



Admissions Contacts

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Admission Standards

A charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language or athletic ability.

A charter school may refuse to admit any pupil who has been expelled from another educational institution or who is in the process of being expelled from another educational institution.

Enrollment Timeline (dates are subject to change)

November 1st

Enrollment timeline for upcoming school year posted on school website

November 15th

Waitlist application rollover; Waitlisted applicants eligible to rollover to the following school year will be sent rollover instructions.

November 15th – December 31st

Open enrollment for current students only

January 1st – March 31st

Open enrollment for new applicants

April 1st

Lottery conducted for applications received during open enrollment for upcoming school year, if applicable. Lotteries are open to the public, but applicants are not required or expected to attend. Time and location TBA.

April 15th

Applicants notified of acceptance or waitlist status for the upcoming school year

April 1st through upcoming school year

Any person applying will still follow the same application process. If there is not a waiting list in a particular grade level admissions will review within 24 business hours and contact you with next steps.



Student Admissions

The person enrolling a student (except homeless students) in the school for the first time will be asked to produce one (1) of the following proofs:

- A. A certified copy of the child's birth certificate.
- B. Other reliable proof of the student's identity and age, including the student'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.
- C. A letter from the authorized representative of an agency having custody of the student (pursuant to statute) certifying that the student has been placed in the custody of the agency as prescribed by law.

The parent, guardian, or surrogate will be given thirty (30) days to provide documentation requested as listed above. If documentation is not provided, a letter will be sent to notify the parent, guardian, or surrogate that unless the documentation is provided within ten (10) days, the local law enforcement agency will be notified.

Nothing contained in this policy shall authorize the school to disclose to any person a student's educational record without prior parental consent unless the School makes a determination that disclosure of such records is necessary to protect the health and safety of the student.

ENTRANCE AGE REQUIREMENTS

Kindergarten and First Grade

For admission to kindergarten, children must be five (5) years of age prior to September 1 of the current school year. PVCS offers a full-day kindergarten to all families, however, parents may choose either a half-day or full-day kindergarten program. The School will provide an academically meaningful half-day kindergarten program where the half-day student enrollment is sufficient to fill a class with approximately the same number of students as the School-wide kindergarten classroom average.

A parent of a kindergarten pupil may choose either half-day (1/2) kindergarten instruction or full-day kindergarten instruction pursuant to A.R.S. [15-703](#).

Children may be admitted to first grade who are six (6) years of age, or shall be deemed six (6) years of age if they reach such age prior to September 1 of the current school year.

The PVCS Governing Body may admit children who have not reached the required age as prescribed above if it is determined to be in the best interest of the children, and such



children must reach the required age of five (5) for kindergarten and six (6) for first grade by January 1 of the current school year.

For a child who has not reached six (6) years of age (five [5] for kindergarten) before September, the determination of whether to admit shall be based upon one (1) or more consultations with the parent(s) or guardian(s), the child, the teacher, the School administrator, and/or professional consultants.

When a child who has not reached age five (5) prior to September 1 was admitted for **early enrollment in kindergarten**, and the child then repeats kindergarten in the following year, the School is not eligible to receive basic state aid for the child's second year. When a child who has not reached age five (5) prior to September 1 was admitted for early enrollment in kindergarten but does not remain enrolled the School may receive a portion of basic state aid on behalf of that child in the subsequent year. The School may charge tuition for any child who is ineligible for basic state aid pursuant to A.R.S. [15-821](#).

Residency Verification

In accordance with guidelines and forms adopted by the Arizona Department of Education the School shall require and maintain verifiable documentation of residency in the State of Arizona for pupils who enroll in the School.

Admission of Students

A student who meets the applicable age requirements established by state law shall be admitted without payment of tuition in accordance with the School's open enrollment policy.

The following students are residents:

- A. A student who is in the legal custody of a natural or adoptive parent or other person to whom custody has been granted by a court order and who resides with the parent or other person in the state.
- B. A student who is an emancipated minor and whose place of residence is in the state. When determining whether a minor is emancipated, the Executive Director will consider such factors as whether the student is married, financially independent, and residing away from the family domicile with parental consent.
- C. A student who is eighteen (18) years of age or older and whose place of residence is in the state.
- D. A student who is homeless, and who attended the School at the time of becoming homeless.



E. A student who resides with a family member living in the state while awaiting the outcome of a legal guardianship or custody proceeding if the family provides written documentary proof in accord with [15-821\(D\)](#).

F. A student whose parent is transferred to or is pending transfer to a military installation within this state while on active military duty pursuant to an official military order. The parent shall provide proof of residency in state to the local education agency within ten (10) days after the arrival date provided on official documentation.

The residency of a student, natural or adoptive parent, or other person to whom custody of the student has been granted by court order shall be based upon evidence of the individual's physical presence and intent to remain in the state. Such evidence of residency be determined by using the following verifiable documentation.

Verifiable Documentation

A.R.S. [15-802\(B\)](#) requires school districts and charter schools to obtain and maintain verifiable documentation of Arizona residency upon enrollment in an Arizona public school.

The documentation required by A.R.S. [15-802](#) *must be provided each time a student enrolls in a school district or charter school in this state, and reaffirmed during the district or charter's annual registration process via the district or charter's annual registration form. The documentation supporting Arizona residency should be maintained according to the school's records retention schedule. **PROOF OF RESIDENCY IS NOT REQUIRED FOR HOMELESS STUDENTS.***

In general, students will fall into one (1) of two (2) groups: 1) those whose parent or legal guardian is able to provide documentation bearing his or her name and address; and 2) those whose parent/legal guardian cannot document his or her own residence because of extenuating circumstances including, but not limited to, that the family's household is multi- generational. Different documentation is required for each circumstance.

Parent(s) or legal guardian(s) that maintains his or her own residence: The parent or legal guardian must complete and sign a form indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and provide *one (1)* of the following documents, which bear the parent or legal guardian's full name and residential address or physical description of the property where the student resides (no P.O. Boxes):

- A. Valid Arizona driver's license, Arizona identification card
- B. Valid Arizona motor vehicle registration
- C. Valid Arizona Address Confidentiality Program authorization card



A public school shall accept the substitute address as the address of record and shall verify student enrollment eligibility through the Secretary of State. The Secretary of State shall facilitate the transfer of student records from one school to another.

- D. Property deed
- E. Mortgage documents
- F. Property tax bill
- G. Rental agreement or lease (including Section 8 agreement or off-base military housing)
- H. Utility bill (water, electric, gas, cable, phone)
- I. Bank or credit card statement
- J. W-2 wage statement
- K. Payroll stub
- L. Certificate of tribal enrollment (506 Form) or other identification issued by a recognized Indian tribe located in Arizona
- M. Other documentation from a state, tribal, or federal agency (Social Security Administration, Veterans' Administration, Arizona Department of Economic Security, etc.)
- N. A consular identification card that is issued by a foreign government as a valid form of identification if the foreign government uses biometric identity verification techniques, including fingerprint identification and retina scans, in issuing the consular identification card.
- O. Temporary on-base billeting facility (for military families)

Parent(s) or legal guardian(s) that does not maintain his or her own residence: The parent or legal guardian must have an *affidavit of shared residency* form completed indicating his or her name, the name of the school district, school site, or charter school in which the student is being enrolled, and submit a signed, notarized affidavit bearing the name and address of the person who maintains the residence where the student lives attesting to the fact that the student resides at that address, along with a document from the bulleted list above bearing the name and address of the person who maintains the residence. (JFAA-EB)



Use of and Retention of Documents by Schools

School officials must *retain a copy* of the attestations or affidavits and copies of any supporting documentation presented for each student (photocopies acceptable) that school officials believe establish validity. Documents presented may be different in each circumstance, and unique to the living situation of the student. Documents retained by the school district or charter school may be used as an indicia of residency; however, documentation is subject to audit by the Arizona Department of Education. Personally identifiable information other than name and address (SSN, account numbers, etc.) should be redacted from the documentation either by the parent/guardian or the School official prior to filing.

OPEN ENROLLMENT

The School has an open-enrollment program as set forth in A.R.S. [15-184](#) *et seq.* The open enrollment program described in this policy shall be placed on the School website and made available to the public on request.

No tuition shall be charged for open enrollment, except as authorized by applicable provisions of A.R.S. [15-764](#), [15-797](#), [15-823](#), [15-824](#), and [15-825](#).

Information and Application

The school uses an online process for enrollment (www.pvschool.com/enrollment), and all information is available on our website. Should you need a paper copy one can be provided to you by the office.

The school will accept enrollment application forms and shall advise applicants that they must submit enrollment applications after January 1 of each year to be considered for enrollment during the following school year.

Capacity

The Superintendent shall annually estimate how much excess capacity may exist to accept transfer pupils. The estimate of excess capacity shall be made for each building and grade level.

Enrollment Priorities

If the Governing Body has determined that there is excess capacity to enroll additional pupils, such pupils shall be selected on the basis of designated priority categories from the pool of pupils:

- A. Who have properly completed and submitted applications; *and*
- B. Who meet admission standards.



Enrollment priorities and procedures for selection shall be in the order and in accordance with the following:

- A. Enrollment preference shall be given to pupils who are returning to the charter school in the second or any subsequent year of its operation.
- B. Enrollment preference shall be given to siblings of pupils who are already enrolled in the charter school.

If remaining capacity is insufficient to enroll all pupils who submit a timely application, the charter school shall select pupils through an equitable selection process such as a lottery except that preference shall be given to siblings of a pupil who is selected through an equitable selection process such as a lottery.

Notification

The School shall notify the emancipated pupil, parent, or legal guardian in writing by April 15th whether the applicant has been accepted, placed on a waiting list pending the availability of capacity, or rejected. If the applicant is placed on a waiting list, the notification shall inform the emancipated pupil, parent, or legal guardian of the date when it will be determined whether there is capacity for additional enrollment in a school. If the pupil's application is rejected, the reason for the rejection shall be stated in the notification.

Exception

Should there be excess capacity remaining for which no applications were submitted, the Superintendent, upon approval by the Governing Body, shall authorize additional enrollment of pupils:

- A. Up to the determined capacity.
- B. On the basis of the order of the completed applications submitted after the notification date established in this policy.
- C. Without regard to enrollment preference.
- D. As long as admission standards are met.

Assignment of Students to Classes and Grade Levels

Students who apply for admission to grades two (2) through eight (8) on the basis of prior schooling outside the School will be placed initially at the grade levels they have reached elsewhere.



Assignment of a student to classes (classroom or subjects) shall be made based upon the student's grade-level assignment, completion of any prerequisites, student achievement, and any classroom limitations or class-size guidelines, in that order.

A student who enrolls in a kindergarten program or grades one (1) through eight (8) after receiving instruction in a home school program, or has not demonstrated passing a state assessment to enter the desired grade level, or who has missed considerable school due to absenteeism shall be tested using State Board standards in order to determine the appropriate grade level for educational placement of the student.

The Principal or Designee shall determine grade level placement based on available test data (school assessment, AASA, etc) at time of **enrollment** and assign students to classes and grade levels as deemed appropriate based on the educational level of each student. The Principal will determine whether there should be any change in the grade-level placement of the student. In making such determination, the School administrator will be guided by teacher recommendations and consultation with the parent(s). Any new student registered to attend PVCS will also attend, with their parent/guardian, an orientation with the Principal or Designee before their first day of attendance. An entry date will be determined at orientation.

Admission of Transfer Students

(Academic Credit Transfer)

Academic credit for students who transfer from private or public schools shall be determined on a uniform and consistent basis.

Elementary

Academic credit for placement in the common school subjects and grades shall be based upon teacher recommendations and previous grade level assignments subject to the determination that the student can meet the standards adopted by the State Board of Education for the grade level assignment.

Admission of Homeless Students

This policy is intended to direct compliance with Arizona State Laws and Arizona Administrative Code and the McKinney-Vento Homeless Education Assistance Improvements Act of 2001, as amended by the Every Student Succeeds Act (ESSA) of 2015, and should be read as consistent with those documents.

The implementation of this policy shall assure that:

A. homeless students are not stigmatized or segregated on the basis of their status as homeless;



B. homeless students are immediately enrolled in their school of origin or school of residence;

C. transportation is provided to and from the school of origin for the homeless student as applicable and found in the law and Policy JFAA.

Definitions

The term "homeless students" means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

A. 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;

B. 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;

C. students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

D. migratory students who qualify as homeless because the children are living in circumstances described above.

The term "school of origin" means the school that the student attended when permanently housed or the school in which the student was last enrolled, including preschool.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

Liaison for Homeless Students

The Superintendent will designate an appropriate staff person of authority as liaison for homeless students who will carry out duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of homeless students that will include, but not be limited to, establishment of procedures to:

A. continue the student's education in the school of origin for the duration of homelessness:

1. in any case in which a family becomes homeless between academic years or during an academic year; or

2. for the remainder of the academic year, if the student becomes permanently housed during an academic year; or



B. Enroll the student in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

Best Interest of the Homeless Student

In determining the best interest of the homeless student, the School shall:

A. To the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;

B. Provide a written explanation, including a statement regarding the right to appeal, to the homeless student's parent or guardian, if the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian; and

C. In the case of an unaccompanied youth, the liaison for homeless students shall assist in placement or enrollment decisions, considering the views of such unaccompanied youth, and providing notice to such student of the right to appeal.

Other Relevant Policies and Procedures

Implementation of the McKinney-Vento Act requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross referenced and are incorporated in this policy and these procedures by such reference.

Admission of Homeless Students

The school selected by the homeless student shall immediately admit the homeless student, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation.

The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent or guardian of the student to the liaison for homeless students, who shall assist in obtaining necessary immunizations, or immunization or medical records.

Admission Disputes

If a dispute arises over school selection or enrollment in a school:

A. The student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;



B. The parent or guardian of the student shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or student to appeal the decision;

C. The student, parent, or guardian shall be referred to the liaison for homeless students, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute in accord with the procedure found in the Arizona State Plan; and

D. In the case of an unaccompanied youth, the liaison for homeless students shall ensure that the student is immediately enrolled in School pending resolution of the dispute.

Enrollment Decision

The decision regarding enrollment shall be made regardless of whether the student lives with the homeless parents or has been temporarily placed elsewhere.

Admission of Students in Foster Care

This policy is intended to direct compliance with Arizona State Laws, Arizona Administrative Code, and the Every Student Succeeds Act (ESSA) Foster Care provisions.

Purpose Statement

The implementation of this policy shall assure that:

A. Within five (5) days after a child enters foster care or if a child's placement changes, the child, if appropriate, the child's caseworker, the child's parent, guardian, custodian, caregiver, or foster parent and representative from the local education agency or the child's school of origin shall determine if it is in the child's best interest to remain in the child's school of origin;

B. Children in foster care remain enrolled in their school of origin for the duration of their time in care, unless a determination is made that it is not in such child's best interest to remain in their school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement, among other factors listed in law (see list in JFABD-R);

C. If it is determined that a change of educational placement is in the best interest of the child, the educational institution shall enroll the child in a new school within two (2) days. A child shall be immediately enrolled in the new school, even if the child is unable to produce records normally required for enrollment or owes any outstanding fines or



fees to the school of origin; however, the student may be required to provide their Notice to Providers document;

D. The enrolling school shall contact the school of origin within two (2) days to obtain relevant academic and other records. Upon request for records for any such child from another school, every effort shall be made to provide records within two (2) business days;

E. In collaboration with the State or local Child Welfare Agency, transportation is provided to and from the school of origin or school of placement for the foster child as applicable and found in the law and Policy JFAA. In ensuring a child receives transportation to the educational institution determined to be in the child's best interest, the Department of Child Safety may coordinate with the Department of Education and local education agencies and enter into necessary information sharing, data sharing and financial agreements;

F. The School will work with the Department of Child Safety (or tribal agency) to ensure that the provisions of ESSA relating to foster children are implemented, including assigning a School employee to serve as a Point of Contact (POC) to work in collaboration with the applicable child welfare agency and notify the Arizona Department of Education of the assigned POC.

Definitions

The term "children in foster care" means children who are under twenty-four (24) hour substitute care while placed away from their parents or guardians and for whom the Child Welfare Agency (DCS or tribal) has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed, and payments are made by the state, tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)) In Arizona, if DCS has received placement care and responsibility, then the child is in "foster care" even if the parent or guardian is permitted to live in the home of placement, such as a kinship home.

The term "school of origin" means the school in which a child is enrolled at the time of placement in foster care, including preschool. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.



Point of Contact (POC) for Children in Foster Care - Responsibilities

The Superintendent will designate an appropriate staff person of authority as Point of Contact (POC) for children in foster care who will carry out duties as assigned and notify ADE's Statewide Foster Care Education Coordinator of the designated POC. Among those duties will be the responsibility to coordinate activities and programs to work in collaboration with the respective child welfare agency (either DCS or tribal), in the best interest of foster children that will include procedures to:

- A. Continue the student's education in the school of origin or placement;
- B. Collaborate with the Child Welfare Agency to implement the educational stability plan;
- C. Ensure the best interest is determined regarding school enrollment;
- D. Ensure necessary transportation is provided, funded, and arranged in collaboration with the Child Welfare Agency;
- E. Ensure immediate enrollment and transfer of records occurs when the student moves schools; and
- F. Ensure school staff are trained on the provisions and educational needs of children in foster care.

Other Relevant Policies and Procedures

Implementation of the Every Student Succeeds Act (ESSA) Foster Care provisions requires the coordination with a number of policies and procedures. These policies and procedures are listed below as cross referenced and are incorporated in this policy and these procedures by such reference.

ADMISSION OF STUDENTS INFOSTER CARE

Admission

The school selected by the child in foster care shall immediately admit the child, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation; but the school may require the student to provide their Notice to Provider's document.

The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the Child Welfare Agency Point of Contact to the



Point of Contact (POC) for children in foster care, who shall assist in obtaining necessary immunizations, or immunization or medical records.

Admission Disputes

If a dispute arises over school selection or enrollment in a school:

- A. The student shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
- B. the Child Welfare Agency Point of Contact shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of appeal;
- C. the Child Welfare Agency Point of Contact and student shall be referred to the School's Point of Contact, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; an

Enrollment Decision

The decision regarding enrollment shall be made regardless of whether the student lives with the foster parents or has been temporarily placed elsewhere.

Best Interest Determination – Children in Custody of DCS

School POCs should seek a Best Interest Determination ("BID") form from DCS. The BID process includes the following:

To determine whether the student should remain in their school of origin and in collaboration with the appropriate child welfare agency, the School must take into consideration all factors relating to a child's best interest.

These factors include the appropriateness of the current educational setting and proximity of placement.

The SEA, School and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest.

Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered.

These factors may include:

- A. Preferences of the child;



- B. Preferences of the child's parent(s) or education decision maker(s);
- C. The child's attachment to the school, including meaningful relationships with staff and peers;
- D. Placement of the child's sibling(s);
- E. Influence of the school climate on the child, including safety;
- F. The availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- G. History of school transfers and how they have impacted the child;
- H. How the length of the commute would impact the child, based on the child's developmental stage;
- I. Whether the child is a student with a disability under the Individuals with Disabilities Education Act (IDEA) who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
- J. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA).

Transportation costs should not be considered when determining a child's best interest, which is consistent with the program instruction released by the U.S. Department of Health & Human Services (HHS) subsequent to the passage of the Fostering Connections Act.

Best Interest Determination – Children in Custody of Tribal Social Services

The Arizona Department of Education, Office of Indian Education, has issued guidance on best interest determinations for children in the custody of Tribal Social Services. The BID form provided by DCS may differ with tribal agencies. School Points of Contact are urged to determine best interests for students in collaboration with tribal agencies. See link for

guidance; https://docs.google.com/document/d/1I62BqAF5LhAm8RJ61uoTvqkzCD7bSVaBOxI_aBXyjI4/edit?usp=sharing.