



STUDENT AND PARENT HANDBOOK

School Year

2023-2024

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Pinnacle Charter Schools

Pinnacle Education’s faculty, Student Services, and leadership teams reside at the district office of Pinnacle Charter Schools.

District Office

2224 W. Southern Avenue, Suite 1
Tempe, AZ 85282
Phone: 480-755-8222
Fax: 480-755-8111

Hours: 8:00 am to 6:30 pm

Pinnacle Charter Schools Locations

Pinnacle Charter Schools has four brick-and-mortar site schools in Casa Grande, Nogales, Tempe, and Mesa. Each school has two schedules to choose from. Pinnacle Charter Schools also includes two approved Arizona Online Instruction (AOI) schools. Students enrolled in the two online (AOI) schools are permitted to visit or attend any of the four site schools, provided they adhere to all site rules and regulations. Please request scheduling information from the site school.

Pinnacle Education – Casa Grande, Inc.

Pinnacle High School – Casa Grande

Site School for grades 9-12

Address: Central Arizona College, 8470 North Overfield Road, Coolidge, AZ 85222

Phone: 520-423-2380

Fax: 520-423-2383

Hours: 7:30 am to 4:00 pm

Pinnacle Education – Kino, Inc.

Pinnacle Charter School

Site School for grades 9-12.

Address: 2055 N. Grand Avenue, Nogales, AZ 85621

Phone: 520-281-5109

Fax: 520-281-5132

Hours: 7:30 am to 4:00 pm

Pinnacle Education – Tempe, Inc.

Pinnacle High School – Tempe

Site School for grades 9-12

Address: 2224 W. Southern Avenue, Suite 2; Tempe, AZ 85282

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Phone: 602-414-0950
Fax: 602-414-0927
Hours: 7:30 am to 4:00 pm

Pinnacle Online High School

Online School for grades 6-12.

Address: 2224 W. Southern Avenue, Suite 1; Tempe, AZ 85282
Phone: 480-755-8222
Fax: 480-755-8111
Hours: 8:00 am to 6:30 pm

Pinnacle Education – WMCB, Inc.

Pinnacle Charter High School – Tempe East

Site School for grades 9-12.

Address: 1712 E. Guadalupe Rd, Suite 101; Tempe, AZ 85283
Phone: 480-785-7776
Fax: 480-763-8274
Hours: 7:30 am to 4:00 pm

Pinnacle Online – WMBC

Online School for grades 9-12.

Address: 1712 E. Guadalupe Rd, Suite 101; Tempe, AZ 85283
Phone: 480-785-7776
Fax: 480-763-8274
Hours: 7:30 am to 4:00 pm

Welcome

On behalf of the faculty and administration, it is our pleasure to welcome you to Pinnacle Charter Schools. A school is a reflection of the people inside, and together, we have the opportunity to make our schools outstanding. It takes a team effort of cooperation and individual responsibility to achieve this goal.

Our offices are open Monday through Friday (except federal holidays), and we will be happy to offer any assistance to you as an individual. Please enjoy your years at Pinnacle Charter Schools. We hope they will be rewarding and memorable. Always remember that the rewards you take from here will depend a great deal on the individual responsibility and the effort each student is willing to put forth.

Mission Statement

"It is the Mission of Pinnacle Charter Schools to recognize all students are unique in their needs, thought processes, learning styles and motivation. Pinnacle's alternative approach is a student-centered option that supports and embraces the diverse needs of students by providing an alternative method of delivering instruction and monitoring academic success. Pinnacle Charter Schools will provide a safe, caring and structured learning environment with an appropriate emphasis on behavior and academic achievement. Pinnacle Charter Schools will focus on assisting at-risk, over-age, and/or under-credited students to provide them with the tools necessary to excel academically, socially, and emotionally in all aspects of life. Pinnacle Charter Schools provides the educational framework with integrated technology to ground students in 21st-century skills by digitized-enhanced core curriculum contents and the blended approach along with the personalized learning plan helping students to achieve a complete personality."

Philosophy of Education

Pinnacle Charter Schools believes that the function of the school is to provide for the intellectual, social, civic, and personal development of the students.

It is the responsibility of Pinnacle to provide an education so the student meets and/or prepares for the achievement of his/her individual goals. In return, it is the responsibility of the community to support our school in the attainment of these goals.

The faculty recognizes that each student is unique with respect to cognitive, physical, emotional and creative capacities. Effective learning is personalized to develop these capacities. We aim to increase each student's unique abilities to contribute to society by offering a variety of course selections, teaching methods, materials and programs in which students can be motivated to learn according to their individual abilities and aspirations. It is our intention to meet these needs in an atmosphere of cooperation and mutual respect.

Pinnacle programs and curriculum meet the needs of diverse student populations through innovative uses of technology, qualified teachers and instruction, and partnerships with families and community, while specifically serving students who are struggling academically, severely academic credit deficient, and are at a higher risk for dropout. Pinnacle empowers students to think critically and achieve academic success and personal growth with specialized support, and Personalized Learning Plans (PLP).

The school must be alert to the effects of a dynamic society. The school as a facilitating organization must help students to examine, test, evaluate and review changes in society so as to be able to change as new demands are placed on them. The future is exciting and demanding and preparation of the total individual is necessary to assure success.

Alternative Schools

Pinnacle Charter Schools have been officially approved as Alternative Schools for the 2023-2024 academic year. As an Alternative School, we have a distinct mission statement that outlines our purpose of catering to a specific school population that can benefit from an alternative educational environment.

Our high school courses at Pinnacle Charter Schools are designed to meet the graduation requirements set by the Arizona State Board of Education, ensuring that students can earn a high school diploma upon completion of their studies.

We are dedicated to serving students who fall into various categories, including those with a documented history of behavioral issues, students who have previously dropped out but are now returning to school, students who are academically behind by at least one year in terms of grade level performance or academic credits, students who bear the responsibility of being the primary caregivers for their families, students who are adjudicated, and students who are wards of the state.

At Pinnacle Charter Schools, we firmly believe that all of these students can benefit from our flexible schedule, non-traditional school setting, Personalized Learning Plans, and credit recovery program. These resources and approaches are designed to support and assist students in overcoming challenges and achieving academic success.

We are committed to providing an inclusive and nurturing educational environment where every student can thrive and reach their full potential.

Pinnacle Charter Schools' Goal

1. Facilitate in developing skills to be successful in an educational setting.
2. Facilitate in developing skills of self-discipline and taking responsibility for personal actions.
3. Facilitate in improving academic skills.
4. Provide a safe, structured and nurturing environment for learning.
5. Assist students in identifying barriers that inhibit their educational and social development through character education.

Why Pinnacle Charter Schools?

Pinnacle Charter Schools encompass a collection of tuition-free, accredited public charter schools located in Arizona. We cater to students in grades 6-12, offering a comprehensive educational experience. Open enrollment is available to all students, and new classes commence every Monday throughout the academic year, allowing flexibility and convenience for students.

Our online schools are designed to accommodate diverse academic needs, ensuring that every student can find the educational environment that suits them best. We prioritize personalized learning, enabling students to tailor their education and excel in their chosen areas of study.

At Pinnacle Charter Schools, we believe in providing accessible and high-quality education, empowering students to achieve their academic goals while fostering their personal growth.

Advantage of online schools:

- Complete your high school education on your terms at regionally accredited.
- Study online, anytime and anywhere at your own pace, guided by state-certified teachers.
- In addition to our 9th – 12th grade high school diploma options, you may enroll in individual courses and complete them online if credit recovery is needed.
- We accept enrollments year-round, so you can start anytime.
- State-certified, qualified teachers and dedicated academic advisors.
- Transfer credits accepted from all accredited schools.
- NCAA-eligible courses for student athletes.
- Optional Pathways for graduation offered
- All Pinnacles school are approved by Arizona School Board of Charter Schools based in accordance with Arizona Department of Education Online School standards.
- Pinnacle Schools requires a pre-requisite understanding of computer and internet capabilities to access fully online and digitized curriculum for students.
- If student does not own a computer and or does not have access to internet, they can enroll in our site location where they will have access to in person instructional support, computers and
- Internet access, free of cost.
- Our school sites are equipped with modern technology, our concept of teaching differs from traditional brick and mortar schools.

Pinnacle Charter Schools' Five Pillars of Education:

Pinnacle Charter Schools' Five Pillars of Education represent our core principles and values that guide our approach to education and student development. These pillars serve as the foundation for our educational philosophy and shape the learning experiences we provide to our students.

Personalized Learning Plan (PLP)

At Pinnacle Charter Schools, the Personalized Learning Plan (PLP) method is at the core of our education and academic advising model. The PLP is a powerful tool that delves into each student's unique story, goals, and aspirations, allowing us to create a tailored plan that supports them in overcoming obstacles and realizing their full potential. Our aim is to empower students to earn a high school diploma and take the necessary steps towards achieving their post-secondary goals.

We have embraced a comprehensive student advisement model that centers around the PLP. This model facilitates meaningful engagement between students, educational staff, and faculty.

Through collaborative planning, open communication, and the gathering of pertinent information, we enhance the overall educational experience and strive to optimize academic outcomes for each student.

The PLP ensures that students receive personalized attention and guidance throughout their educational journey at Pinnacle Charter Schools. By understanding their individual needs, strengths, and aspirations, we can provide targeted support and resources that align with their unique circumstances and goals. This approach fosters a sense of ownership and accountability for their education, empowering students to make informed decisions and take proactive steps towards their desired outcomes.

We are committed to ensuring that each student's educational experience is personalized, meaningful, and focused on their long-term success. The PLP serves as a roadmap that guides students towards their high school diploma and equips them with the necessary tools and strategies to pursue their post-secondary aspirations.

One-to-One Educational Delivery System

The concept of one-to-one education and group study is a valuable approach provided through both online and site-based (campus) environments. These approaches cater to different learning preferences and offer distinct benefits to students.

One-to-one education refers to a personalized learning experience where a student receives individualized attention from an instructor. This approach allows for focused instruction, tailored curriculum, and customized pacing based on the student's unique needs and learning style. One-to-one education promotes a deep understanding of concepts, personalized feedback, and targeted support, which can enhance student engagement and academic progress.

Group study, on the other hand, involves collaborative learning with peers. It provides opportunities for students to work together, exchange ideas, and engage in discussions. Group study promotes social interaction, teamwork, and the development of communication and interpersonal skills. It allows students to benefit from different perspectives, learn from their peers, and cultivate a sense of shared responsibility in their learning process.

Both online and site-based (campus) environments can accommodate these approaches:

1. **Online Learning:** Online platforms offer the flexibility of one-to-one education through virtual classrooms. Students can receive individual attention from instructors, interact with them through online discussions or private messaging, and engage in personalized assignments and assessments. Additionally, online learning platforms facilitate group study by providing virtual spaces for collaborative projects, discussions, and peer feedback.

2. **Site-Based (Campus) Learning:** Site-based education provides opportunities for face-to-face interactions, allowing for personalized instruction and immediate feedback from instructors. In this setting, students can engage in one-to-one learning through individualized attention from teachers during class or office hours. Campus environments also facilitate group study through in-person collaboration, study groups, or group projects, enabling students to learn from each other's perspectives and build social connections.

By incorporating both one-to-one education and group study in online and site-based environments, Pinnacle offers a well-rounded learning experience. This combination allows students to receive personalized attention, benefit from collaborative learning, and develop a diverse set of skills needed for their academic and personal growth.

Mastery Based Learning Approach

Mastery Based Learning is an educational model that facilitates students' deeper learning by requiring mastery of skills and concepts. It requires students to completely comprehend a lesson, regardless of the time and resources needed, before moving to the next Lesson. This concept is also known as competency-based learning. The strategies, and benchmarks that define "mastery" differ from student to student, lesson to lesson, and course to course. Furthermore, this educational model necessitates educators to personalize the students' learning experience, allowing some learners to have additional time to understand the lesson or develop a particular skill. Pinnacle believes the mastery learning empowers students to progress at their own pace.

Nurturing and Supportive Environment

At Pinnacle Charter Schools, we prioritize more than just test-taking success. Our primary goal is to foster confidence in our students' abilities and equip them with the necessary skills for a lifetime of learning. We understand that facing challenges is an inherent part of the learning process, and our dedicated educational staff and faculty members are committed to providing guidance and support to help students overcome obstacles.

We believe in creating a welcoming, nurturing, and supportive school environment where students feel encouraged and empowered to actively engage in their education. Our approach is designed to enhance student engagement, communication, and interaction with the school community. We strive to create an inclusive and collaborative atmosphere where students can freely express their thoughts, ideas, and concerns.

Our educational staff and faculty members play a crucial role in this process. They serve as mentors and motivators, assisting students in navigating their educational journey and developing strategies to overcome challenges. We emphasize the importance of fostering a growth mindset, where students view setbacks as opportunities for growth and learning.

By cultivating an environment that values effort, resilience, and personal development, we aim to build confidence in our students' abilities and instill in them a love for continuous learning. We recognize that success extends beyond the classroom and encompasses personal growth, critical thinking skills, effective communication, and the ability to adapt to an ever-changing world.

At Pinnacle Charter Schools, we are dedicated to nurturing the whole student and preparing them not only for academic achievement but also for lifelong success.

Viva Examination

What is a Viva?

The word 'viva' is a shortened form of the Latin term 'viva voce' which means 'live voice'. A viva is an oral examination conducted by Educational Faculty Members of Pinnacle Charter Schools

At Pinnacle Charter Schools, we have implemented a valuable practice called the Viva interview in most of our courses. The primary purpose of the Viva interview is to empower students, boost their self-confidence, and enhance their overall training. During these interviews, students have the opportunity to showcase their mastery of specific skills and knowledge related to their course, as well as demonstrate their personal progress in achieving their academic and post-secondary goals.

Through the Viva interview process, we aim to train students in effective face-to-face communication skills and the projection of appropriate body language. We recognize that these skills are essential for success in the 21st-century workplace and in competitive environments students will encounter in the real world. By engaging in Viva interviews, students can refine their ability to articulate their ideas, thoughts, and knowledge, thus preparing them for future professional interactions.

Additionally, the Viva interview format allows for immediate feedback from instructors. This feedback not only helps students gauge their performance but also encourages them to take ownership of their education. The prompt feedback enables students to identify areas for improvement and make necessary adjustments to enhance their learning and academic progress.

At Pinnacle Charter Schools, we believe that by incorporating Viva interviews into our educational approach, we are providing students with a unique opportunity to develop essential skills, gain self-confidence, and take responsibility for their own education. This practice aligns with our commitment to preparing students for success in the real world and equipping them with the necessary tools to thrive in their future endeavors.

Notice of Non-Discrimination

Discrimination on the basis of color, race, nationality, religion, sex, sexual orientation, pregnancy, ancestry, age, marital status, physical or mental disability (including any autism spectrum disorder), immigration status, gender identity, order of protection status, military status, status of being homeless,

or unfavorable discharge from military service is indeed widely considered to be unethical and prohibited by many legal frameworks and policies.

This statement aligns with the principles of equality, diversity, and inclusion, which promote a fair and just society where individuals are treated with respect and dignity, regardless of their personal characteristics or circumstances. These protections aim to prevent discrimination, harassment, and bias in various aspects of life, such as employment, education, and public services.

Cognia and NCAA Accreditation

Pinnacle Charter Schools, is proud to have become one of the first institutions in the world to receive full, corporate accreditation by Cognia, formerly, AdvancED, which recognized Pinnacle Charter Schools for its commitment to quality education, process discipline and on-going process improvement.

Pinnacle Charter Schools is also pleased to report that we are a part of the NCAA network as we look to provide increased extracurricular opportunities for our student community.

Employee Education and Experience

By following of A.R.S §15-183 (F). the education and experience information of all faculty members is available for inspection upon request. To access this information, you can inquire with the school's front desk staff or send an email to hr@mgrmedu.com.

Governing Board Meeting Notices

Notices are available on each district's website, see below. Meeting minutes are available for inspection, upon request. Please inquire with the school's front desk staff or email hr@mgrmedu.com. In accordance with A.R.S §38-431.01.

- Pinnacle Education – Casa Grande, Inc. website: <http://casagrande.pinnacleeducation.com/>
- Pinnacle Education – Kino, Inc. website: <http://nogales.pinnacleeducation.com/>
- Pinnacle Education – Tempe, Inc. website: <http://tempewest.pinnacleeducation.com/>
Pinnacle Education – WMCB, Inc. website: <http://tempeeast.pinnacleeducation.com/>

Audio-Video Surveillance Disclosure

Public areas, including labs and hallways at school sites (Campus) and the district office, are monitored by video surveillance. It also states that all communication via telephones and email is monitored. This disclosure informs individuals that their actions and communications in these areas may be recorded or monitored for security and/or other purposes.

The implementation of video surveillance and communication monitoring is a common practice in educational environments, to ensure safety, prevent unlawful activities, protect property, and maintain a secure environment. Such measures can help deter potential incidents, provide evidence in case of security breaches or disputes, and ensure compliance with relevant policies and regulations.

It's important for individuals to be aware of these surveillance practices as they impact privacy. If you have any specific concerns or questions about the extent of monitoring or the handling of personal information, it would be advisable to reach out to the appropriate authorities at your school or district office for further clarification.

Registration and Admission

We welcome all students to Pinnacle Charter Schools who have residency within the state of Arizona. When registering a student, schools collect student information; some required by Arizona statute, some required by the Arizona Department of Education, and some necessary to provide continuity of services to students. Therefore, Pinnacle has divided its enrollment process into two parts, as follows:

Part 1: Registration Process

Part 2: Admission Process

Registration Process

The registration process begins with the Student Registration Form and provides Pinnacle with a proof of state residency and a proof of student identity and age. The following are acceptable forms of proof:

- ❖ Proof of State Residency
As Charter school, Pinnacle shall require and maintain verifiable documentation of residency in state of Arizona for students who enroll in the charter school. As mentioned in A.R.S. §15-802(B)
- ❖ Proof of Student identity and age
The first time a student is enrolled in Pinnacle school, within 30 days of registration, the student (or the person enrolling the student) must provide one of the following documents under A.R.S. § 15-828(A):
 - ✓ A certified copy of the pupil's birth certificate;
 - ✓ 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.
- ❖ A letter from the authorized representative of an agency having custody of the pupil pursuant to A.R.S. Title 8 Chapter 2, certifying that the pupil has been placed in the custody of the agency as prescribed by law. A.R.S. §15-828(A).

Admission Process

Upon completion of the registration process, the admission process begins. Once the student and or parent/guardian has completed and submitted the requested admission documents, the student will receive courses.

Enrollment Preference

Pinnacle Charter Schools accepts students through open enrollment. However, continued attendance at Pinnacle is conditional and based on the student's compliance with Pinnacle Charter Schools' rules and regulations.

Arizona law defines specific categories of students that are, or may be, eligible for enrollment preference. Charter schools are required to grant enrollment preference to returning students and to the siblings of students currently enrolled at the school. [1] Charter schools have local control to determine if they wish to allow enrollment preferences to the following students: [2]

- Children in foster care, or those designated as unaccompanied youth, per the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11434a);
- Students or siblings who attended another charter school under the same charter holder, board and governing board membership, or those under a school managed by the same educational management organization, charter management organization or educational service provider;
- Children, grandchildren, or legal wards of the following:
 - Employees of the school or charter holder,
 - Members of the governing body of the school, or directors, officers, partners, or board members of the charter holder. [1] A.R.S. § 15-184(B). [2] A.R.S. §§ 15-184(C) and (D).

Documentation of Arizona Residency

Pinnacle Charter schools are required to obtain accurate and verifiable documentation of Arizona residency at initial enrollment and to maintain such information. [1] The Arizona Department of Education (ADE) has established guidelines setting forth documentation that may be accepted as verification of residency. ADE residency guidelines can be found online or requested from the school. [1] A.R.S. § 15-802(B).

Foster Children

A student in the custody of the Department of Child Safety (DCS) may provide "a letter from the authorized representative" to serve as residency documentation. [2] Charter schools must carefully safeguard and maintain confidentiality regarding the status of children in DCS custody. [2] A.R.S. §15-828.

Citizenship and Immigration Status

Charter schools may not ask about a family or student's citizenship, immigration, or refugee status. [3] Citizenship, immigration and refugee status are not relevant to establishing residency and may have the effect of discouraging enrollment. A charter school may not bar a student from enrolling because he or she lacks a birth certificate or has records indicating a foreign place of birth, such as a foreign birth certificate. [4]

[3] U.S. Department of Justice, Civil Rights Division and U.S. Department of Education Office for Civil Rights, *Fact Sheet: Information on the Rights of All Children to Enroll in School*, May 2014.

[4] *Id.*

Government-Issued Identification

Charter schools may not require students or parents to provide government-issued identification in order to enroll in or attend school. A charter school may choose to include a parent's state-issued identification or driver's license among the documents used to establish residency. However, it may not require such documentation to establish residency. [5] [5] *Id.*

Homeless Children

Proof of residency is not required for homeless students and youth as defined in Arizona statute and identified under the McKinney-Vento Homeless Assistance Act. Homeless students or youth shall be immediately enrolled even if the prospective student cannot produce documentation of residency normally required for enrollment; this mandate also applies to unaccompanied minors. [6]

[6] McKinney–Vento Homeless Assistance Act of 1987, 42 U.S.C. § 11431 et seq.; A.R.S. §15-824(C).

Military Students

For members of the armed services, a charter school may enroll a student if the parent provides a hard-copy or electronic document of their transfer, or pending transfer, to a military installation within the state. The parent must provide official documentation of residency within ten days after the arrival date which may include a temporary on-base billeting facility as the address. [7]

[7] Arizona Department of Education, *Arizona Residency Guidelines*, May 21, 2019.

Military Student Identifier

All charter schools must include the Military Student Identifier (“MSI”) question on each student enrollment packet. The Military Student Identifier (“MSI”) allows families to indicate that their student has at least one parent who is a member of the Armed Forces on active duty. A school may not deny enrollment if a parent chooses to withhold such information and should clearly communicate that the information will not be used in making enrollment decisions. [8]

[8] Every Student Succeeds Act of 2015, Pub. L. No. 114–95 § 114 Stat. 1177 (2015–16) Section 1111(h)(1)(C)(ii).

Student Disciplinary History

Pinnacle may refuse registration to a student who has been previously expelled, or is in the process of being expelled, from another educational institution. This exception does not apply to suspensions, behavior plans, or other disciplinary issues. During the registration process, the Students Services Department should not inquire about a student's disciplinary history (beyond expulsion).

According to Pinnacle’s procedures, once students fill out and submit a Registration Form, they will receive notice for acceptance of a seat in one school of Pinnacle Charter Schools within 24 hours. Seat reservation is subject to availability in selected site.

Supplemental Documents

The following documents are necessary for admission (not enrollment) in Pinnacle Schools. They will enable our school to better serve the student in promptly assigning courses and determining a Personalized Learning Plan. It is strongly suggested to submit these documents if you have them in your possession:

1. Admission Packet (including Home Language Survey, Student Housing Questionnaire (McKinney-Vento Homeless Education Assistance), Parent and Student Consent Agreement Form);
2. Proof of Immunization, a [Medical Exemption Form](#), or a [Personal Beliefs Exemption Form](#) if the student attends a Site School or Learning Center. By state law, (A.R.S. §15-873) a child will not be allowed to attend school until either proof of immunization or a completed exemption form is submitted to the school. (Homeless students are allowed a five-day grace period to submit proof of immunization or an exemption form);
3. Official or unofficial high school transcripts;
4. Official or unofficial middle school semester report cards;
5. Proof of completion of eighth grade (promotion certificate or other verification from previous school);
6. Withdrawal form from the previous school;
7. Special Education Records;
8. Legal guardianship or custody papers if an adoption has taken place, if the student lives with one custodial parent, or if the student lives with anyone else (i.e. grandparents, aunt, uncle, sibling, friend or other relative. We must receive a photocopy of papers within 30 days of enrollment).
9. Copy of Arizona Achievement Testing scores or documented on an official transcript;
10. Copy of English Language Learner testing scores (AZELLA/SELP) or documented on an official transcript;
11. Notice to Provider form;
12. Primary Caregiver form;
13. Concurrent Agreement form;
14. Student Services Survey.
15. Students/Parents acknowledgments related to use of drugs and Students disciplinary action.

Upon completion of the registration process, school personnel will contact you to set up an enrollment appointment. We look forward to having your child attend Pinnacle Charter Schools. If there is any way we can further assist you, please do not hesitate to contact us at 1-888-746-3301.

Emancipated Minors

To be considered an emancipated minor it requires a student to have paperwork or a Declaration of Emancipation signed by a parent and on file with the school. This means that parents give up their right to intervene on behalf of their student on any school issue.

Continuing Students

Every new school year students who plan to continue with Pinnacle will need to complete and submit a new Registration Form and Admission packet. In accordance with guidelines adopted by the Arizona Department of Education, school districts, and charter schools shall require and maintain verifiable documentation of Arizona state residency for pupils who enroll in the school district or charter school. [A.R.S. 15-80 (b)(1)]. Therefore, Pinnacle Charter Schools requires the following documentation for continuing students:

1. Current Registration Form
2. Proof of Arizona Residency

These documents are necessary to verify current student and parent/guardian information and Arizona residency.

McKinney Vento (Homeless) Students

The Arizona Homeless Education Program is dedicated to ensuring that all children and youth experiencing homelessness have access to the public education to which they are entitled under the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act.

Pinnacle believes the Homeless Education Program is to work in collaboration with school personnel and community service agencies in an effort to maximize access to various educational, social, and enrichment programs that promote academic success and student achievement. Pinnacle works towards this aim by ensuring that School policies are in compliance with federal law, and State Guidelines

Definition of Homeless Students

According to the U.S. Department of Education, children and youth living in the following situations are considered homeless:

- ❖ Doubled up with family or friends due to economic hardship
- ❖ Living in motels or hotels for lack of other suitable housing
- ❖ Runaway children and youth
- ❖ Homes for unwed or expectant mothers for lack of a place to live
- ❖ Homeless and domestic violence shelters
- ❖ Transitional housing programs
- ❖ Abandoned buildings or on the street
- ❖ Public places not meant for housing
- ❖ Cars, trailers, and campgrounds
- ❖ Migratory children staying in housing not fit for habitation
- ❖ 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 abandoned in hospitals.

- ❖ 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.
- ❖ Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- ❖ Students who qualify as homeless because the children are living in circumstances described above.

Admission of Homeless Students

Students are immediately admitted to the school in which enrollment is sought, even if the student is unable to produce records normally required for registration and admission, such as previous academic records, medical records, proof of residency, or other documentation.

Education of Homeless Students

- Students have full and equal opportunity to succeed in Pinnacle Schools.
- Parents and guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Homeless families and students receive educational services for which such families are eligible either Site based or Online Schooling
- Referrals to health care and immunization services, dental services, mental health services, and other appropriate services

Your children have the right to:

- ✓ Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education provided to other students.
- ✓ Continue in the school they attended before becoming homeless or the school they last attended, if that is your choice and is feasible
- ✓ Receive transportation to the school they attended before they became homeless or the school they last attended, if they request such transportation. Or provide
- ✓ Attend a school and participate in school programs with students who are not homeless. Students cannot be separated from the regular school program because they are homeless.
- ✓ Receive transportation to school and to school programs Liaison should explore the use of public transportation and community partnerships, or consider reimbursing homeless parents for mileage for driving their children to school.
- ✓ Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- ✓ Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- ✓ Enroll and attend classes in the school of their choice even while the school and you seek to resolve a dispute over enrollment.
- ✓ Receive the same special programs and services, if needed, as provided to all other students served in these programs.

The District Homeless Liaison is the Student Services Assistant Manager. See [Determining Eligibility for McKinney-Vento Rights and Services](#) for additional information.

Transfer Students

In the event that a student transfers to Pinnacle Charter Schools from another institution, Pinnacle Charter Schools reserves the right to apply an appropriate and fair methodology for credit acceptance based on Arizona state law. Under existing Arizona state law, students may be required to take an end of course assessment to determine whether or not the transfer credit will be applied as meeting a core academic requirement or as an elective course. In the event that a transfer student enters with credit indicating completion of a core academic requirement and fails the end of course assessment, all such credits shall be applied as meeting the elective requirements and the student shall retake the course. (A.R.S. 15-701.01).

Internal Transfers

Upon receipt of withdrawal or internal transfer request with Pinnacle Group of schools, the Student Services Department will promptly withdraw the student from their current enrollment. It's important to note that due to the withdrawal occurring while the session was in progress (Block), the student will not receive credit for the courses.

The student and or parent/guardian will need to withdraw the student from the current school and submit a new Registration Form, Proof of Residency, and verify all other documentation on file is current. Once the documentation is received, the student will receive new courses in the new school. **Please note: without a new Registration Form and a signed Withdrawal Form, such requests will not be accepted by Pinnacle Charter Schools.**

Withdrawal from School

State accountability oversees the use of pupil withdrawals, including official withdrawal codes and the monitoring of schools/districts for correct documentation of these exit codes. Withdrawal codes directly impact state and federal accountability, as they are used in calculating graduation, dropout, and persistence rates

The official Notice of Pupil Withdrawal Form has been updated by the Arizona Department of Education for use Fiscal Year 2022 and beyond.

In addition to the Withdrawal Form itself, in order to withdraw or transfer from Pinnacle Charter Schools, the student and/or parent/legal guardian must notify (in writing or by phone) the site personnel or the district office of the student's withdrawal from Pinnacle Charter Schools. Students must be 18 years old to withdraw themselves. The parent or legal guardian must request a withdrawal for a minor student. The student, parent or legal guardian must have their new school send a records request via fax or email to the following:

Fax: 480-755-8223

Email: records@mgrmedu.com

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents, legal guardians and students over 18 years of age (eligible students) certain rights with respect to the student's educational records. Custodial and divorced parents have equal rights relating to student records unless the school has been provided a court order to the contrary. FERPA rights to student records are as follows:

The right to inspect and review the student's educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected

- The right to request the amendment of the student's educational records that the parent or eligible student believes are inaccurate or misleading. They should write to the school principal, clearly identifying the part of the inaccurate or misleading record. If Pinnacle Education High School decides not to amend the record as requested by the parent or eligible student, Pinnacle Charter Schools will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing
- The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Pinnacle Charter Schools as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement personnel); a person serving on the school board; or a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist).

Once a student reaches 18 years of age or attends a post-secondary institution, he/she becomes an eligible student and all rights formerly given to parents and legal guardians under FERPA (The Family Educational Rights and Privacy Act) transfer to the student.

Official Transcript Requests

Official transcripts must be received and sent in a sealed envelope. Transcripts that are faxed are not considered official transcripts. Pinnacle Charter Schools will request records and send records to other schools. Any school that is requested to forward a copy of a transferring student's records must comply and forward the records within 10 school/business days after receipt of the request unless the records have been flagged as prescribed by the Arizona Department of Education. (A.R.S. 15-829).

A student or parent/guardian who would like to request their own copy of transcripts or educational records, will need to submit a written request by mail or email. Record requests can be submitted to the student's enrolled school or to the email records@mgrmedu.com.

Enrollment Verification Requests

Enrollment verifications from other entities should not be requested until a student has been enrolled for 14 calendar days and has met attendance for 100% of those necessary school days. School personnel or the Records department will verify these requirements before processing any request. Requests will not be processed until the above has been met.

Emergency Medical Forms

Accidents can and do happen. It is essential that we are able to contact a parent/guardian or other responsible adult in the event of an emergency. Please return the emergency medical authorization form to the school immediately. If an emergency arises during school hours due to an illness or injury to a student, school personnel will attempt to notify parents.

During the school year, there may be changes in addresses, email addresses, and telephone numbers. Please update your information as needed with Pinnacle school staff.

Attendance Requirements for Site School Students

The right and privilege of attending public school carries with it certain responsibilities on the part of both parents and students. School attendance is ultimately the responsibility of the student and his/her family. It is important that parents and students recognize the direct relationship that exists between academic success and regular school attendance. A student should remain out of school only when absolutely necessary and the parent/guardian or the adult student must notify the site school of any absence.

Full time students will take a minimum of two courses and must meet their daily attendance requirements.

At Pinnacle Charter Schools, site school students are required to:

- Attend all school days required by their site calendar and selected session.
- Access and complete work in their courses each required day for three (3) hours per course per day.

Note: For notification purposes, and in case of an emergency, it is critical that the school be informed immediately if there is a change in phone number either at home or at work. We also need address changes immediately. It is essential that we be able to contact parents/guardians by phone and mail.

High School Instruction Hours for Site Students

High school students are required to complete a yearly minimum of instruction hours to be granted credit in their courses. The required yearly minimum of instruction is **720 hours** for site school students.

Absences

Excused Absences

Absences approved and verified under the following conditions:

- Illness or doctor's appointment, verified by a doctor's statement.
- Religious observance, with approval by the principal or designee prior to the absence.
- Emergency, with notification to the school.
- Bereavement, with notification to the school.
- Out of school suspensions.

Notification by the legal parent or guardian is necessary by phone and or written by letter or email on or before the day of absence. School personnel will call the parent or guardian if notification is not given.

In the event a student has excused absences that prevent them completing their courses on time, the student can request an extension before their course(s) due date. The student should speak with their school personnel or their online instructors.

Unexcused Absences

Absences not approved or verified by the above conditions for excused absences, in addition the following:

- Leaving school grounds without the permission of a legal parent or guardian.
- Not logging into the school Education Platform and completing the timesheet.

School personnel will call the parent or guardian if notification or permission is not given. The parent or guardian will also receive a letter by email and mail notifying them of their student's absences. These letters are sent out when the student has reached the third, fifth, and seventh absences.

Pursuant to A.R.S. §15-901(A)(1), schools are required to withdraw a student only after ten consecutive, unexcused absences.

Attendance Requirements for Online Students

The right and privilege of attending an online school carries with it certain responsibilities on the part of both parents and students. School attendance is ultimately the responsibility of the student and his/her family. It is important that parents and students recognize the direct relationship that exists between academic success and regular school attendance. Students should remain out of school only when absolutely necessary and parent/guardian or adult students must notify school personnel of any extended absence. Full time students will take a minimum of two courses and must meet their daily attendance requirements.

An advantage of an online school is that a student can design their own schedule and logon any day of the week at any time. Courses are available 365 days a year and there are no breaks or holidays for online students, but students and their families have the ability to design and schedule school/class time according to their needs. Any extended or unusual period of absence should be communicated with school personnel as soon as possible.

Online students are required to:

- Meet daily attendance based on their block schedule and 90 hours per course;
- Log onto M-Star and fill out the timesheet to record their attendance;

- Access and work in their courses five (5) days a week for three (3) hours per course per day.

As a reminder, Online Instructors are only available for student assistance only during their usual work schedules which are Monday-Friday 9:00 am-6:00 pm, excluding weekends and holidays.

Note: For notification purposes, and in case of an emergency, it is critical that the school be informed immediately if there is a change in phone number either at home or at work. We also need address changes immediately. It is essential that we be able to contact parents/guardians by phone, postal mail and or email.

Middle School Instruction Hours

Middle school students are required to complete a yearly minimum of instruction hours to be considered for promotion to the next grade level. The required yearly minimum of instruction hours is:

- 890 hours for sixth grade.
- 1068 hours for seventh and eighth grades.

Again, a full-time middle school student with two courses should be completing six hours or more in their courses at least five days a week or the required days in their school's schedule.

High School Instruction Hours for Online Students

High school students are required to complete a yearly minimum of instruction hours to be granted credit in their courses. The required yearly minimum of instruction is **900 hours** for online school students.

Absences

Excused Absences

Absences approved and verified under the following conditions:

- Illness or doctor's appointment, verified by a doctor's statement.
- Religious observance, with approval by the principal or designee prior to the absence.
- Emergency, with notification to the school.
- Bereavement, with notification to the school.
- Out of school suspensions.

Notification by the legal parent or guardian is necessary by phone and or written by letter or email on or before the day of absence. School personnel will call the parent or guardian if notification is not given.

In the event a student has excused absences that prevent them completing their courses on time, the student can request an extension before their course(s) due date. The student should speak with their school personnel or their online instructors.

Unexcused Absences

Absences not approved or verified by the above conditions for excused absences, in addition the following:

- Absences without the permission or notification of the legal parent or guardian.

- Not logging into the school website and completing the timesheet.

School personnel will call the parent or guardian if notification or permission is not given. The parent or guardian will also receive a letter notifying them of their student's absences. These letters are sent out weekly when the student has reached the third, fifth, and seventh absence.

Academics

High School students at Pinnacle Charter Schools should complete a minimum of two courses every six weeks, and a minimum of twelve courses each school year. However, students are encouraged to take heavier loads to graduate on time or early. If a student wishes to complete courses at a faster rate, the student's Personalized Learning Plan (PLP) can be reviewed and adjusted to finish courses earlier than six weeks.

High expectations will be maintained for all students to maximize their academic potential. Students are to complete all assignments, participate in class activities, and demonstrate an overall sense of responsibility for their success.

Pinnacle Charter Schools requires a minimum of 90 hours of attendance in a course before it will be graded out. Students can request new courses if the following have been met in all current courses:

- 90 hours of Online Time have been logged for each course;
- 100% completed with all course work submitted for each course;
- A completed final exam and a final course grade of 80% or better in each course.

English Learner

The school offers opportunities for English Learners (EL) to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of EL students will be given an opportunity to provide input to the program, and provided notification regarding their child's placement in, and information about, the school EL programs.

For questions related to this program or to express input in the schools EL program, contact the EL Coordinator.

Pinnacle High School Tiers

Pinnacle Charter School offers a wide range of high school academic courses, including: Advanced Placement, Honors, Advanced Placement, Regular Courses, Special Education, and Credit Recovery. The school curriculum is built to meet the needs and capabilities of every high school student and all our online high school programs help the student to find their own path to success.

Pinnacle Charter Schools provides a wide range of online high school programs which serve as a solid foundation for college and career, these fully accredited online high school courses are designed to personalize learning and enhance the educational experience of every high school student. Our high

school core curriculum covers all the core subjects including English language arts, math, science, and social studies.

Advanced Placement courses are designed for high school students looking for a more challenging curriculum to prepare them for college and university entrance. Our regular courses are designed for students who are on target to graduate with their cohort and are preparing for community college entrance and or job placement after high school. We also offer Special Education courses that are modified to meet each individual students' needs according to their Individualized Education Program with the assistance of our SPED team. Students can also qualify for Credit Recovery courses that are designed to help students recover lost credit and to help them catch up to their cohort level if they have fallen behind in high school credits.

Our high school students have access to an interactive, wider range of coursework while working at their own pace. The high school online courses include teachers, lessons, projects, homework, class discussions, and tests. All of our accredited high school online courses are taught by highly qualified teachers and our high school curriculum is aligned with the Common Core State Standards and the Arizona Department of Education K-12 Standards.

Tier 1– Honors Course Criteria

Honors courses will have more rigor and intensity to challenge students. Students will use higher level thinking in order to apply the concepts learned in the course. Students will be recommended and approved based on the following criteria:

1. Strong academic performance and recommendation of the Principal or Lead Instructor;
2. 90% attendance;
3. Successful completion of last four courses with a 80% or better and/or before the due date;
4. Transcript review.

Tier 2 – Regular Course Criteria

These courses are for students who are enrolled, on pace to graduate, no discipline issues and have 90% attendance. Students will receive two (2) courses every six weeks.

Tier 3 –Credit Recovery Criteria

Students who enroll in the Credit Recovery program are in danger of not graduating on time for a variety of reasons. These students may fit one or more of the following descriptions:

- Students behind at least one year in credits (10th-12th grade);
- Students who are primary caregivers or financially responsible for dependents;
- Students who are young parents or parents to be;
- Special education students;
- English Learner students;
- Students who are truant or have dropped out;
- Students in who are wards of the state in DCS care, group homes or foster homes;
- Students who have documented history of disruptive behavior;
- Students who are referred by a court or probation officer (adjudicated students);

- Students who are homeless or who meet McKinney Vento eligibility.

Student Intervention Advisors or Instructional Intervention Specialists will review student transcripts and the student's Personalized Learning Plan (PLP) for recommendation to the Credit Recovery program.

The Credit Recovery Tier gives students the opportunity to earn credits needed to complete the requirements for a high school diploma or to regain lost credits to complete their education. Staff, families, and students work together on a Personalized Learning Plan (PLP) to identify obstacles, develop coping skills, and strategize solutions. Components of the program include direct individual instruction and tutoring, small group instruction, and online learning program, as well as life skills and vocational activities. Students participate in a combination of these learning experiences. Each student in the Credit Recovery Tier will also work in an ECAP course and any test preparation courses for state mandated testing.

Students are required to meet the Pinnacle Charter Schools' attendance requirements, but can complete their courses in four (4) weeks rather than six (6) weeks.

Special Education

As parents and educators, we know that no two children learn alike or have same educational needs. The primary law governing special education is the Individuals with Disabilities Education Act (IDEA). However, there are other laws that govern public schools' obligations to educate students with disabilities.

- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.)
- The Americans with Disabilities Act (ADA) (42 U.S.C. § 12101 et seq.)
- The Elementary and Secondary Education Act (20 U.S.C. § 6301 et seq.)
- McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.)

In the state of Arizona, the categories of disability for children age 3 through 21 are:

- Autism (A)
- Developmental Delay (DD)
- Emotional Disability (ED)
- Hearing Impairment (HI)
- Mild Intellectual Disability (MIID)
- Moderate Intellectual Disability (MOID)
- Multiple Disabilities (MD)
- Multiple Disabilities with Severe Sensory Impairment (MDSSI)
- Orthopedic Impairment (OI)
- Other Health Impairment (OHI)
- Preschool Severe Delay (PSD)
- Severe Intellectual Disability (SID)
- Specific Learning Disability (SLD)
- Speech/Language Impairment (SLI)
- Traumatic Brain Injury (TBI)

- Visual Impairment (VI)

Although the IDEA defines each disability category, the specific qualifications for each category may vary from state to state. In Arizona, several of the categories require additional components other than those described in the IDEA, such as verification of a medical condition for some disabilities

The Pinnacle Charter Schools’ school sites and learning centers offer enrichment experiences and a more rapid learning pace in an environment that offers curricula that matches the gifted child's unique learning style. Their curiosity, creativity, intensities, sensitivities, and advanced learning styles will be embraced and appreciated by their instructors. A classroom of like-minded peers with instructors who understand and enjoy the gifted learner will result in a healthy atmosphere where a child can flourish intellectually, socially, and emotionally.

Highlights of the Pinnacle Program:

- Academics:
- Cross-curricular experiences
- Accommodating students learning styles
- Students choose their electives
- Depth and complexity

There are many steps that must be followed to decide whether a child's educational needs require the assistance of special education. Checks and balances are built into each step and a team approach is used to ensure that children who need special education will receive such services.

For additional information on the Pinnacle Charter Schools Program, please call and visit to the locations of Pinnacle Charter Schools.

High School Graduation Requirements

A total of twenty-two (22) credits are needed to earn a high school diploma. In addition, a student must pass the civics test required by state law. For the purpose of standardized testing, the grade-level status is determined by the year of entry in school (cohort year). Students are encouraged to take additional credits for enrichment and post high school preparation. Students must have attended Pinnacle during their senior year and must have met all other requirements to be considered eligible for graduation from Pinnacle Charter Schools.

AZ High School Graduation Requirements		Arizona State University Requirements	
English	4 credits	English	4 credits
Math	4 credits	Math	4 credits
Science	3 credits	Science	3 credits
Social Studies/Science	3 credits	Social Science	2 credits
Electives	7 credits	Second Language	2 credits

Fine Arts or Career and Technical Education	1 credit	Fine Arts or Career and Technical Education	1 credit
Other		Other	
<ul style="list-style-type: none"> ● Pass the civics test with 60% for students graduating from 2022 to 2025. ● Pass the civics test with 70% for students graduating in 2026 and after. 		Must meet one of the following: <ul style="list-style-type: none"> ● Top 25% in H.S. graduating class ● 3.00 GPA ● ACT 22 ● SAT 1120 	

Middle School Promotion Requirements

A total of twelve courses or six credits are needed for successful completion of grades 6, 7, and 8 and promotion to the next grade level. Middle School students must remember to meet their daily attendance requirements of three (3) hours per day per course. For two (2) courses that is at least six (6) hours per day for five (5) days a week. **Middle School students must access and fill out their daily time-sheet in M-Star before they complete any work outside of M-Star or in the lab to receive credit.**

Middle School students must successfully meet the following requirements to promote to the next grade level:

1. Completion of the minimum instruction hours. 890 hours for 6th grade, and 1068 hours for 7th and 8th grades.
2. Completion and a grade of a D or better for 12 courses or six credits. Students will need to earn the following:
 - a. One (1) credit of English Language Arts
 - b. One (1) credit of Mathematics
 - c. One (1) credit of Science
 - d. One (1) credit of Social Studies
 - e. Two (2) credit of Electives
3. Completion of state mandated achievement testing.

If the student is 16 years of age on or before the beginning of the next school year, they can be “socially promoted” from the 8th grade to the 9th grade without a Promotion Certificate at the end of the school year.

“If the pupil’s individualized education program (IEP) team and the pupil’s parent or guardian agrees that promotion is appropriate based on the pupil’s individualized education program.” [A.R.S. §15-701 (A)(2)(b)(ii)].

Graduation and Promotion Ceremony

Participation in the commencement ceremony is a privilege. Students who choose to participate must submit a completed graduation packet and agree to meet the listed requirements to participate in the

graduation ceremony. If all requirements are not met, the student is not eligible to participate in the graduation ceremony.

Any student who is identified or caught participating in a senior prank which results in the illegal entry of the school, vandalism, disruption of the educational process, or criminal damage to the campus will be criminally charged or receive an out of school suspension, and may not be allowed to participate in the graduation ceremony.

Child Find and 45-Day Screenings

In accordance with IDEA and the Arizona Department of Education, students enrolled at Pinnacle Charter Schools are screened for possible disabilities within 45 days of enrollment for all students through 21 years of age. If a concern about the student is identified through the 45-day screening and after a review of records, the school will notify parents of the concern, within 10 school days and follow up on the student's needs. Pinnacle Charter Schools will complete the 45-day screening for each new student, in person or on the phone with the student and or the parent or guardian. (Administrative Code (A.A.C) R7-2-401 (C) and (D)).

Hearing and Vision Screening

Hearing screenings are required by Arizona Administrative Code § 9-13-102- All students under 16 years of age who are not deaf or hard of hearing, or do not have evidence of a screening conducted within 12 months are required to have annual hearing screenings. All students receiving Special Education Services are required to have annual screenings. If a parent objects to hearing screening A.R.S. § 36-899.04, the student can be excluded from screening.

Vision Screening does not have rules in place denoting the required populations that must be screened. However, Pinnacle Charter Schools will also conduct vision screenings to all populations requiring hearing screenings in unison.

Student Progress

Evaluation of the student's progress at Pinnacle Charter Schools will include the following but not limited to:

- Academics
- Behavior
- Attendance
- Individualized Education Plan goals (SPED students)

Grading and Credits

Drop Period

The period in which a class can be dropped is within 14 calendar days. Students and or parent/guardians must contact their Instructional Intervention Specialist or Student Intervention Advisor as soon as possible to drop a course. If a course is dropped within 14 days of the start date, the student

will receive a W and will be assigned a new course as a replacement. After 14 days the course must receive a letter grade of A through F.

Withdrawal

A Withdrawal (W) is issued when:

- The student leaves the school through the formal withdrawal process, and their course is incomplete.
- The student is removed for administrative or advising purposes.
- The student drops his or her course within the 14 days drop period.

Grades

After the course is closed by the Online Instructor, any assignments not completed and or submitted by the course due date will receive a zero as the grade for the assignment, this will have a negative impact on the student's final grade for the course. Students should be sure to complete the Benchmark Assessment, all Written/Dropbox Assignments, Quizzes, Viva discussion, and the Midterm or Final Exam to receive the highest number of points for the course. The following letter grades will be assigned for all completed and incomplete coursework:

- A – 100% to 90%
- B – 89% to 80%
- C – 79% to 70%
- D – 69% to 60%
- F – Below 60%*

*Students who fail to meet the academic standards of the course, or who fail to complete the course by the scheduled end date, shall receive a grade of "F" in all such courses.

Students receive 0.5 credit for each course that they earn a final grade of D or above and meet attendance requirements. No credit is earned for withdrawals, incompletes, or non-passing grades (F or No Pass).

Student In-Person Testing

All students enrolled in Arizona public schools will take in-person state and federally mandated achievement assessments for their recommended grade level. Pinnacle Charter Schools will administer all testing and inform students and families of testing dates as they are made available by the Arizona Department of Education. Only eligible students with significant cognitive disabilities will participate in alternate achievement tests. Pinnacle's District Testing Coordinator will coordinate all testing activities.

Arizona's Academic Standards Assessment (AASA)

AASA is the statewide achievement test for Arizona students. Arizona public school students in grades 3-8 will take the grade level AASA assessments in English Language Arts and Mathematics. The AASA replaced the former AzM2 and AzMERIT testing.

ACT

Students in grade 11 will take the ACT beginning this year. This assessment will replace the former AzMERIT.

AzSCI

Students in grades 5, 8, and 11 will take the AzSCI test in spring of each school year.

ACT Aspire

Students in grade 9 will take the ACT Aspire beginning this school year.

AZELLA Placement and Reassessment Testing

AZELLA testing is used for both placement and reassessments purposes. Pinnacle Charter Schools' AZELLA District Testing Coordinator and the Student Service department will identify English learners from the answers students give on the Home Language Survey at the time of Enrollment. These students will then take the AZELLA placement test within the first thirty days of the new school year or two weeks of enrollment to new students who have no prior AZELLA test history. Students' proficiency scores determine appropriate placement for instruction. Students who have been placed into an English Learner (EL) program will also take the AZELLA reassessment once per year until they achieve proficiency, usually in the spring. Those students who have scored proficient on the AZELLA are then monitored for two years to help ensure success after their move into a mainstream classroom.

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College Entrance Exams

Students who plan to apply to a college or university should plan to take one of the college entrance exams: PSAT, SAT, and the ACT. The student should speak to their Student Intervention Specialist or Student Intervention Advisor to find out if there are any tutoring or test taking opportunities available.

Test Preparation Courses

Pinnacle Charter Schools provides opportunities for students to take a test preparation course for the state required achievement assessments so students can improve on their performance. Preparation courses will be assigned when high school students have completed the B section (second semester) of an English and math course if it's near the testing date.

Tutoring

Various forms of tutoring are available to assist students. Students experiencing academic difficulty should talk to their Online Instructor and or Student Intervention Specialists about what is available. Student Intervention Specialists at the site or learning center can immediately help students. Tutoring sessions are available with Online Instructors daily on the phone or online using BigBlueButton.

Summer School

Pinnacle Charter Schools has two summer school sessions available to students. The June and July summer sessions are four-week sessions that allow students to take one course to help them catch up or get ahead. Summer School sessions are open to all Pinnacle Charter School students and concurrent students enrolled in other schools.

Site schools and learning centers will have reduced summer hours. Please contact the site or learning center about the schedule.

Parent/Guardian Concerns

The administration recognizes that parent/guardian participation is vital to the operation of the school, and it is important to remember that the primary goal is to educate the students in a safe and academically challenging environment. With this in mind, please remember to sign in at the office upon entering a school or the district office.

Occasionally, students may come home upset about something that occurred during the school day. If a parent/guardian has a concern, he/she should contact the teacher first. Most problems can be easily resolved once there is additional information regarding the event. Open communication benefits all parties and prevents problems from escalating.

If the concern remains following communication with the appropriate school personnel, it is then appropriate to contact the site school leader or Assistant Principal of Online Instruction. Every effort will be made to find a satisfactory resolution in an open and collaborative manner. As always, the student's success and well-being are our priority.

Parent Classroom Visits, Tour, and Observations

Uninterrupted classroom instructional time is precious to our staff. All visits to the classroom and meetings with the teacher must be scheduled in advance. Classroom visits and observations will be scheduled for 20 minutes at a time and will be accompanied by administration. To protect the privacy of all students, classroom visits will not be honored during recess or lunch times.

Lab/Classroom Observations

These guidelines apply to visits, for the purposes of extended observations of a teacher/staff member/ or other student in the lab, campus areas, etc. When parents/visitors request to visit the school and/or their child's lab or school building during the school day, the following procedures shall be followed:

1. The parent/visitor will complete and submit a written request to the school administration at least two business days prior to the intended visit.
2. Teacher/Staff members, along with school administration, will review the request to determine the educational relevance and appropriateness of the visit.
3. The administrator will approve or deny the visit based on the review.

4. If approved, the front office will contact the parent/visitor and review the lab visitation guidelines, including that the parent/visitor will sign-in at the front office on the date of their visit.
5. The school administrator will accompany the parent/visitor and remain with them for the duration of the observation (no longer than one hour in duration). If not approved, the administrator will contact the parent/visitor and discuss alternative means of gathering the information the parent is seeking, if possible.

Student Etiquette

Pinnacle Charter Schools reserves the right to limit or deny access to our location to any person(s) in the interest of preserving school safety, preventing harassment, and maintaining a distraction-free learning environment. We believe students should attend our facilities ready to work every day. All students should:

- Not use profane language or gestures;
- Treat other students and their property with respect;

If the student is working at a site school location, they should:

- Raise their hand or request permission to get out of their seat (water fountain, bathroom, etc.);
- Keep hands, feet, and objects to themselves;
- Report to their assigned workstation and assigned lab;
- Be checked for suspicion of weapons or drugs on a random basis if needed.

Students will be personally responsible for proper conduct and courtesy while on school property. Unacceptable conduct would include whistling, booing, and talking during a program. Our school pride is evident in the way we conduct ourselves during our student assemblies.

Pinnacle Charter Schools provides a safe and healthy environment for its students in pursuit of the school's mission. The school's responses are intended to help students successfully and safely navigate the school's academic program. Adequate sleep, healthy habits, good nutrition, consideration for others, organized and orderly habits of work and play, the discipline to sustain effort and meet obligations, and respect for oneself are all facets of successful student life at Pinnacle Charter Schools.

Disciplinary responses often include appropriate consequences for the violation of community standards, but punishment or "catching" students is not the school's purpose; instead, our school standards and responses to violation of those standards are intended to deter students from poor behavior and to reform poor behavior. Ultimately, the school standards are educational and not punitive. The school hopes to persuade students of the wisdom and importance of its community standards. Some behavior is so destructive to individuals and/or to the sustenance of a healthy community that it simply cannot be tolerated and will result in the strongest possible school disciplinary response.

As a student at Pinnacle Charter Schools:

1. I have the right to be safe. This means that students in the school, on the school boundaries, at school activities, and on the way to or from school will not be allowed to hurt nor endanger me, with neither words nor weapons. No one will push me, shove me, threaten me nor fight with me for any reason.
2. I have the right to be treated with respect and understanding. This means that no one will be allowed to laugh at me, call me names, nor do anything to try to hurt my feelings nor to embarrass me.
3. I have the right to hear and be heard. This means that no one will interrupt me by disturbing me in my lab nor by making noise.
4. I have the right and responsibility to get the best education possible. I will expect teachers to be well prepared to teach me, and I, in turn, will come to school on time and will try to do as well as I possibly can in my school work.
5. I have the right to a clean and safe school building. I will do all that is possible to make sure that my school and its materials are not damaged or misused.
6. I have the right to study and learn in a school that is free of all illegal drugs, including alcohol and tobacco.
7. I realize that I have the responsibility to always treat students and adults with respect and courtesy and to be sensitive to the feelings of others.
8. I must be willing to accept responsibility for my actions. If I am good, I will be rewarded with positive consequences and will learn to become a better citizen. If I get into trouble, I am willing to accept the negative consequences and to learn from my mistakes.
9. I will not hide evidence of an illegal act or school violation.

Discipline and Conduct

- ❖ The Pinnacle Charter Schools has policies in place to address disciplinary actions for students with disabilities, as well as guidelines related to drug use and the Individuals with Disabilities Education Act (IDEA). Here's a summary of the key points:
- ❖ **Illegal Drug Use:** Students who are currently engaged in illegal drug use are not considered qualified individuals with a disability under Section 504. Consequently, disciplinary actions can be taken against these students based on the school's regular code of student conduct procedures, even if the student has a drug addiction. However, it's important to note that this exclusion does not apply to students with Individualized Education Programs (IEPs).
- ❖ **Alternative School Scenario:** In the case of incidents occurring at an alternative school, the In-charge of SPED should take the lead position and involve parents, students, teachers, and staff of Special Education Department. They should make decisions in the best interest of the student, the school, and the overall school environment. If necessary, the student's Individualized Education Program (IEP) may need to be amended by following IDEA guidelines.
- ❖ **Marijuana on School Campuses:** Even though marijuana may be legal for individuals aged 21 and above in the State of Arizona, it is still not legal on school campuses, even if a student has a medical marijuana card. Schools can enforce regulations prohibiting marijuana possession or use on their premises.

Student Concerns and Complaints

Complaints are best handled beginning at the lab level and, when necessary, should proceed through the various administrative levels.

Students and others may report an incident to any staff member. Staff members must report the incident to the school leader or Charter Holder, in person and/or in writing, with such details as may have been provided. Failure by a staff member to inform the school leader or Charter Holder of an allegation or their observation of an incident in a timely manner may subject the staff member to disciplinary action in accordance with school policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any incident, which includes possible child abuse or violations of statutes known to the staff member, shall be treated in accordance with statutory requirements and be reported to a law enforcement agency, if necessary.

A person who has a complaint may do so directly to the school administrator or to a staff member. The staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the complaint. 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 to be carried out. When a staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint. The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are as follows:

1. An investigation of the reported incident or activity shall be made within 10 school days when school is in session or within 15 days during which the school offices are open for business when school is not in session. Extension of the timeline may only be by necessity as determined by the Charter Holder.
2. The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
3. The investigator shall prepare a written report of the findings, and a copy of the report shall be provided to the Charter Holder.
4. 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.

Access to Student Social Networking Passwords and Websites

School authorities may require a student or his or her parent or guardian to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website if school authorities have reasonable cause to believe that a student's account on a social networking website contains evidence that a student has violated a school disciplinary rule or procedure.

Cell Phones and Other Electronic Devices

In Pinnacle Education environments that cell phones and other electronic devices are not allowed to be brought into class or lab in the school. This policy is not uncommon and is often implemented by educational institutions for various reasons, such as minimizing distractions, ensuring a focused learning environment, and preventing cheating or unauthorized use of electronic devices during instructional time.

By restricting the use of cell phones and other electronic devices in class or lab, schools aim to promote student engagement, concentration, and academic integrity. It encourages students to be present and actively participate in the learning process without the potential distractions posed by electronic devices.

It's important for students, teachers, and parents to be aware of and abide by these policies to maintain a conducive learning environment. If there are specific concerns or questions regarding the school's policy on cell phones and electronic devices, it would be best to consult the school's handbook or contact the administration for further clarification.

Students may possess cellular phones and other electronic devices at school as long as they remain in the student's bags/backpacks or locker. Some exceptions may be granted solely at the school's or teacher's discretion, such as if a teacher chooses to allow students to use their device for educational purposes (i.e. calculators, instant student response systems, etc.). Student non-educational use of devices (talking, texting, playing games, etc.) during class time will result in confiscation of the phone by the teacher. The phone will be turned over to the leader of the location and the student's parents may be required to meet with the school leader or principal before the phone is returned.

Searches by School Personnel

School personnel shall conduct searches when suspicion of a law or school rule has been violated or the health, safety or welfare of students or staff may be in danger. Pinnacle Charter Schools reserves the right to search any items that are brought onto school grounds by any student. We also have the right to call law enforcement if needed.

Discipline Matrix

It is not practical or feasible to include all possible student behaviors that may be deemed inappropriate or against school rules. Therefore, any misconduct not specifically cited in this code is subject to definition and judgment of the building administration.

This matrix is designed to be progressive in nature, however, administration reserves the right to use administrative review when deemed necessary. Repeated Level I and Level II infractions may constitute incorrigible behavior and therefore may be treated as Level III infractions. Level III infractions may be referred to the governing board for long-term suspension or expulsion.

Any or all of these infractions can be referred to law enforcement at the administration’s discretion.

Infraction	Violation Level
Accumulation of Discipline Violations	Level 2
Aggravated Assault	Level 3
Alcohol Violation	Level 3
Any item that may disrupt the educational environment or pose a safety issue	Level 3
Armed Robbery	Level 3
Arson of a Structure or Property	Level 3
Assault	Level 3
Bomb Threat	Level 3
Bullying	Level 3
Burglary/Breaking and Entering	Level 3
Chemical or Biological Threat	Level 3
Combustible	Level 3
Contraband	Level 2
Dangerous Items that can be used as weapons – air soft gun, billy club, brass knuckles, pellet gun, knife, laser pointer, letter opener, nun chucks, mace/pepper spray, paintball gun, pellet gun, razor blade, box cutter, simulated knife, Taser or stun gun, tear gas, simulated firearm	Level 3
Defiance, Disrespect towards Authority, and Non-Compliance	Level 2
Disorderly Conduct	Level 3
Disruption (Minor)	Level 1
Disruption of Educational Process	Level 3
Distribution/Selling Drugs – Maximum	Level 3
Dress Code Violation	Level 1
Drug Paraphernalia – Minimum	Level 3
Drug Violation- inhalants, prescription drugs (inappropriate use of) *, over the counter drugs (inappropriate use of) *	Level 3
Endangerment*	Level 3
Extortion*	Level 3
Fighting*	Level 3
Fire Alarm Misuse*	Level 3
Firearms – possession of any kind	Level 3
Gambling	Level 2

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Graffiti	Level 3
Harassment – sexual and nonsexual	Level 3
Hazing	Level 3
Homicide	Level 3
Illicit Drugs – ecstasy, cocaine, crack, heroin, marijuana, methamphetamine, other illicit drugs, unknown drugs	Level 3
Inappropriate Language	Level 1
Indecent Exposure or Public Sexual Indecency*	Level 3
Kidnapping	Level 3
Leaving School Grounds w/out Permission	Level 2
Lying, Cheating, Forgery, Plagiarism	Level 2
Minor Aggressive Act (hitting)	Level 3
Network Infraction	Level 2
Other Firearm or Destructive Device – bomb, grenade, starter gun, pistol, any other firearm or destructive device	Level 3
Out of Bounds/Loitering	Level 1
Parking Lot Violations Computer/School Equipment	Level 2
Petty Theft	Level 3
Pornography	Level 3
Public Display of Affection	Level 1
Recklessness	Level 3
Robbery	Level 3
Sexual Abuse/Sexual Conduct w/ a Minor Molestation Sexual Assault/Rape	Level 3
Substance Represented as Illicit Drug – Maximum	Level 3
Tardy	Level 1
Telecommunication Device/Cell Phone Violation	Level 1
Theft	Level 3
Threat or Intimidation	Level 3
Tobacco Paraphernalia or Vaping Items	Level 3
Trespassing	Level 3
Truancy	Level 2
Unexcused Absences	Level 2
Vandalism of Personal Property, School Property or Criminal Damage	Level 3
Verbal Provocation	Level 2
Weapons and Dangerous Items	Level 3

Alcohol, Drug and Drug Paraphernalia

A student shall not possess, handle, conceal, sell, offer to sell, use or be under the influence of alcohol, drugs or drug paraphernalia (except that use of medication is allowed if it is prescribed by a physician and used in accordance with the prescription and Governing Board policies). The school nurse shall be notified if a student is to possess medication on school grounds, school transportation or school sponsored events pursuant to this exception. For the purpose of this policy, drugs are defined as

narcotic drugs, dangerous drugs, prescription drugs without a prescription, toxic substances, look-alike drugs, and marijuana as those terms are defined in A.R.S. 13-3411 and 4-244. Distribution or selling drugs on campus will result in a more stringent disciplinary action.

Arson

A student shall not start, attempt to start, or promote the continuation of any fire or explosion. This does not preclude teacher approved class activities such as an approved and supervised experiment in a class. (A.R.S. 13-702, 13-1703.) Students may not possess accelerants while under school jurisdiction.

Bullying

Bullying is repeated acts over time that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical, verbal, or psychological. Specific examples include, but are not limited to, hitting, punching, demeaning, teasing, name calling, taunting, derogatory nicknames, innuendos, and/or remarks; gestures, social exclusion or cyber bullying. (A.R.S. 15-341).

Cyberbullying is, but not limited to, any act of bullying 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 school-owned property, and by means of an individual's personal electronic media and equipment.

Defiance of Authority and Truthfulness

A student shall obey the reasonable orders of teachers, administrators, the school staff and other school district employees, and shall respond to requests for information from these persons in a truthful manner and shall not be defiant of school authority. In the course of an investigation, school administrators and any authorized staff will question the student without receiving prior parent approval.

Disruptive Conduct

A student shall not engage, or attempt to engage, in any conduct that is reasonably likely to disrupt, or that does disrupt, any school function, process or activity.

Distribution of Materials

Pinnacle is maintained as a limited public forum for the purpose of student expression. The Governing Board recognizes the First Amendment rights of students to engage in protected speech, whether written, oral, or by conduct. Any flyers, booklets, or other written materials distributed by the student, not directly related to school sponsored activities, may be distributed on school property, except in the locations and during the times set forth below. Such written material shall be clearly marked with the sponsoring person or organization name. All distribution must be made in conformity with Governing Board policy. Distribution of materials are prohibited in any lab, study area, school administration office, bathrooms, hallways, or the interior entry area at the main building, entrances within the school building between the hours of 7:00 a.m. until 4:00 p.m. when school is in session or in the parking lot. In addition, distribution may not occur in such a manner that would violate Governing Board policy.

Dress Code

Students at Pinnacle Charter Schools are expected to uphold the highest standards of respect, responsibility, and integrity at all times on campus. Appropriate conduct and behavior from students is an integral portion of a successful academic environment. All students of the Pinnacle community must abide by the dress code expectations listed below:

1. Students may not wear clothing that causes annoyance, disrupts, agitates, or interferes with others who are on the school premises for the lawful purpose of pursuing or providing a public school education
2. Students are expected to dress modestly and appropriately for school. Therefore, none of the following items are allowed: bare feet; house shoes, attire revealing chest, abdomen, buttocks, genitals, or underwear; attire advertising alcohol, tobacco, or drugs; or attire picturing obscenities, nudity or profanity
3. Any attire deemed by the staff to be disruptive to the educational process will NOT be tolerated
4. Students are not allowed to wear certain types of head coverings. This includes, but is not limited to: beanies, bandanas, wave caps, doo-rags, skull caps, hoodies, etc.

Emergency Alarms and Fire Control Devices/False Reporting

A student shall not activate or use any fire alarm or emergency control device unless the student reasonably believes that an emergency exists justifying use of the device. (A.R.S. 13-2907)

Forgery, Plagiarism, and Cheating

A student shall not use, or attempt to use, the identity, signature, academic work, homework, or research of another person and represent that it is his or her own. A student shall not share his or her knowledge or work with another student during an examination unless approved by the teacher. A student shall not bring into an examination any materials, electronic device or notes unless approved by the teacher. A student shall not alter a written school document without the express consent of a school official. (A.R.S. 13-2002.)

Any part of a written paper, which is used in other classes as part of an assignment by anyone other than the author, will result in disciplinary action by the school leader or principal for both the author and the plagiarizing student.

Gambling

A student shall not engage in any game or activity that involves the element of risk or chance with the intention that property will be exchanged based upon the outcome of the game or activity. (A.R.S. 3-3303, 13-3304, 13-3305, 13-3306.)

Harassment

Harassment, generally, is the intentional behavior by a student or group that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, gender expression,

gender identity, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media. (A.R.S. 15-341).

Hazing

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a “student” until graduation, transfer, promotion or withdrawal from Pinnacle Charter Schools.

Identity Theft, Online

Identity theft happens when someone steals your personal identifying information. In an online school setting this can be your username and password for your online accounts (email, school, social media). A student shall not use the online accounts’ usernames and passwords of another student. Students should refer to the Student Computer and Usage Internet Policy in this document and other sections of this document regarding privacy and internet usage.

Initiation and Hazing

Unless the activity is properly supervised and has received the express approval of the school/location leader, a student shall not participate in an initiation. Initiations or hazing that involve actual or threatened verbal, physical or sexual abuse are absolutely prohibited. Initiations related to any school club, athletic team, or other group are subject to the above prohibitions whether or not the conduct occurs on Pinnacle facilities.

Obscenity and Defamation

A student shall not use defamatory or obscene words or phrases or distribute defamatory or obscene materials. Obscene materials should not be used or sent via school property or to school personnel. Defamatory words or material are those that are false and expose a person to hatred, contempt, ridicule, disgust or an equivalent reaction or are false and have a tendency to insult a person’s occupation, business or office. Obscene materials are those that an average person, applying contemporary standards of the school community, would find taken as a whole, appeal to prurient interests and lack serious literary, artistic, political or scientific value. The standard to be used is that of the school community, in recognition of the fact that students are, as a group, younger and more sensitive than the general adult population. (A.R.S. 13-3502).

Possession of Weapons and Dangerous Instruments

A student shall not, while on school property, on a school bus, or at school events, possess, buy, sell, conceal or use firearms, weapons, explosives, or fireworks, archery equipment, munitions, or martial arts items. A student shall also not use any other instrument capable of harming any person or property or reasonably susceptible or creating the impression of such harm.

Prohibited Items

Prohibited items are items that disrupt or may disrupt the education process and/or pose a safety or health hazard.

School Property

School property includes all real property of the Pinnacle Charter Schools.

Self-Defense

Self-defense at Pinnacle Charter Schools is defined as taking physical action to protect oneself from physical harm, having no means of avoidance or escape. The circumstances surrounding a fight must show that the one claiming self-defense made every effort to avoid the physical engagement. In essence, striking another person after physical contact was initiated upon them first does not constitute or justify a claim of self-defense. The evidence must show that there is no other choice.

Senior Prank

Any student who is identified or caught participating in a senior prank which results in the illegal entry of the school, vandalism, disruption of the educational process or criminal damage to the campus will be charged or receive an out of school suspension, and may not be allowed to participate in the graduation ceremony.

Sexual Harassment

Pinnacle Charter Schools requires mutual respect among staff and students and to provide an atmosphere free from sexual harassment. Sexual harassment consists of unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when made by a student to another student or staff member. Sexual harassment may include, but is not limited to touching, pinching, grabbing, impeding or blocking movement, and lewd gestures. Continuing to express sexual interest after being informed that the interest is unwelcome and dating abuse is a form of sexual harassment. A substantiated charge against a student or staff member in the school shall subject that student to disciplinary action which may include suspension or expulsion. Sexual harassment is illegal and will not be tolerated.

Indecent Exposure or Public Sexual Indecency

Indecent exposure is when a student exposes his or her genitals or anus or a female student exposes the areola or nipple of her breast and another person is present and the student is reckless about whether the other person, as a reasonable person, would be offended or alarmed by the act. Public sexual indecency is intentionally or knowingly engaging in an act; act of sexual contact; act or oral sexual contact; sexual intercourse; or bestiality if another person is present and the student is reckless about whether the other person, as a reasonable person, would be offended or alarmed by the act.

Requesting or Disclosing of Nude Images or Images of Specific Sexual Activities

It is a violation of conduct to intentionally request, or disclose an image of another person who is identifiable from the image itself or from information displayed in connection with the image if the person in the image is depicted in a state of nudity or is engages in specific sexual activities.

Pornography

Possessing, sharing or posting sexually explicit depictions of persons, in words or images, on a school campus or school facility, including both in print and on cell phones or other electronic devices.

Threatening or Intimidating

When a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or their property.

Threats, Assaults and Fighting

A student shall not verbally or physically threaten, abuse, assault or engage in a fight with any person on school grounds. (A.R.S. 13-1201, 13-1202, 13- 1203, 13-1204).

Truancy

Students that are habitually truant as defined in ARS 15-803 may be cited in accordance with ARS 15-805.

Vandalism, Littering and Destruction of Property

A student shall not damage, destroy or deface or otherwise injure any school property belonging to any other person, and shall not litter on school property or at any school event. The parents or guardians of students who injure school property shall be liable for all damage done. (A.R.S. 15-842; 13-1602; 13-1603; 13-1702, 13-1703).

Violation of Federal, State or Local Law

A student shall not violate any federal, state or local law.

Violation of School Policies and Rules

A student shall not violate any Governing Board of Education policy, administrative regulation, or school rule.

Consequence Matrix

Parental contact/involvement is a minimum expectation throughout the matrix. Proof of participation in mediation and/or counseling may reduce assigned consequences. If detention is a consequence, it may be held before school, lunch, or after school, and on Saturday.

Consequence	Violation Level
Restorative Justice	Level 1
Verbal Warning	Level 1
Behavior Plan	Level 1
Detention	Level 1
School/Community Service	Level 1
Confiscation of Property	Level 1

Zero Credit	Level 1
Referral to: Counselor, Peer Mediation, Student/Parent/Teacher Conference	Level 1
Loss of Privilege	Level 1
Restitution	Level 1
Out of School Suspension	Level 2 or 3
Expulsion	Level 2 or 3

Discipline Appeals Procedure

The student and parent may file an appeal of any disciplinary action in writing with the school leader or principal within forty-eight hours of the initial action. All appeals decisions for suspensions less than ten days are final with the school leader or principal.

Emergency Removal of Student

If a student’s presence poses a continuing danger to persons or property or an ongoing threat of disruption in the academic process, taking place either within a lab or elsewhere on school premises, the student may be removed from the curricular, extra-curricular, or co-curricular activity or school premises on an emergency basis as dictated by Pinnacle Charter Schools’ policy.

Title IX and Sexual Harassment

Title IX was originally enacted to prevent publicly funded schools from engaging in discrimination based on sex. Many people know about Title IX because of its positive effects on the advancement of women's athletics. It also shows up in employment law by protecting employees from sex discrimination in decisions regarding hiring, tenure, salary, and promotions. Since *Davis*, the Supreme Court has extended the scope of Title IX to protect students against student-to-student sexual harassment.

It is true that being teased is a normal part of growing up. Sexual harassment at school is different, however. It is important that both teachers and parents know how to make the distinction.

Sexual harassment refers to repetitive unwanted sexual advances. The school district is liable for violating Title IX if it fails to take reasonable action against serious, long-term student-to-student sexual harassment that the school employees knew about. The Supreme Court insisted on making this distinction in order to protect school districts from becoming liable for typical school-yard bullying. Occasional name-calling, pushing and shoving, and physical fights constitute a Title IX violation.

Instead, the Supreme Court is more interested in protecting students from continuous and offensive behavior that interferes with the students' participation in their school lives. This can include things like

aggressive sexual remarks made daily; behavior or threats that prevent students from using part of the school building; a pattern of repeated threats, abusive touching, or chasing; and abusive harassment of students identified as gay, regardless of whether they actually are.

The Supreme Court has interpreted Title IX in such a way that it is actually easy for school districts to stay out of trouble. As long as the school complies with the law by making reasonable efforts to stop the harassment after a complaint is made, the school is probably not liable -- even if the harassment continues.

If you think your child is experiencing sexual harassment at school, you should first ask them for information. Get as many details as possible: who is involved; what they are doing; when and how often; and where. Ask if your child has told any authority figure and what that figure did or said. Be sure to get a copy of the school's sexual harassment policy and find out if the school faculty is familiar with the policy. Then, talk to the appropriate faculty member with the policy in hand, and insist that the policy be followed.

If you are not taken seriously, or no action is taken, go to the principal or school leader. Hand the principal a written report of everything that has happened, including what the particular faculty member did or did not do. Emphasize the fact that the sexual harassment is interfering with your student's school work. Close the report with a demand for prompt and corrective action.

Parental Custody

In cases where custody/visitation affects the school, the school shall follow the most recent court order on file with the school. It is the responsibility of the custodial parent, or parents having joint custody, to provide the school with the most recent court order.

Solicitation on Site School's Campus

The following conduct concerning student solicitation is prohibited at any time when students are present on school grounds during the school day or during school sponsored activities:

1. Conduct that substantially interferes with entrance or exit of pedestrian or vehicle traffic in buildings, parking lots, work or activity areas, including without limitation, blocking any hallways in the school building, labs, or other pedestrian areas.
2. Conduct that materially disrupts any school class or school activity.
3. Conduct that substantially interferes with the students' right to be left alone, after a clear expression by such student(s) of a lack of interest in an offer of written materials or other speech. This shall not prevent an initial offer, only continuing offer in the face of a clear indication of a lack of interest or a refusal to allow a student to leave one's presence on any one occasion.
4. All materials must be approved in writing prior to posting in school with the school leader or principal.
5. Conduct, which violates these policies, is subject to discipline pursuant to the Pinnacle Charter Schools Policy and Procedures.

Class Attendance Waiver

According to State law, no student is required to take or participate in sex education classes or courses. There is no penalty for refusing to take or participate in such a course or program. If you do not want your child to participate in these classes or courses, contact the school leader or principal.

Field Trips

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher.
- Failure to complete appropriate coursework.
- Behavioral or safety concerns.
- Denial of permission from administration.
- Other reasons as determined by the school.

Student Computer and Internet Usage

Appropriate Use of Electronic Information Services

Pinnacle Charter Schools may provide Electronic Information Services (EIS) to qualified students, teachers and other personnel who attend or who are employed by the school. Electronic Information Services include networks (Internet), databases and any other computer accessible sources of information, whether from hard drives, tapes, compact disks (CDs), flash drives or other electronic sources.

The use of these services shall be in support of education, research and the educational goals of Pinnacle Charter Schools. To assure that the EIS is used in an appropriate manner and for the educational purpose intended, Pinnacle Charter Schools will require those who use the EIS to follow its guidelines and procedures for appropriate use.

Privacy on Student Computers

Students at Pinnacle Charter Schools can expect NO right to privacy when using the computer information systems. This includes, but is not limited to, computers, and internet history. Pinnacle Charter Schools School may log the use of all systems and monitor all system utilization.

Liability of Service Interruptions and Information

Pinnacle Charter Schools is NOT responsible for any service interruptions, changes or consequences of electronic information systems. Pinnacle Charter Schools does not assume liability for information retrieved via EIS, nor does it assume any liability for any information lost, damaged or unavailable due to technical or other difficulties. Accounts may be closed and files deleted at any time.

Internet Usage Guidelines

Acceptable use of the Electronic Information Services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research and educational goals of Pinnacle Charter Schools. Users of the information system agree not to enter any site that:

- Is not related to the academic curriculum;
- Contains nudity or pornography;
- Contains inappropriate or profane language;
- Promotes violent or disruptive behavior or contains violent content;
- Promotes the use of illicit or illegal drugs;
- Promotes the use of alcohol or tobacco products;
- Offers pirated copyrighted content/downloads;
- Promotes or offers details or software related to computer hacking;
- Promotes cultural, religious, sexual, or racial discrimination;
- Promotes gang-related activities;
- Contains chat rooms.

Please note that Pinnacle Charter Schools reserves the right to inspect any communication that comes through Pinnacle Charter Schools' online learning methods, communication or computer systems.

Accuracy of Information

Pinnacle Charter Schools specifically denies any responsibility for the accuracy of information obtained using the Electronic Information System (EIS). While Pinnacle Charter Schools will make an effort ensure access to proper materials, the user has the ultimate responsibility for how the Electronic Information System (EIS) is used and bears the risk of reliance on the information obtained.

Enforcement of EIS

Pinnacle Charter Schools reserves the right to establish rules and regulations as necessary for the efficient operation of the Electronic Information Services (EIS). School personnel, including teachers, school leaders and principals at the site school or learning center are responsible for enforcing Pinnacle Charter Schools Electronic Information Services guidelines and procedures for appropriate usage. Anyone who misuses abuses or chooses not to follow the EIS guidelines and procedures will be subject to disciplinary actions up to and including long term suspension.

Notice of Disclaimer

The purpose of this Student Handbook is to bring together in a convenient place a summary of some of the policies that affect students and or parents/guardians. Students and Parents/Guardians should read this handbook and become familiar with the content. Students and Parents/Guardians should be comfortable referring to the handbook whenever a question regarding policy and procedure arises. However, the handbook will not answer all of the questions students and or parents/guardians may have about Pinnacle Charter Schools. If the handbook does not answer the question, students and parents/guardians should contact their school staff or the district office.

Pinnacle Charter Schools

Student & Parents Handbook 2023-24

The Student Handbook revokes and supersedes any prior Student Handbook released in previous school years. Pinnacle Charter Schools expects to revise and update this Student Handbook from time to time. Pinnacle Charter Schools will notify students and or parents/guardians of changes or additions or deletions in policies and procedures covered in this Student Handbook by circulating such changes or additions or deletions either in writing or electronically.

The notice of disclaimer is included in the Student Handbook of Pinnacle Charter Schools. Here's a summary of the key points mentioned:

1. **Purpose of the Student Handbook:** The handbook serves as a compilation of important policies that impact students and parents/guardians. Its purpose is to provide a convenient reference for understanding these policies and procedures.
2. **Handbook's Limitations:** While the handbook aims to address common questions and concerns, it may not cover every possible query or scenario. In such cases, students and parents/guardians are encouraged to reach out to school staff or the district office for further assistance.
3. **Updates and Revisions:** The Student Handbook is subject to periodic revisions and updates. Pinnacle Charter Schools reserves the right to modify or amend policies and procedures covered in the handbook. Changes, additions, or deletions to the handbook will be communicated to students and parents/guardians through written or electronic means.
4. **Superseding Previous Handbooks:** The current Student Handbook revokes and supersedes any prior versions released in previous school years. It is the most up-to-date and applicable resource for understanding the school's policies and procedures.

It's important for students and parents/guardians to carefully review the Student Handbook to familiarize themselves with the school's policies. If there are any questions or concerns, it is recommended to contact the school staff or district office for clarification or additional information.



Acknowledgement of Understanding and Computer and Internet Use Agreement

I, _____, the student, have read the complete contents of the Pinnacle Charter Schools Student Handbook. I understand the guidelines set forth in this document and agree to abide by them. I further understand that failure to follow these rules and policies could result in disciplinary actions up to and including long term suspension.

I, _____, also understand the guidelines for use of the computers and internet as outlined in this student handbook. I also have the required hardware and software to be a Pinnacle Charter Schools student.

Student's Name

Date

I am the legal parent/guardian for the minor student named above and confirm that I have reviewed the contents of this Student Handbook with my student.

Parent/Guardian's Name

Date

This is verbally confirmed with the Student Intervention Advisor or the Instructional Intervention Specialist.

School Personnel's Name

Date

Please sign and return to your school staff.