earned by maintaining academic proficiency (not failing or having zeros in courses), Attendance attending Valor in face-to-face days, as well as completing the assigned material both online and in the face-to-face classes. Students who do complete online or face-to-face coursework will be required to remediate the courses before attending extracurricular activities. Failure to do so will result in not being permitted to attend the extracurricular activities. The same is true for any students who demonstrate unsafe behaviors (harming or threatening to harm others or property) or repeatedly distracting from the learning environment.

Attending Tutoring: Behavior Expectations

All VPA students are encouraged to attend tutoring and support time before or after their face-to-face courses each day. This time is designated for academic support and, as such, our teachers and Learning Coaches will be working to support our students' academic needs. If any students are causing issues that require repeated non-academic interventions including video game playing or distracting behaviors, that student(s) will be asked to leave by contacting the parent/guardian to come pick him/her up at the front office. Students may still contact teachers for academic support online from home.

Communication

Communication between students, families, teachers, and school staff is a key component to academic success. Students are expected to communicate frequently and respectfully with their teachers and other school staff. The more school staff are informed of the student's progress and any possible interruptions in learning, the better prepared they are to support the positive learning outcomes for students.

Exams

Exams provide the opportunity for weekly summative assessment of each unit. Students are expected to complete each exam with academic integrity. Students may request to retake an exam or may be asked by their teacher to retake an exam, if the student's learning could be extended if a second opportunity were provided. Final Exams will be taken at the school and proctored by a VPA employee.

Projects

Projects provide the opportunity for students to demonstrate their understanding of course content through their own words. As such, projects are a critical component of the hybrid learning process. Students are expected to:

- Complete all assigned projects with academic integrity
- Improve and resubmit projects when requested
- All projects must be submitted and/or presented as the teacher instructs
- Students will demonstrate the use of the 4Cs (Communication, Critical Thinking, Creative Problem-Solving, and Collaboration) in projects as part of the evaluation process.

Repeating Courses

There are two types of “repeat” courses at Valor:

- 1) Repeat and Delete: Repeat and delete refers to any courses taken at VPA that a student wants to replace on the transcript by taking the entire class over again. This includes all projects, essays, discussions, playlists, etc. When the student passes the courses, the new course grade is posted to the transcript and the previous grade is deleted.
- 2) Recovery: Recovery classes are diagnostic courses that, after taking the diagnostic portion, the student does not have to complete the entire course from the beginning. In the recovery courses, the original failing grade remains on the report card.

The decision to repeat and delete or recover credit is made by the student/family and approved by the administration. If a student fails a course at a school other than Valor Prep, the failing or lower grade will remain on the transcript.

Student Special Program Services

Child Find

Valor Preparatory Academy of Arizona ensures that all children with disabilities enrolled in the school or presenting for enrollment, including children with disabilities or those who are homeless, wards of the state, or student of a migratory family regardless of the severity of their disability, who may be in need of additional and/or related services are identified, located, and evaluated.

In compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, the VPA is required to provide a free and appropriate public education (FAPE) for all students with disabilities who enroll in the school. All new students will be screened within 45 calendar days of their initial enrollment. The teacher will complete the screening after reviewing the student’s abilities in the areas of vision and hearing, cognitive or academic, communication, motor, social or behavioral, and adaptive development. If any concerns are noted, the student will be referred for additional support.

If you suspect your child has a disability or is in need of additional assistance, please contact your teacher. More information can be found at [AZ Find](#).

Special Education Services

Valor Preparatory Academy of Arizona makes available special education and related services to all eligible students. Our teachers are trained to teach diverse learning styles and ability levels. VPA believes in close collaboration between staff, general education teachers, special education teachers, and parents. For more information about our special education programs, please contact the school.

Procedural Safeguards

Parents of a student with a disability (or suspected of having a disability) are entitled to a Procedural Safeguards Notice, which explains the rights of the parent and Student to ensure they are protected through the special education process. A copy of the procedural safeguards notice is offered to parents once annually and in specific instances; however, copies are always available by contacting the principal at Valor Preparatory Academy of Arizona.

Evaluation

A special education evaluation will be considered whenever the school suspects that the student may have a disability. Before the evaluation can be conducted, informed parental consent is required. Valor Preparatory Academy of Arizona may contract with private specialists to provide needed services for students requiring related services. Services include but are not limited to school psychologist, speech therapy, and occupational therapy. Results from the evaluation will then be shared with the Multidisciplinary Evaluation Team (MET), which consists of the student's parents, local education agency representative, classroom teacher, psychologist, special education teacher, and any other needed personnel (i.e., speech therapist, occupational therapist, etc.). The results of the evaluation determine a student's eligibility for special education services, but do not automatically qualify a student for these services. The IDEA sets out the rules and regulations regarding eligibility and the determination of whether a student qualifies for special education services. By law, Valor Preparatory Academy of Arizona must follow these rules and regulations.

Individualized Education Plan (IEP)

If it is determined by the MET that the student qualifies for special education services under the definition and guidelines of the IDEA, an Individualized Education Plan (IEP) will be written for the student, setting out specific goals, accommodations, services, and placement. The IEP must be reviewed at least annually or at the request of an IEP team member.

For more information or questions regarding special education services, contact:

ADA Coordinator
13185 W Thomas Rd.
Goodyear, AZ 85395
623.298.4520

Section 504 Services

The Section 504 regulations require schools to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

If the student has a medical or mental condition that interferes with his/her working and learning, a 504 plan may be created to assist the student with her/her day-to-date learning challenges. The plan gives the school the ability to apply accommodations that a regular education student may not be able to apply. Possible disabilities that can be accommodated by a 504 plan are allergies, ADHD, cancer, epilepsy, eating disorder, diabetes, juvenile arthritis, vision impairment, hearing impairment, bi-polar, residual effects of an injury.

In compliance with Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with disabilities, shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity of Valor Preparatory Academy of Arizona. For more information or questions regarding special education services, contact:

ADA Coordinator
13185 W Thomas Rd.

Goodyear, AZ 85395
623.298.4520

Section 504 Grievance Procedure

Any person who believes she or he has been subjected to discrimination on the basis of disability by a student, staff member, or third party may file a grievance under this procedure. Examples of disability discrimination can include, but are not limited to, disability-based harassment; limiting or denying a qualified individual with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving an aid, benefit, or service; treating a student differently on the basis of disability; denying a student with a disability a free and appropriate education; and failing to make modifications of “policies, practices, or procedures” when such modification is necessary to accommodate individuals with disabilities. Valor Preparatory Academy of Arizona prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance.

Grievances must be submitted to the principal (or her/his designee) within thirty calendar days of the date the person filing the grievance becomes aware of the alleged discriminatory action.

A complaint should be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought. If the Complainant is unable to put the complaint in writing; the school shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint.

The principal (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested people an opportunity to submit evidence relevant to the complaint, including the opportunity to present witnesses. The principal will maintain the files and records of the school relating to such grievances.

The principal (or her/his designee) will issue a written decision on the grievance no later than thirty school days after its filing, unless extenuating circumstances require an extension of the 30-day timeline. In such a case, the principal (or her/his designee) will communicate with the parties concerning the need for an extension.

The person filing the grievance may appeal the decision of the principal (or her/his designee) by writing to the school board within fifteen calendar days of receiving the principal decision. The school board shall issue a written decision in response to the appeal no later than thirty school days after its filing.

The school shall maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA) throughout the investigation of the grievance. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Education, Office for Civil Rights.

The school will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The principal will be responsible for making such arrangements.

English Language Learners (ELL)

Arizona law requires that children with a home language other than English be assessed using the Arizona English Language Learner Assessment (AZELLA) for proficiency in oral language, reading comprehension, and written communication. Following parent/guardian notification, students who are identified as limited English proficient may receive various forms of instructional support focused on English acquisition. Valor Preparatory Academy of Arizona offers an English Language Learning Program to serve students who need assistance in learning English. Full inclusion of English Language Learners is practiced. For more information or questions regarding ELL education services, contact:

ELL Coordinator
13185 W Thomas Rd.
Goodyear, AZ 85395
623.298.4520

Manifestation Determination

In the circumstance where there is a discipline concern that will result in action taken by the school, including, but not limited to, suspension and expulsion, with a student that qualifies for special education or 504 Plan, the special education teacher will hold a manifestation of determination meeting with the appropriate IEP team members in attendance. When there is an attendance concern with a student that qualifies for special education, the IEP or 504 team will meet to determine if the services in place are appropriate for FAPE and if the student's disability is a barrier. If the team determines that the services are appropriate and the disability is not a barrier, the team will conclude the meeting with a prior written notice and follow the school truancy process.

Service Animals in School

A service animal is defined as any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The tasks performed must be directly related to a person's disability. Individuals with disabilities are permitted to be accompanied by their service animal in all areas of the school's facilities where members of the public, participants in services, programs or activities, or invitees are allowed to go.

Work or tasks include, but are not necessarily limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

It is important that everyone understands the role of a service animal to ensure the safety, well-being, and success of students, staff, and service animals. **Service animals are not pets.**

Parents/Guardians are expected to give the school notice of necessity and use of the service animal to allow time to prepare other students and staff for the animal to be in school and determine any possible

health issues for other students. Parents/Guardians are expected to submit all paperwork at least 5 school days prior to having the service animal on campus. See the Executive Director or designee for required documentation.

Student Health and Safety

Video Surveillance

The school authorizes the use of video cameras on school property to ensure the health, welfare, and safety of all staff, students and visitors to the school, and to safeguard school facilities and equipment. Video cameras may be used in locations deemed appropriate by the principal while safeguarding the privacy rights of students and staff. Video recordings may become a part of a student's educational record. The school shall comply with all applicable state and federal laws related to record maintenance and retention.

Mandatory Reporting

The law does not recognize confidentiality between a student and school personnel. The Arizona mandatory reporting law A.R.S §13-3620 requires that school personnel or any person who has responsibility for the care or treatment of a minor, who reasonably believes that a minor has been the victim of physical injury, abuse, child abuse, a reportable offense, or neglect shall immediately report or cause a report to be made of this information.

Diabetes Policy

In accordance with A.R.S §15-344.01, the management of students with diabetes in the classroom, on School grounds and at school-sponsored activities shall be in compliance with this policy. Students attending Valor Preparatory Academy with diabetes shall have a Diabetes Medical Management Plan (DMMP) on file with the School and the DMMP shall be updated and submitted annually.

The DMMP shall:

- Be provided by the Parent or Guardian;
- Be signed by the appropriately licensed health professional, nurse practitioner or pharmacist;
- Authorize the student to carry appropriate medications and monitoring equipment;
- Acknowledge that the student is capable of self-administering medications and equipment;
- Specify a method to dispose of equipment and medications in a manner agreed on by the parent or guardian and the school; and
- List the medications, monitoring equipment, and nutritional needs that are medically appropriate for the student to self-administer and that have been prescribed or authorized for the student.

Student Self-Administration of Medication

When on a Valor Preparatory Academy of Arizona's physical campus or school-sponsored event off-campus, students are to take extraordinary precautions to ensure that any medication or equipment is secure and shall never make the medication and/or equipment available to another student. The student shall immediately report to the school administration any theft or loss of the medication and/or equipment brought to the school. Violation of these procedures may subject the student to disciplinary action. Students are required to practice proper safety precautions for the handling and disposal of the

equipment and medications authorized under the DMMP.

Medication must come in the prescription container as provided by the physician and/or pharmacy. If a student fails to practice proper safety precautions, the school may withdraw student's authorization to self-monitor blood glucose and/or diabetes medication and develop a plan for administration by a designated staff member when on a Valor Preparatory Academy of Arizona's physical campus location or a school sponsored event off-campus.

School Administration of Medication

If a student is not capable of self-monitoring blood glucose and/or self-administering medications, any medication administration services specified in the student's DMMP shall be provided by the school when the student is on Valor Preparatory Academy of Arizona's physical location or on a school sponsored event off-campus.

Two or more staff members shall be identified as designated staff members for the purposes of the administration of diabetic medications including storing, supervising ingestion, and recording. School employees shall not be subject to any penalty or disciplinary action for refusing to serve as a designated staff member. Designated staff members shall receive training by an appropriately licensed health professional as to the implementation of a student's DMMP. VPA, its employees, and members of its school board, are immune from civil liability with respect to actions taken to adopt this policy and all decisions made and actions taken that are based on good faith compliance with this policy.

Standards of Conduct, Expectations, and Procedures

All stakeholders at Valor Preparatory Academy of Arizona are always expected to treat each other with respect and dignity. Students, whether in writing, on the phone, or in-person, are expected to interact with staff, teachers, and other students respectfully. No one is permitted to interfere with the learning process at any time.

Valor Preparatory Academy of Arizona embraces that students are afforded many basic rights. Students' basic rights include the right to a meaningful educational experience. While we strive to provide a school experience that fosters a learning environment that is safe and that values students' viewpoints, opinions, and unique needs and characteristics, students must also demonstrate a commitment to honoring the rights of all members of our school system. To that end, students must balance their right to an education with their responsibility for their actions, particularly when their actions are inappropriate.

Interference with learning may include, but is not limited to, the actions below:

- Lewd or vulgar use of language
- Threats or intimidation
- Plagiarism or cheating
- Refusal to comply with directives
- The use of alcohol, drugs, and tobacco, including e-cigarettes and/or vapor, are prohibited at all school events by staff and students.

If a student has demonstrated inappropriate behavior, a Student Incident Referral Form will be completed to document the incident. The following discipline measures may be taken, depending on the severity and frequency of the occurrence(s).

- Parent/Teacher conference
- Parent/Teacher/Administration conference
- School/Community Service
- Suspension
- Long-Term Suspension
- Expulsion

DISPLAYS OF AFFECTION

Public displays of affection by students are not acceptable in an educational environment. Physical contact other than holding hands is prohibited.

Consequences for students who violate this policy:

First Offense – Warning to students with documentation

Second Offense – Referral for administrator-student conference

Third Offense – Administrative Discipline

Student Dress Code

Valor Preparatory Academy of Arizona (VPA) strives to provide students an opportunity to learn in a positive educational environment that reflects students' confidence and pride in their school and self. The school believes that the dress code should reflect the typical expectations of a "casual dress" work environment.

The school has established acceptable dress code standards which apply to all students. Students are empowered to ensure their school clothing selections meet these standards. The principal is responsible for ensuring that the dress code policy is adequately enforced and implemented at the school and has the authority to determine whether a student's attire meets these standards. Students who do not follow the Dress Code may be asked to change clothes or remove accessories. If the student does not have appropriate alternative clothing at school, it may be necessary for parents to bring appropriate attire or borrow clothing from the office.

Dress Code Standards:

- All shirts and tops must cover the midriff. Clothing that is too revealing will not be permitted. The following are examples of clothes that do not meet Valor dress standards: Muscle shirts, strapless tops, halter tops, tube tops and/or spaghetti strap tops, sheer or mesh clothing that does not have an appropriate blouse or shirt underneath are not permitted.
- Any article of clothing with a printed message, word, or phrase may not contain profanity, obscenity, suggestive language, or the promotion of any illegal activity or violence. Likewise, any article of clothing with a picture or graphic may not be obscene or promote any illegal activity or violence. Students wearing any article of clothing that is deemed inappropriate, offensive or a distraction to the educational environment by a staff member will be required to change.
- Shorts and skirts that are too short are not acceptable
- Pants must be worn at the hips and clothing must cover undergarments at all times.
- Pajama bottoms are not acceptable in any workplace nor are they to be worn at Valor

- Shoes must be worn every day and for the students' safety, appropriate footwear is required for the sport court or physical activities such as outdoor sports.
- Tights/knee high socks may be worn under skorts and skirts, but not alone as pants.
- Bandanas and hoods may not be worn during the school day. Any headwear worn during school hours must have a necessary function and be approved in advance by administration. Sunglasses are allowed outside.
- Wearing, carrying, and displaying gang paraphernalia, names, signs, or symbols of gang membership are prohibited.
- The length and style of hair (both facial and head) and jewelry shall be limited if it constitutes a health or safety hazard or if it is harmful to the building or equipment. In both cases, the student may be required to wear some type of protective covering or remove jewelry.

Dress Code Policy Exceptions

- The administration will make the final determination on appropriate dress attire when needed.
- School administrators will have the discretion to suspend the dress code regulations for school-wide events.
- Sponsors of extracurricular activities may impose further restrictions, if necessary. The principal, in conjunction with other administrators and teachers, is responsible for administering the Dress Code policy.

Violation of the Dress Code policy shall not affect a student's academic grade.

For more specific information on the student dress code, please direct any questions to the school principal.

Equal Educational Opportunity/Non-Discrimination

Federal and state laws prohibit discrimination on the basis of race, color, national origin, gender, age, religion, or disability. Valor Preparatory Academy of Arizona provides nondiscriminatory learning and work environment ensuring that all students and staff are free from unlawful discrimination. A lack of English language skills will not be a barrier to admission and participation in the education programs of the school. This commitment extends to all school programs and school-sponsored events.

In the event a student experiences discrimination, the student should report the incident to the school administration within ten school days. The inability of a student or legal guardian to speak English should not prevent the reporting of the violation. Every reasonable measure to interpret a non-English speaker's concerns will be taken.

The following individuals has been designated to handle inquiries regarding the non-discrimination policies:

Amy Spencer
Amy.spencer@valoraz.org
13185 W Thomas Rd.
Goodyear, AZ 85395

623.298.4520

504 Coordinator
13185 W Thomas Rd.
Goodyear, AZ 85395
623.298.4520

For further information on notice of non-discrimination, visit <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Procedures for Filing Complaints

Any person who believes he/she has been the subject of or is a witness to discrimination or harassment shall immediately notify any teacher, office personnel, or school administration. Complaints that cannot be reported immediately must be reported within ten school days. The school employee receiving the report or complaint, or who personally witnesses discrimination or harassment, shall immediately inform the school administration of the report or complaint and complete a Statement of Facts form.

Procedures for Investigation of the Report/Complaint

The school administration will investigate the incident personally or designate another school employee to conduct the investigation. The alleged victim or witness will be required to complete a Statement of Facts form, or if a Statement of Facts form is not available, set forth in another written form all information relevant to the complaint, including a description of the conduct alleged (i.e., specific words, statements, or actions), names of perpetrator and victim, places, times, and other witnesses. The school shall contact an outside agency (i.e., Department of Child Safety or law enforcement) as required by statute or when otherwise deemed appropriate during the investigation.

Investigative Findings

In all cases, regardless of whether a violation of school policy is found, or a complainant no longer wishes to pursue his/her complaint, the investigation shall conclude with a written investigation report. The report shall include findings, conclusions and any possible recommendations, including any discipline referral resulting from the alleged conduct, to be prepared by the individual who conducts the investigation. The report shall be drafted as soon as possible after the investigation is completed. Both parties shall be notified of the outcome of the investigation, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Bullying/Cyber-Bullying/Harassment

Valor Preparatory Academy of Arizona and its School board are committed to providing all students with a safe school environment where everyone is treated with respect. Students have a right to be free from any form of bullying. Students, parents, and school employees have a right and a responsibility to report incidents of bullying.

Confidential Reporting

Students and parents/guardians have the right to confidentially report in writing to school administrators, teachers, or other staff members' instances of bullying, harassment, and intimidation

(A.R.S. § 15-341(A)(37)). These reports will be shared with appropriate school officials so that appropriate steps can be taken to ensure that all students have a learning environment that is safe emotionally, mentally, and physically. Reports must be made within thirty (30) calendar days of the last incident.

Definitions

Bullying: Bullying of an individual or group can occur through written, verbal, physical, emotional or psychological methods. Bullying may occur when an individual or group engages in any form of behavior or aggression that includes such acts as intimidation and/or harassment that:

- has the effect of physically harming an individual, damaging an individual's property, or placing an individual in reasonable fear of harm or damage to property;
- is sufficiently severe, persistent or pervasive that the action, behavior, aggression, or threat creates an intimidating, threatening, hostile, or abusive environment in the form of physical, emotional, or psychological harm or distress;
- behavior, aggression or threat occurs repeatedly over time;
- occurs when there is a real or perceived imbalance of physical, emotional, or psychological power or strength; or
- may constitute a violation of law.

Harassment: Harassment is behavior by an individual or group that consists of systematic and/or continued unwanted and annoying actions, including threats and demands. Harassing conduct may take many forms, including verbal acts and name-calling (e.g., bullying); graphic and written statements, which may include use of cell phones, social-media or the Internet (e.g., cyberbullying); or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment based on race, disability, sex, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance may violate an individual's civil rights when such harassment is sufficiently serious that it creates a hostile environment and such harassment is encouraged, tolerated, not adequately addressed or ignored.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying, or harassment committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other charter-owned property, and by means of an individual's personal electronic media and equipment.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by the use of social media.

Reporting Incidents of Bullying or Harassment

Students and others should report any incidents of bullying to a teacher, school administrator or any

other school employee (i.e., educational assistant, receptionist, etc.). It is mandatory that school employees report any incidents of bullying in writing to the school administration. Students who cannot immediately file a report must do so within thirty (30) calendar days of the last incident.

The school employee receiving the report/complaint who believes a student has been subjected to bullying or personally witnesses bullying shall:

- Check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or law enforcement).
- Have the Student complete a Student Concerns, Complaints, and Grievances Form. An adult may assist the student in completing the Student Concerns, Complaints, and Grievances Form if necessary.
- At a minimum, the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation.
- At a minimum, the school employee shall put the report/complaint in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation.
- When a school employee receives the information, the employee will give the information to the school administrator no later than the next school day following the day of the report/complaint.

All violations of the policy shall be treated in accordance with the appropriate procedures and penalties provided for in this handbook and A.R.S. § 15-341(37). Any student who has committed the act of bullying/harassment/intimidation intentionally files a false report or has retaliated against another who has participated in any manner in an investigation, proceedings or hearing conducted in response to an investigation of bullying, will be subject to consequences.

Procedures for Investigation of the Report/Complaint

A school administrator shall investigate the incident or the activity within ten (10) instructional school days. Extension of the timeline may only be by necessity as determined by the School Administration. A school administrator shall check to see if an outside agency needs to be contacted (i.e., Department of Child Safety or local law enforcement authorities). A school administrator shall complete a Student Discipline Referral form if the student is found to have violated the bullying policy.

All violations of this policy shall be treated in accordance with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others. A complaint may be withdrawn at any time. If the person chooses to re-file the complaint, it must be re-filed within 30 calendar days of the original incident.

Sexual Harassment (Title IX) and Non-Discrimination

Valor Preparatory Academy of Arizona (VPA) is committed to ensuring that students enjoy an educational and work environment that is free from harassment or unlawful discrimination. Valor Preparatory Academy of Arizona shall take prompt and appropriate disciplinary action to address violations of this policy. All Valor Preparatory Academy of Arizona students are expected to conduct themselves at all times so as to maintain an atmosphere free from sexual harassment.

VPA is committed to maintaining an educational and working environment free from sex discrimination

and harassment and encourages any student or employee who believes they have been subjected to discrimination on the basis of sex, whether by students or by employees, to utilize these procedures set out in this Policy. The protections of this Policy apply to all students, employees, parents, and visitors to School property or School-sponsored activities or events.

VPA shall identify an employee to serve as the Title IX Coordinator and authorize that individual to coordinate and facilitate the school's compliance efforts regarding its responsibilities under Title IX. Inquiries about the application of Title IX or formal complaints should be directed to the school's Title IX Coordinator at:

Amy Spencer

13185 W Thomas Rd.
Goodyear, AZ 85395
Angela.franke@valoraz.org
623.298.4520

Investigator

Amy Spencer
13185 W Thomas Rd.
Goodyear, AZ 85395
Amy.spencer@valoraz.org
623.298.4520

Decision Maker

Dan Mahlandt
13185 W Thomas Rd.
Goodyear, AZ 85395
Dan.mahlandt@valoraz.org
623.298.4520

The contact information for the Title IX Coordinator and the school's nondiscrimination notice will be prominently posted on the school's website and in any student or employee handbooks. Any documents used to train the Title IX Coordinator, investigators, decision makers and others involved in the grievance process will be posted on the school's website. In addition, the school will notify students, parents or guardians of students, employees, applicants for admission and employment, and unions or similar employee professional organizations that have an agreement with the school of this Policy and the grievance procedures included in this Policy, including how to report sexual harassment and how the school will respond to such reports. The required notification may be accomplished in any way that the school deems appropriate and effective.

Any person may report sex discrimination, including sexual harassment, regardless of whether the person reporting is the person alleged to be the victim of the reported conduct or not. A report may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal

or written report. Complaints of sex discrimination that are not sexual harassment will be handled pursuant to the school's regular procedures for resolving student or employee grievances promptly and equitably. Formal complaints of sexual harassment will be handled using the grievance procedure set forth in this Policy.

VPA is committed to offering supportive services to every Complainant regardless of whether a formal complaint is submitted, to investigating each formal complaint submitted and to taking appropriate action on all confirmed violations of Policy. The school shall follow grievance procedures that provide for the prompt and equitable resolution of formal complaints from students and employees alleging sexual harassment.

Definitions Used in This Policy

The following definition of sexual harassment has been established by the Title IX regulations and implemented by VPA in regard to this Policy.

Sexual harassment: Conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Complainant: Any person who is participating in or attempting to participate in the school's education or employment programs and/or activities and who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent: A person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Party/Parties: All Complainant(s) and Respondent(s) involved in a formal complaint; formal complaints may involve multiple Complainants and/or Respondents.

Formal Complaint: A document filed by a Complainant or one that is signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the school investigate the allegation of sexual harassment.

Actual Knowledge: Notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the school who has the authority to institute corrective measures on behalf of the school, or to any employee of the school.

Program or Activity: Any location, events or circumstances over which the school exhibits substantial control over both the alleged harasser and the context in which the harassment occurred.

Supportive Measures: Non-disciplinary, non-punitive, individualized services offered as appropriate and as reasonably available, and without fee or charge to a Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint has been filed, which are designed to restore or preserve equal access to education or employment programs and/or activities without unreasonably burdening the other party, including measures designed to protect the safety of parties or the educational/work environment or to deter sexual harassment.

Allegations of Sexual Harassment

Upon receiving notification of alleged sexual harassment, the Title IX Coordinator shall promptly and confidentially contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint, if applicable.

The Title IX Coordinator shall offer supportive measures to the Complainant, either before or after the filing of a formal complaint or following a report where no complaint has been filed. Supportive measures may include, but are not limited to counseling, class modifications or class schedule changes, and/or increased monitoring and supervision, as deemed appropriate by the Title IX Coordinator.

Grievance Process Generally

The investigator, decision maker and appeal officer involved in the investigation of a formal complaint shall not be the same person and although the Title IX Coordinator may also be the investigator, the Title IX Coordinator shall not serve as the decision maker or appeal officer in any investigation.

In the event that any person involved in an investigation has a concern that the designated investigator, decision-maker, or appeal officer may have a bias or conflict of interest, or for any other reason, the Title IX Coordinator will evaluate the situation and determine in their sole discretion whether to designate a different internal investigator, decision-maker, or appeal officer. In their sole discretion, the Title IX Coordinator may choose to retain an outside investigator, decision-maker, or appeal officer.

Prior to a determination of responsibility for the conduct alleged, the school may remove a student who is a Respondent from the School's educational program or activity on an emergency basis, only when such removal is necessary to protect the student or another individual from an immediate threat to physical health or safety. If a student has an IEP or a Section 504 Plan, the decision to remove the student on an emergency basis must be coordinated with the school's special education staff and in compliance with relevant IDEA or Section 504 requirements. The school may place an employee who

is a Respondent on administrative leave while allegations are investigated and resolved in accordance with this Policy.

The school will attempt to complete the grievance process within 60 school days, not including any time for an appeal of the Determination of Responsibility. The grievance process may be temporarily delayed and/or timelines may be extended for good cause with written notice to the parties explaining the reason(s) for the delay or extension.

Title IX sexual harassment complaints may include violations covered in A.R.S. § 13-3620, Duty to report abuse, physical injury, neglect and denial or deprivation of medical or surgical care or nourishment of minors; medical records; exception; violation; classification; definitions. Any abuses classified by statute as “reportable offenses” must be reported as such to local law enforcement authorities, as not reporting a reportable offense is classified as a Class 6 Felony. When the Title IX Coordinator, investigator, decision-maker, or appeal officer reasonably believe that a law enforcement investigation will commence in regard to the sexual harassment reported to the School, they reserve the right to temporarily suspend the grievance process and investigative efforts, but will continue supportive measures as appropriate; unless in conjunction with the law enforcement authorities it is determined that continuation of the internal investigation during a pending law enforcement investigation is permissible and necessary. If the investigation has been delayed due to a law enforcement investigation, as soon as the school becomes aware that the law enforcement investigation has concluded, the grievance process will resume. A finding by law enforcement that no wrongdoing occurred will not determine the outcome of the school’s investigation but will be considered along with the other evidence.

Grievance Process for Formal Complaints

A Complainant may file a formal complaint by submitting the complaint in person, by mail, by telephone, or by e-mail to the Title IX Coordinator or designee. If a verbal report of sexual harassment is made, the Complainant will be asked to submit a written complaint. If a Complainant refuses or is unable to submit a written complaint, the Compliance Coordinator or other school employee to whom the report was made will summarize the verbal complaint in writing and sign the summary.

If a Complainant does not file a formal complaint, the Title IX Coordinator in their sole discretion may sign a formal complaint and initiate the grievance process. The Title IX Coordinator will initiate the grievance process over the wishes of the Complainant only where such action is not clearly unreasonable in light of the known circumstances.

A complaint should be filed immediately after alleged sexual harassment occurs and as soon as possible in order to ensure the best possible investigation. Delay in filing can result in an impaired investigation due to lack of sufficient evidence and a compromised ability to rely on recollections of parties and witnesses.

Following the filing of a formal complaint, the Title IX Coordinator will provide written notice to the Complainant and the Respondent of the allegations of the formal complaint and the grievance process, including any informal resolution process. The notice of the allegations must include:

- Sufficient detail to allow the Respondent to prepare a response, including a description of the conduct alleged, the date and location of the conduct and the names of the Complainant and other involved parties, if any.
- A statement that the Respondent is presumed not to be responsible for the conduct and that responsibility will be determined at the conclusion of the process.
- A notice of the Complainant's and Respondent's rights to have an attorney or non-attorney advisor.
- The right of Complainant and Respondent to inspect and review any evidence.
- The prohibition on providing false statements or evidence in connection with the investigation of the complaint.

If additional allegations arise during an investigation and are investigated, the Title IX Coordinator or investigator will provide written notice of those additional allegations to both the Complainant and Respondent.

Informal Resolution

After a formal complaint has been filed and at any time during the grievance process before a determination is reached, allegations may be resolved informally only if a formal complaint is filed and only if the complaint does not allege that a school employee harassed a student. Both parties to a formal complaint must voluntarily agree in writing to participate in an informal resolution process. As part of the informal resolution process, the Title IX Coordinator may engage in interviews and other fact finding. Available methods of informal resolution include arbitration, mediation, and restorative justice procedures. Either party may withdraw from an informal resolution at any time before agreeing to a resolution and resume the grievance process. Once an informal resolution is agreed to by the parties, it becomes binding. The Title IX Coordinator has the discretion to decline informal resolution for some complaints, including complaints of sexual violence, and instead require a formal investigation.

Summary Dismissal

If the Title IX Coordinator or investigator determines that the allegations in a formal complaint, with all facts assumed to be true for this purpose, do not meet the definition of "sexual harassment" under the applicable Title IX regulations, did not occur in the school's educational program or activity, or did not occur against a person in the United States, the Title IX Coordinator or investigator shall summarily dismiss the formal complaint. The Title IX Coordinator or investigator may dismiss a formal complaint if the Complainant requests withdrawal of the complaint, the Respondent withdraws from the school or terminates their employment with the school, or specific circumstances prevent the

school from gathering appropriate evidence to make a determination regarding the allegations.

Upon dismissal of a formal complaint or any allegations contained in a formal complaint, the Title IX Coordinator will promptly and simultaneously provide written notice of the dismissal and the reason(s) for the dismissal to the Complainant and Respondent. If a complaint is summarily dismissed, the school may nevertheless take whatever additional disciplinary action it deems appropriate against the Respondent under its Student Code of Conduct and procedures related thereto.

Investigation

The investigation will be premised on a presumption that the Respondent is not responsible for the alleged act(s) of sexual harassment, and both parties will be treated equitably during the investigation. The burden of proof is on the school to prove a violation of this Policy by a preponderance of the evidence, which means that it is more likely than not that the Respondent engaged in the prohibited behavior.

This Policy prohibits the Complainant, the Respondent, and any witnesses from knowingly making a false statement or providing false evidence in connection with a Title IX investigation. The school may take disciplinary action under the Student Code of Conduct or Employee Handbook against individuals who make such false statements.

Both the Complainant and the Respondent will have a reasonable opportunity to present witnesses and other evidence to the investigator. The investigator will meet with each party and give them at least 24 hours' advance written notice of the date, time, location, and purpose of any interview that will be conducted. The school will not restrict the ability of either party to discuss the allegations and gather evidence related to the allegations of the formal complaint.

The designated investigator will interview the Complainant, the Respondent, any witnesses identified by either party, and review relevant records. School employees and students are required to fully participate in investigations, but in no event will a party be subjected to any disciplinary sanctions or consequences for refusing or failing to participate.

Before the investigator prepares the final investigation report, the Complainant, the Respondent and their advisors (if any) will be provided with an equal opportunity to review all evidence that is directly related to the allegations in the formal complaint. If possible, the evidence will be provided to the parties in an electronic format and manner that does not permit copying or downloading of the evidence. The evidence provided must include any evidence that the investigator does not intend to rely upon, and any exculpatory or inculpatory evidence from any source. Within 10 calendar days of the date on which they were provided with access to the evidence, the parties may prepare and submit to the investigator a written response to the evidence, which the investigator must consider before

preparing a final, written investigation report. Following the expiration of the date on which the parties may provide responses to the evidence, the investigator will promptly prepare and issue a written investigation report that fairly summarizes the relevant evidence discovered during the investigation, but no determination of responsibility will be made by the investigator.

Determination of Responsibility

The written investigation report and any responses submitted by the Complainant and/or Respondent will be provided to the school's assigned Decision Maker, who will make the determination regarding responsibility. The Decision Maker will provide each party with an opportunity to submit written, relevant questions for any party or witness within 5 calendar days of the date on which the Decision Maker is provided with a copy of the final written investigation report and any responses to the report.

If written questions are submitted, the Decision Maker will promptly provide the questions to the appropriate individual so the individual can provide answers to the questions. Answers to the questions must be provided to the Decision Maker within 5 calendar days of the date on which they are provided. The Decision Maker will promptly provide each party with the answers to the questions and allow for additional, limited follow-up questions in writing from both the Complainant and Respondent within 3 calendar days. If written follow-up questions are submitted to the Decision Maker, the Decision Maker will promptly obtain the answers and provide both parties with the responses to the additional questions. Any questions regarding a Complainant's prior sexual behavior or sexual predisposition will be deemed irrelevant unless they are offered to provide evidence that someone other than the Respondent committed the alleged misconduct or are offered to prove consent.

No sooner than 10 calendar days after receiving the investigation report, the Decision Maker will issue a written determination of responsibility (the "Determination") that includes:

- A statement of the allegations;
- A description of the procedural steps taken from receipt of the formal complaint through the Determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of fact supporting the Determination;
- Conclusions regarding the application of the school's code of conduct to the facts;
- A statement of and rationale for the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school's education program or activity shall be provided to the Complainant; and
- A description of the right to an appeal, how to request and appeal, and the permitted basis for an appeal.

The deadline for the Decision Maker to issue the Determination may be extended for good cause at the

Decision Maker's sole discretion. The Determination must be based upon a preponderance of the evidence (i.e., whether it is more likely than not that the violation occurred). The Complainant and the Respondent will be notified concurrently of the Determination.

Students found to have violated Title IX will be referred for potential disciplinary action. Employees found to have violated Title IX will be subject to employment actions, including discipline or termination of employment.

Appeals

Either the Complainant or the Respondent may appeal from: (a) the Determination regarding a formal complaint, (b) the school's handling of a report, or (c) the dismissal of a formal complaint, by submitting a written notice of appeal that includes the bases of the appeal to the Decision Maker within 10 calendar days of the date of the Determination. No hearing will be held for an appeal.

Written notice of the appeal will be provided to both parties by the school. Either party may file a written response in support of or challenging the Determination and the bases for the appeal within 5 calendar days of the date on which written notice of the appeal was provided to all parties. An appeal may be filed on the following bases only:

- A procedural irregularity affected the outcome of the matter;
- There is newly discovered evidence that could affect the outcome of the matter and that was not available at the time the Determination was made; and/or
- The Title IX Coordinator, the investigator or the Decision Maker had a conflict of interest or bias that affected the outcome of the matter.

The Parties will simultaneously be provided with a written decision regarding the appeal, which will describe the result of the appeal and the rationale for the decision.

Confidentiality and Retention of Investigation Information and Records

Except as necessary to complete a thorough and effective investigation and grievance process under this policy and as required by law or School policy, the identity of Complainants, Respondents, and witnesses, information related to investigations, evidence gathered, and records created during investigations will be maintained in strict confidence.

In implementing this policy, the school will comply with state and federal laws regarding the confidentiality of student and employee records. Information and records regarding any disciplinary sanctions imposed on an employee or student will be maintained and disclosed in the same manner as any other disciplinary record.

The Title IX Coordinator will retain investigation files for a time period of no less than 7 years, and investigation determination notices will be permanently retained in individual employee and student

files. The records maintained by the school will document that the school's response to allegations of sexual harassment was not deliberately indifferent and that measures were taken to restore or preserve equal access to the school's educational program or activity. If the school did not offer supportive measures in response to a report made under this Policy, the school's records will document why that response was not clearly unreasonable under the circumstances known at the time.

Training

The school will provide annual training to employees on identifying and reporting acts that may constitute discrimination, harassment or retaliation. The Title IX Coordinator, designated investigators, designated decision-makers, designated appeal officer, and any School employees who are designated to facilitate informal resolution processes, will receive additional training on this policy and implementation of the grievance process at least as often as required by the Title IX Regulations.

Link to OCR website for Title IX guidelines: [Home | OCR \(ed.gov\)](#)

Drug and Tobacco Free Campus

The use of Illegal drugs, including synthetic and look-a-like drugs, and the unlawful possession and use of alcohol are violations of safety and school rules. Legal medications, both prescriptions and over the counter must be given to administration prior to use and administered by designated school staff. Students may not possess, sell, transfer, distribute, or use any alcoholic beverage, controlled drugs, hallucinogens, or similar substances on school property, and at school sponsored activities. Furthermore, students may not possess any equipment or device for preparing or taking drugs. Violation of this is a serious breach of conduct. The school will notify law enforcement officials and the student's parent(s) or guardian(s).

If students possess, use, distribute, sell, or are under the influence of any item listed above, except under the written and shared direction of a licensed physician, they will be suspended from school for a period of five (5) to ten (10) days for the first offense, and the principal may recommend that the student be reassigned to an alternative placement or be expelled.

For a second offense, the student will be suspended for ten (10) days, and the principal will consider alternative placement or expulsion. The principal may consider the student's previous record in other schools and school districts.

If students sell any item listed above or that they represent to be any item listed above, they will be suspended from school for ten (10) days for the first offense, and the principal will recommend expulsion.

If students solicit a sale, transfer, or distribute other than selling, they will be suspended from school for five (5) to ten (10) days, and the principal may recommend expulsion. For a second transfer or distribution offense, the student will be suspended for ten (10) days, and the principal will recommend expulsion.

Weapons and Violence

All students are prohibited from possession of any weapon at any time on school property or during any school activity and/or event, whether on or off campus. A weapon may be an item a student may use to physically threaten, assault, attack or harm another person such as, guns, knives, razors, explosive devices, and/or any other item a student may bring to school and use to defend him/herself or harm another person. Misuse of school items such as chairs, pencils, rulers, etc. to assault and/or harm another person will also be considered as use of a weapon.

A student who violates this policy by carrying or possessing a firearm shall be placed in an alternative education program for a period of not less than one (1) year, suspended for a period of not less than one (1) year, or expelled and not be readmitted within a one (1)-year period, if ever. The school board, in its sole discretion, may modify the one (1)-year duration of such disciplinary action on a case-by-case basis.

A student who violates this policy by any means other than carrying or possessing a firearm shall be subject to disciplinary action, including but not limited to expulsion. Disciplinary action against a student with disabilities shall be applied on a case-by-case basis in accordance with school policies and state and federal special education laws.

Any employee who observes any person in possession of a weapon or simulated weapon on school premises shall immediately report the matter to the school administration. The administrator shall immediately take appropriate safety and disciplinary actions in accordance with school policies and shall immediately report a violation of this policy to a peace officer, pursuant to A.R.S. §15-515, if the weapon is a deadly weapon or the student is a minor in possession of a firearm.

Violence Prohibited

All students are prohibited from displaying violent acts that result in injury to another person and/or destroy or damage school property. Further, students cannot, through verbal or written expression, threaten to destroy or damage school property and/or cause injury or death to students, staff, or visitors. In the event of such an action, law enforcement authorities will be contacted. *Any student who commits an act of violence will be immediately suspended and may be recommended for expulsion.*

Consequences for acts of violence depend upon the student's intent to cause personal injury, the behavior resulting in personal injury, the behavior resulting in destruction or damage of school property, student's verbal or written threat to destroy school property, and 'Student's verbal or written threat to injure and/or kill students, staff and/or visitors.

Search and Seizure

School officials may conduct searches when there is reasonable suspicion that the search will yield evidence of the student's wrongdoing or when there is evidence that students and/or staff are in imminent danger of injury on school grounds. Items provided by the school for storage (e.g., lockers, desks) or personal items are provided as a convenience to the student but remain the property of the school and are subject to its control and supervision. Students have no reasonable expectancy of privacy in their lockers, desks, storage areas, etc., and these areas may be inspected at any time with or without reason, or with or without notice, by school personnel.

School officials conducting a search or seizure will follow these guidelines:

1. The search will be restricted to the information that justified the search in the first place.
2. General searches of school property (including personal items found in and on school property) may be conducted at any time when there is reasonable suspicion for school officials to believe that something which violates the law or school rules is on school property. This search of school property may be made without the student being present.
3. Illegal items (firearms, explosive devices, weapons, tobacco, alcohol, drugs) or other possessions reasonably determined to be a threat to the safety, security of others, or might possibly interfere with school purposes shall be seized by school officials.
4. Items that are used to disrupt or interfere with the educational process may be temporarily removed from a student's person.
5. A student's person may be searched by school employees when there is reasonable suspicion to believe that the student has on his/her person illegal items or other items that may interfere with any school purpose.
6. School employees may search motor vehicles parked on school property when there is individualized and reasonable suspicion that the search of a student's effects will yield evidence of misconduct.

Student Interviews

School officials may question and/or interview students regarding matters related to the health, safety, and welfare of students and staff without limitation. The parent will be contacted if a student interviewed is then subject to discipline for violation of the school's behavioral standards and expectations.

Hazing Prevention Policy

Valor Preparatory Academy of Arizona expressly prohibits any acts of hazing. Additionally, soliciting others to engage in hazing is prohibited. Aiding and abetting other persons engaged in hazing is also expressly prohibited by Valor Preparatory Academy of Arizona. This prohibition applies even if the victim of hazing consents to or acquiesces in the hazing activity. All students, teachers, and staff of Valor Preparatory Academy of Arizona will take reasonable measures within the scope of their individual authority to prevent violations of the hazing prevention policy

Hazing is defined by A.R.S §15-2301 as 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:

- (a) 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.
- (b) The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.

Students, parents, teachers and staff can report violations of the hazing prevention policy by filing a complaint for a violation with the building administration.

Steps taken after a complaint is submitted:

- A. An investigation by the school principal, or their designee, shall be conducted, affording all interested persons an opportunity to submit evidence relevant to the complaint, including the opportunity to present witnesses. The school leader will maintain the files and records relating to hazing complaints.

- B. The school principal will complete the investigation and issue a written decision on the grievance no later than 30 school days after its filing, unless extenuating circumstances require an extension of the 30-day timeline. In such a case, the school leader (or her/his designee) will communicate with all parties concerning the need for an extension.
- C. If it is determined that hazing has occurred, the school shall take the appropriate steps to prevent the recurrence of such action and correct the effects on the complainant and others through disciplinary or other measures.
- D. The school shall maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA) in any communication with the involved parties regarding the investigation.
- E. The school may be required to report incidents of hazing to the local law enforcement agencies.

Suspension and Expulsion Policy

Valor Preparatory Academy of Arizona (VPA) recognizes that exclusion from the educational program of the school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process. Exclusions affecting students with disabilities shall be governed by applicable state and federal law and regulations.

VPA may, after a proper hearing, suspend or expel a student for such time as it deems necessary, or may permanently expel a student.

Suspension Procedure

VPA Administration may suspend any student for disobedience or misconduct, including a violation of the Code of Conduct, for a period of one to ten consecutive school days and shall immediately notify the parent/guardian in writing when the student is suspended.

No student may be suspended without notice of the reasons for which s/he is suspended and an opportunity to be heard on his/her own behalf before the school official who holds the authority to reinstate the student. Prior notice is not required where it is clear that the health, safety or welfare of the school population is threatened. Suspensions may not be made to run consecutively beyond the ten (10) school day period.

When a suspension exceeds three school days, the student and parent/guardian shall be given the opportunity for an informal hearing with the building principal or his/her designee. Such a hearing shall take place as soon as possible after the suspension, and VPA shall offer to hold it within the first five days of the suspension.

The purpose of the informal hearing is to permit the student to explain the circumstances surrounding the event leading to the suspension, to show why he/she should not be suspended, and to discuss ways to avoid future offenses.

Due Process – Informal Hearing

1. The student and parent/guardian shall be given written notice of the reasons for the suspension.
2. The student and parent/guardian shall receive sufficient notice of the time and place of the informal hearing.
3. The student may question any witnesses present at the informal hearing.

4. The student may speak and produce witnesses who may speak at the informal hearing.
5. The school shall offer to hold the informal hearing within five days of the suspension.

In-School Suspension (exclusion from classes)

No student may receive an in-school suspension without notice of the reasons for which s/he is suspended and an opportunity to be heard prior to the time the suspension becomes effective. The parent/guardian shall be informed of the suspension action taken by the school.

Should the in-school suspension exceed ten consecutive school days, the student and parent/guardian shall be offered an informal hearing with the building principal. Such hearing shall take place prior to the eleventh day of the in-school suspension. The procedure shall be the same as the procedure for informal hearings held in connection with out-of-school suspensions.

The VPA shall provide for the student's education during the period of in-school suspension.

Expulsion Procedure

Expulsion is exclusion from school for a period exceeding ten consecutive school days. Valor Preparatory Academy of Arizona may permanently expel from the school rolls any student whose misconduct or disobedience warrants this sanction. No student shall be expelled without an opportunity for a formal hearing.

Due Process – Expulsion Hearings

A formal hearing shall be required in all expulsion actions. The formal hearing shall observe the following due process requirements

1. Notification of the charges in writing by certified mail to the student's parent/guardian.
2. At least three days' notice of the time and place of the hearing, which notice shall include a copy of this policy, hearing procedures, and notice of the right to representation by legal counsel. A student may request the rescheduling of the hearing when s/he demonstrates good cause for an extension.
3. The hearing shall be private unless the student or parent/guardian requests a public hearing.
4. Representation by counsel at the parent's/guardian's expense and parent/guardian may attend the hearing.
5. Disclosure of the names of witnesses against the student and copies of their written statements or affidavits.
6. The right to request that witnesses against the student appear in person and answer questions or be cross-examined.
7. The right to testify and present witnesses on the student's behalf.
8. A written or audio record shall be kept of the hearing and a copy made available to the student at the student's expense, or at no charge if the student is indigent.
9. The hearing shall be held within fifteen school days of the notice of charges, unless a delay is mutually agreed to by both parties or delay is necessary due to
 1. The need for laboratory reports from law enforcement agencies.
 2. The pendency of evaluations or other court or administrative proceedings based on a student invoking his/her rights under the Individuals with Disabilities Education Act (IDEA).

3. The condition or best interests of the victim in cases of juvenile or criminal court involving sexual assault or serious bodily injury.
10. Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

A written notice shall be issued after Valor Preparatory Academy of Arizona has acted to expel a student. The notice may include additional conditions or sanctions.

Attendance/School Work During Suspension and Before Expulsion

Students serving an out-of-school suspension must make up missed exams and work and shall be permitted to complete assignments pursuant to established guidelines.

Students who are facing an expulsion hearing must be placed in their normal classes if the formal hearing is not held within the ten-school day suspension.

If it is not possible to hold the formal hearing within the first ten school days, the school may exclude such a student from class for up to five additional – fifteen total – school days if, after an informal hearing, it is determined that the student's presence in his/her normal class would constitute a threat to the health, safety or welfare of others.

Any further exclusion prior to a formal hearing may be only by mutual agreement. Such students shall be given alternative education, which may include home study.

Attendance/School Work After Expulsion

Students who are under seventeen years of age are still subject to compulsory school attendance even though expelled and shall be provided an education.

The parent/guardian has the initial responsibility of providing the required education and shall, within thirty days, submit written evidence to the school that the required education is being provided or that they are unable to do so. If the parent/guardian is unable to provide for the required education, the school shall, within ten days of receipt of the parent's/guardian's notification, make provision for the student's education.

A student with a disability shall be provided educational services as required by state and federal laws and regulations and VPA policies.

Student Digital Citizenship

Valor Preparatory Academy of Arizona uses a variety of digital resources online, in the courses and in the classroom. It is important that Valor Preparatory Academy of Arizona students know how to appropriately use digital resources in an ethical, safe, and wise manner. All students will receive digital citizenship training to ensure they know how to interact safely and respectfully in today's digital environment.

Parent Student Portal (PSP), PSP Community, Student Information System, and

Learning Management System Rules for Terms of Use

These systems are available to students while participating in their educational experience and as they become literate in an increasingly technological world. The purpose of these Rules for Terms of Use is to foster the appropriate use of the PSP and LMS. Here are some items to remember

- Remember that the network is not private.
- Students may not use the PSP or LMS to do anything unlawful, malicious, or discriminatory.
- Students may not use profane, lewd, rude, defamatory, or threatening, forms of communication.
 - This applies to verbal and written language, diagrams, photographs, representations, videos, or any other form of communication
- Students may not post content or take any action on the PSP, LMS, or student community that infringes on someone else's rights.
- Students may not use the Valor Preparatory Academy of Arizona's network to engage in any illegal act, including, but not limited to, arranging for the purchase or sales of drugs or alcohol, engaging in criminal activity or threatening the safety of another person.
- Students may not post photographs, comments, or blogs that display illegal substances or include references to illegal substances
- Students may not bully, intimidate, or harass other persons.
- Students may not post content that is pornographic, contains nudity or graphic violence.
- Students may not solicit login information or access an account belonging to someone else.
- Students may not upload viruses or other malicious code.
- Students may not send or otherwise post unauthorized commercial communications to users (such as spam).
- Students may not post sensitive information such as account access information or financial information.
- All course materials are copyrighted and to be used exclusively by enrolled students who may print, photocopy material from the LMS and PSP for their own use.

Disclaimer: Valor Preparatory Academy of Arizona does not warrant, and specifically disclaims, all warranties of any kind, either expressed or implied, including but not limited to, the implied warranty of merchantability fitness for a particular purpose or non-infringement, relating to the use of, and/or materials obtained via, the Internet.

VPA will remove any content students post in the PSP or LMS if it violates these rules. Any and all photographs, comments, blogs, and interests are fully moderated by VPA. If any student repeatedly violates the letter or spirit of these rules, VPA will remove individual access to the PSP or LMS.

Access to the Student (PSP) Community

- Any student in good academic standing can access the PSP Community.
- Students have the option to hide their profiles from the community, share their blogs, interests, and images, and allow comments from other students.
- Posts are viewable by the entire VPA student body.
- Profile information students submit to the PSP Community will also be viewable to other VPA students.

- Student names and profile picture thumbnails will be available in search results across the PSP Community.
- Access and control over profile information within the PSP Community is readily available through “My Profile.”
- Students may modify or delete any of their profile information at any time by accessing the PSP Community.
- Deleted information will take effect immediately.
- The PSP Community is a part of VPA, and all personal information belonging to any student must stay within the Community.

Student Portal Pictures

Please review the following guidelines regarding the photo you choose to upload to the student portal. Photos that do not meet the established guidelines will not be accepted. If your photo is not accepted, you will be prompted to upload a new photo.

Photo Suggestions:

- Use past yearbook or student photos.
- Think of your student portal picture like a driver’s license photo.
- Take a picture with a blank background from your shoulders up.
- Please remember to smile.

Photo Requirements:

- The photo must take up the entire square in the re-size window.
- Do not post photos that include individuals other than yourself.
- Your photo must be a head-shot – from the shoulders up.
- Make sure your entire head is included in the photo.
- Use a right-side up head shot, not slanted, sideways, or upside down.
- You must be facing the camera in your photo and looking at that camera.
- Do not use an unclear, dark, or washed-out photo.
- There should be no cameras, cell phones, or electronic devices visible in the photo.
- Writing on the photo is not permitted.
- Do not use suggestive photos.
- Do not use a photo in which you are wearing sunglasses.

Safety & Security

- Students will promptly disclose to the VPA staff of any message they receive that is inappropriate, offensive, or feels uncomfortable.
- Students may not attempt to gain unauthorized access to the VPA network or to any other computer system connected to the VPA school network. This includes attempting to log in through another person’s account or access another person’s files. These actions are illegal, even if only for the purposes of “browsing.”
- Students may not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses.

- VPA may post links to other websites within the PSP or LMS. VPA is not responsible for the privacy practices of nonaffiliated websites
- VPA takes appropriate precautions to protect student information. All account information is located on a secured server behind a firewall. When students enter sensitive information (such as username or password), VPA encrypts that information using secure socket layer (SSL) technology.

If there are any questions about the security of the PSP or the LMS, please contact VPA's administration.

Internet Use

Access to the Valor Preparatory Academy of Arizona's online-integrated solution and curriculum is a privilege, not a right. That access entails the responsible use of the school systems. Always use a computer in a way that shows consideration and respect, including the use of appropriate and respectful language. Remember that email is not private. Never say anything via email that you would not mind seeing on the school bulletin board, or in the local newspaper. Valor Preparatory Academy of Arizona is committed to cooperating with officials to preclude any illegal activities conducted through Internet access and to assist students in our school to use computers appropriately, in every aspect of their student life.

Internet Monitoring

Valor's internet usage is monitored by programs such as Bark and Lightspeed. All activity on Valor's devices is subject to monitoring at any time even when the device is used outside of our campus. Students who misuse Valor's internet/devices may have internet restrictions placed on them. These tiered restrictions are labeled as Green, Yellow and Red. Green has very little restriction, Yellow is moderate restriction and Red level is highly restrictive. All students begin on Yellow and can move to Green when they have shown a level of responsibility. Students who repeatedly violate the internet usage policy will be moved to the highly restrictive Red level. The principal or designated administrator will contact the parent and inform them of the move to Red.

Technology Violation

Students who misuse the school's technology causing damage to school property may be charged in order to replace broken ChromeBooks or other school devices. A broken ChromeBook replacement costs \$400. Please ensure students are respectful of the school's property.



Use of Cell Phones & Electronic Devices

The school is committed to providing a safe, positive, and productive learning environment for its students. The school recognizes that, depending on how they are used, cell phones and other electronic devices can be either a valuable learning tool or a source of disruption in the learning environment. In order to maintain a secure and orderly learning environment, student use and possession of cell phones and other electronic devices shall conform to the appropriate use standards of this policy. VPA does grant teachers the right to collect cell phones without warning or notice to students and families to be returned at the end of the session with the teacher.

Phones will be placed into a classroom container at the beginning of each class and will be collected by the student at the end.

Authorized Uses of Cell Phones and Electronic Devices:

- Appropriate use of cell phones and electronic devices as specifically authorized by a teacher for the purpose of assisting in an educational process. A teacher's authorization to use a cell phone or electronic device is considered to cease upon notification by the teacher, a student's completion of the specifically authorized task, or a student's dismissal from the classroom, whichever occurs first.
- Appropriate use of cell phones and electronic devices before the beginning or after the end of the instructional school day.
- Communications with a student's immediate family members in the event of a school-wide emergency as defined by the principal.
- Communications with a student's immediate family members authorized by a building staff member and that take place under the supervision of the authorizing staff member.
- Use of cell phones or electronic devices as authorized pursuant to an Individual Education Plan (IEP), a section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.

Unauthorized Uses of Cell Phones and Electronic Devices

Although students are empowered to use cell phones and other electronic devices in specific, appropriate ways as described above, students are never authorized to use a cell phone or electronic device for the following purposes:

- In violation of any other section of the Student Rights and Responsibilities including, but not limited to, the school's prohibitions against cheating, posting, or distributing materials that disrupt the educational process, intimidation, threatening to injure or harm others, use of profane or abusive language, hazing, bullying, sexting, disrupting the school environment, engaging in a disruption on an extra-curricular bus, and failure to adhere to school culture or directives of school personnel.
- To commit a crime, under federal, state, or local laws.
- To violate another person's reasonable expectation of privacy by using cell phones or other electronic devices in restrooms, or any other changing areas.
- To take photographs, audio recordings, or video recordings of other individuals, including other students, teachers, Principal, staff members, or members of the community without the explicit authorization of all individuals being photographed or recorded.

Violation of Cell Phone & Electronic Devices Authorized Uses

Any student who chooses to possess or use a cell phone or electronic device in a matter that does not conform to the appropriate use expectations of this policy may be subject to the following:

- A verbal reminder of expectations for appropriate use of cell phones and electronic devices and a request that a student modify their cell phone or electronic device usage to meet the expectations of this policy.
- Failure to turn in the device at the beginning of the class period and subsequent discovery of a cell phone on the student's person will result in disciplinary action and confiscation of the cell phone. Parents will be notified.
- Confiscation of the cell phone or electronic device by a teacher or principal with return of the cell phone or electronic device at the end of the class period or school day, whichever the principal or teacher decides.

- Confiscation of the cell phone or electronic device by a principal to be identified and stored in a safe location in the building's main office until the end of the school day.
- Written notification to the student's parent, guardian, or legal custodian by the principal.
- Confiscation of the cell phone or electronic device by the principal is to be identified and stored in a safe location in the building's main office until the student's parent, guardian, or legal custodian comes to the school to retrieve the cell phone or electronic device.

Responsibility/Liability

The school assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of a cell phone or electronic device brought onto its property. Students and parents are strongly encouraged to take appropriate precautions, if students possess a device at school, to make sure the devices are not left unattended or unsecured. Using a cell phone or electronic device in an unauthorized manner may result in loss of this privilege, additional disciplinary action (e.g., warnings, parental notification and conferences, suspension, expulsion), confiscation of the device (in which case, the device will only be released/returned to the Student's parent/guardian after the Student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the device may be turned-over to law enforcement), and/or referral to law enforcement if the violation involves an illegal activity (e.g. child pornography).

The school and its employees will *assume no responsibility or liability for loss, theft, damage, or vandalism* to a cellular phone or electronic device brought onto school property, or for the unauthorized use of any such device.

Webcam Usage and Behavior Expectations

Standards for student conduct while participating in class activities that provide webcam usage as an option are the same as if the students and teachers are in-person. See the entire Student Standards of Conduct, Expectations, and Procedures section of this handbook.

Utilizing the webcam from a home student learning space does require students and families to take a few extra steps in order to make sure the student is able to start active participation at the start of class.

1. Evaluate the learning space surroundings and make sure the environment is conducive to learning with limited distractions.
2. Ensure the family anticipates and is aware of the student's online class time in which the webcam will be in use so that the background behind the student while usage of the webcam can be free of distractions.
3. Make sure the webcam is set up properly. Ideally, it is at eye-level of the student so that the student's face is as center as possible of the screen.
4. The microphone should be muted during the session unless the student is speaking.
5. The student has practiced with the webcam before the session to ensure that the background behind the student doesn't cause a glare and that the microphone settings work.

Student Information and Data

Valor Preparatory Academy of Arizona may be required to disclose student information pursuant to lawful requests, such as subpoenas or court orders, or in compliance with applicable laws. Valor Preparatory Academy of Arizona does not reveal information until it is determined that the information requested by law enforcement or private litigants meets applicable legal standards. Additionally, Valor

Preparatory Academy of Arizona may share student information when we believe it is necessary to comply with the law, to protect Valor Preparatory Academy of Arizona interests or property, to prevent fraud or other illegal activity or use of the Valor Preparatory Academy of Arizona name, or to prevent imminent bodily harm. This may include sharing information with other companies, lawyers, agents, or government agencies. See Family Educational Rights and Privacy Act (FERPA) and Notification of Rights section of this handbook.

Family Educational Rights and Privacy Act (FERPA) and Notification of Rights

Valor Preparatory Academy of Arizona has established written policies regarding the collection, storage, retrieval, use, and transfer of student educational information collected and maintained pertinent to the education of all students to ensure the confidentiality of the information and to guarantee parents'/guardians' and students' rights to privacy. These policies and procedures are in compliance with federal and state laws.

The Family Education Rights and Privacy Act (FERPA) affords families and majority age students rights to their education records. These rights are as follows:

1. **Right to Inspect and Review.** Parents have the right to inspect and review a student's education records within 45 calendar days from the day the school receives a request for access. Requests should be submitted in writing to the school administration and clarify the records to be inspected and/or reviewed.
2. **Right to Amend Education Records.** Parents may request to have their student's educational records amended if they believe the information is inaccurate or misleading or otherwise in violation of the student's privacy rights. The request should be made in writing to the school administration clearly identifying the part of the record the parent(s) want changed and specifying why it is inaccurate or misleading. If the school decides not to amend the record as requested, the parent(s) will be notified of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent(s) when notified of the right to a hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view regarding the contested information.
3. **Right to Consent to Disclosure.** Parent(s) or eligible students have the right to require their consent to disclosure of personally identifiable information contained in the student's education records by the prior written consent of the parent(s) or eligible student (s), except to the extent that FERPA authorizes disclosure without consent. See paragraph below regarding student(s)' personal identifiable information (PII).
4. **Right to File a Complaint.** A parent or eligible student has the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington D.C., if they believe that the charter has violated the provision of FERPA. If a family or majority age student wishes to file a complaint alleging a FERPA violation, he or she should first contact the school administration. If a reasonable solution is not made at the school level, the complainant has the right to file a complaint with the U.S. Department of Education. The name and address of the office that enforces FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Directory Information and Annual Notice

A school may designate information in education records as “directory information” and may disclose it without parent consent, unless the parent/guardian notifies the school of their decision to “opt-out.” The school may disclose appropriately designated “directory information” without written consent, unless the parent/guardian notifies the school of their decision to “opt-out.” The primary purpose of directory information is to allow the school to include this type of information from your child’s education records in certain school publications. Examples include:

- The yearbook
- Other recognition lists
- Graduation programs; and
- Extracurricular activities

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]

If you do not want VPA 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 VPA. VPA has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Grade level
- Dates of attendance

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. You may contact the Arizona Department of Education at (602) 542-3111.

Pupil Privacy Rights Act (PPRA) – Student Survey Data Consent and Privacy Policies

Valor Preparatory Academy of Arizona (VPA) may request students or families to provide information through a survey in order to be able to serve our unique population appropriately. In any survey it sends out, VPA will include an explanation for completing it as well as the reason for the questions asked.

However, VPA must receive written, signed parental/guardian permission annually before collecting survey information retained by the school for longer than one year and that asks personal information about the student regarding any of the following:

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

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

Permission to Administer Survey

All surveys requesting information listed in 1-14 above must be approved and authorized in writing by the VPA administration. This applies to all surveys whether written or digitally conducted on matters listed in 1-14 above regardless of the stated purpose of the survey and regardless of the quantity or percentage of questions that solicit the identified data.

Exceptions

For avoidance of doubt, this policy does not apply to:

1. Any survey conducted that contains questions soliciting information listed in items 1-14 above, if the survey does not require a student's name or any other personally identifiable information.
2. Any survey conducted or implemented by the Arizona criminal justice commission.

3. Any method of surveying a student that is conducted because a person has a reasonable belief that a minor is or has been a victim of abuse and which VPA has a duty to report pursuant to section A.R.S 13-3620.

Survey Participation Not Required

Participation in any survey seeking information listed in 1-14 above is not required:

1. To be a student at VPA.
2. To demonstrate competency requirements for any grade level, course or subject.
3. To qualify for placement into any grade level, course or subject.
4. To be promoted to the next grade.
5. To receive credit for any course or as part of a letter grade for any course.
6. To graduate from high school.
7. To obtain a high school equivalency diploma. VPA will provide an alternative educational activity for any student whose parent/guardian does not consent for that student to participate in a survey seeking information in 1-14 listed above. And if that student attends the alternative educational activity such time will be counted toward the student's daily attendance and average daily membership for VPA, and the student will not be counted absent from school.

VPA will not impose any penalty on any student or the student's parent/guardian for not participating in any survey conducted on matters outlined in 1-14 above. VPA will neither impose a penalty nor provide a reward to a teacher, administrator, or other VPA employee based upon the student participation rate in any survey seeking information in items 1-14 above. Responses to surveys seeking information identified in 1-14 listed above will not be included:

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

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

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

How to File a Complaint

If a parent/guardian of a Valor Preparatory Academy of Arizona student has a reasonable belief that VPA has violated this policy, he or she may file a complaint with the Arizona Attorney General, the county attorney for the county in which an alleged violation of this policy occurred, or:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW

Washington, D.C. 20202

Definitions for the purposes of this policy:

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

Use of Copyrighted Materials

All course materials are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use.

Disclaimer: *Valor Preparatory Academy of Arizona does not warrant, and specifically disclaims, all warranties of any kind, either expressed or implied, including but not limited to, the implied warranty of merchantability fitness for a particular purpose or non-infringement, relating to the use of, and/or materials obtained via, the Internet.*

Technology Requirements

All Valor Preparatory Academy of Arizona courses use interactive multimedia that requires students' computers to have Java installed and "cookies" enabled. For specific troubleshooting steps, please review system requirements.

System Requirements

Internet & Email

- 5.0 Mbps minimum bandwidth DSL or Cable preferred (Dial-Up not supported)
- Personal E-mail address (get a free account from [GMAIL](#), [YAHOO](#) or [OUTLOOK](#))

Hardware

- CPU: Intel® I3 or better recommended, or AMD equivalent
- RAM: 4 GB minimum (8 GB recommended)
- HDD: at least 20 GB free space recommended)
- VIDEO: 1024×768 minimum resolution required
- MONITOR: 15" Widescreen or greater recommended
- AUDIO: Sound card with speakers or headphones (or headset with microphone)
- AUDIO: Microphone (required for Foreign Language courses & Tutoring)
- PRINTER: Inkjet or laser printer (not required, but helpful)

Operating System

- Windows® 8.1 or 10; Mac® OSX 10.9 or later
- Chromebooks have some limitations that can affect user experience
- Some users have had success with Linux with Chrome and/or Firefox

Note: *iPads*, iOS/Android Tablets, and some Netbooks are not supported as they may not be able to use

required plugins and/or have screens that are too small to adapt.

Additional Software Requirements

- Word-processing: [MICROSOFT® WORD 2003](#) or better
- Presentation: [MICROSOFT® POWERPOINT 2003](#) or better
- Spreadsheet: [MICROSOFT® EXCEL 2003](#) or better
 - NOTE: the free [OPENOFFICE SUITE](#) includes equivalents for all the above applications

Internet and Browser Options

- [CHROME](#)
- [FIREFOX](#)
- [EDGE](#)
 - This browser has some limitations that can affect user experience and is not fully supported
- [SAFARI](#)

Some courses require specific plugins in order to properly render the content. Note that not all plugins are supported by all browsers. For the most complete support of current and legacy plugins, we recommend Mozilla Firefox. Browser cookies must be enabled.

Antivirus and Antimalware

Keeping your computer clean of viruses and malicious software is essential to your computer's health and performance. Valor Preparatory Academy of Arizona suggests that you have up to date and active protection on your computer. Below are links to some free programs that can assist you in keeping your computer clean. All of the software listed here has both paid and free versions, it is not necessary to purchase any of the software listed here. Please make sure to read the disclaimer at the top of this page regarding software links.

PC

[Avast](#)
[AVG](#)
[Avira](#)
[Bitdefender](#)
[Malwarebytes](#)

MacOS

[Avast](#)
[AVG](#)
[Avira](#)
[Bitdefender](#)
[Malwarebytes](#)

Opening Pop-Up Windows

Upon logging in, the Student Portal should open in a new window. If you are having trouble logging in, please check out [HOW TO: DISABLE POP UP BLOCKER](#) for instructions on disabling pop-up blockers.

*Some operating systems will minimize the new pop-up window to the task bar. Please be sure to check the task bar for any pop-up windows.

Opening PDF Files

1. In Adobe Reader or Acrobat, choose **Edit > Preferences**.
2. Select **Internet**.
3. Deselect **Display PDF In Browser** and then click **OK**.

4. Choose **Edit > Preferences > Internet** again
5. Now, select **Display PDF In Browser** and then click **OK**.

Check Firefox Settings

1. At the top of the **Firefox** window, click on the **Tools** menu and select **Options....**
2. Select the **Applications** panel.
3. Find **Adobe Acrobat Document** in the list and click on it to select it.
4. Click on the drop-down arrow in the **Action** column for the **Adobe Acrobat Document** entry and select **Use Adobe Acrobat** (in Firefox).

Remote Support

Remote support tools are for use when on the phone with a representative:
[TeamViewer](#) [FastSupport](#)

Please print this page, sign, and return to Valor Preparatory Academy of Arizona.

Parent/Student Handbook Acknowledgement Page

Student Name (*Please Print*)

Your signature below acknowledges that you have received the Valor Preparatory Academy of Arizona Parent/Student Handbook and that you have been given notice of the rules, responsibilities and consequences outlined in this handbook.

I hereby release and indemnify Valor Preparatory Academy of Arizona from any and all liability associated with the services provided by Valor Preparatory Academy of Arizona under this agreement. I furthermore understand that this is a legally binding contract between Valor Preparatory Academy of Arizona and all parties regarding this Student.

Parent Signature

Date

Student Signature

Date