



STUDENT AND PARENT HANDBOOK

School Year

2024-2025

Table of Contents

| | |
|--|----------|
| Pinnacle Charter Schools | 7 |
| District Office | 7 |
| Pinnacle Charter Schools Locations | 7 |
| Pinnacle Education – Casa Grande, Inc. | 7 |
| Pinnacle High School – Casa Grande..... | 7 |
| Pinnacle Education – Kino, Inc. | 7 |
| Pinnacle Charter School | 7 |
| Pinnacle Education – Tempe, Inc. | 8 |
| Pinnacle High School – Tempe | 8 |
| Pinnacle Online High School | 8 |
| Pinnacle Education – WMCB, Inc. | 8 |
| Pinnacle Charter High School – Tempe East | 8 |
| Pinnacle Online – WMBC | 8 |
| Welcome to Pinnacle Charter Schools! | 9 |
| Mission Statement | 10 |
| Philosophy of Education | 10 |
| Alternative Schools | 11 |
| Pinnacle Charter Schools’ Goals..... | 11 |
| Why Choose Pinnacle Charter Schools? | 12 |
| Advantages of Online Schools:..... | 13 |
| Pinnacle Charter Schools’ Five Pillars of Education: | 14 |
| Personalized Learning Plan (PLP) | 14 |
| One-to-One Educational Delivery System | 15 |
| Mastery Based Learning Approach | 16 |
| Nurturing and Supportive Environment | 16 |
| Viva Examination..... | 17 |
| What is a Viva? | 17 |
| Notice of Non-Discrimination | 18 |
| Cognia and NCAA Accreditation..... | 18 |
| Employee Education and Experience..... | 18 |
| Governing Board Meeting Notices..... | 19 |

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

| | |
|---|----|
| Audio-Video Surveillance Disclosure | 19 |
| Registration and Admission | 20 |
| Registration Process..... | 20 |
| Admission Process | 20 |
| Enrollment Preference..... | 21 |
| Documentation of Arizona Residency..... | 21 |
| Foster Children..... | 21 |
| Citizenship and Immigration Status | 22 |
| Government-Issued Identification | 22 |
| Homeless Children | 22 |
| Military Students..... | 22 |
| Military Student Identifier | 23 |
| Student Disciplinary History..... | 23 |
| Supplemental Documents..... | 24 |
| Emancipated Minors | 25 |
| Continuing Students..... | 25 |
| McKinney Vento (Homeless) Students | 26 |
| Definition of Homeless Students | 26 |
| Admission of Homeless Students..... | 26 |
| Education of Homeless Students | 27 |
| Your children have the right to:..... | 27 |
| Transfer Students..... | 28 |
| Internal Transfers..... | 28 |
| Withdrawal from School | 29 |
| Student Records..... | 30 |
| Official Transcript Requests | 31 |
| Enrollment Verification Requests | 31 |
| Emergency Medical Forms..... | 31 |
| Attendance Requirements for Site School Students..... | 32 |
| Full-Time Student Attendance Requirements | 32 |
| Important Notifications | 32 |
| High School Instruction Hours for Site Students..... | 33 |

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

| | |
|---|----|
| Absences | 33 |
| Excused Absences | 33 |
| Unexcused Absences..... | 33 |
| Attendance Requirements for Online Students..... | 34 |
| Middle School Instruction Hours | 34 |
| High School Instruction Hours for Online Students | 35 |
| Absences | 35 |
| Excused Absences | 35 |
| Unexcused Absences..... | 35 |
| Academics | 36 |
| Course Completion Requirements..... | 36 |
| Academic Expectations | 36 |
| English Learner..... | 36 |
| Pinnacle High School Tiers | 37 |
| Curriculum Overview | 37 |
| Advanced Placement (AP) Courses | 37 |
| Regular Courses | 37 |
| Honors Courses | 37 |
| Special Education Courses | 37 |
| Credit Recovery Courses | 37 |
| Learning Environment..... | 38 |
| Course Tiers and Criteria..... | 38 |
| Tier 1– Honors Course Criteria..... | 38 |
| Tier 2 – Regular Course Criteria | 38 |
| Tier 3 – Credit Recovery Criteria | 38 |
| Special Education | 40 |
| Pinnacle Charter Schools’ Special Education Program | 41 |
| High School Graduation Requirements | 42 |
| Middle School Promotion Requirements..... | 43 |
| Graduation and Promotion Ceremony | 44 |
| Child Find and 45-Day Screenings..... | 44 |
| Hearing and Vision Screening | 44 |

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

| | |
|---|----|
| Hearing Screening | 44 |
| Vision Screening..... | 44 |
| Student Progress..... | 45 |
| Grading and Credits | 45 |
| Drop Period..... | 45 |
| Withdrawal | 45 |
| Grades | 45 |
| Student In-Person Testing..... | 46 |
| Arizona’s Academic Standards Assessment (AASA)..... | 46 |
| ACT | 46 |
| AzSCI..... | 46 |
| ACT Aspire..... | 46 |
| AZELLA Placement and Reassessment Testing | 47 |
| Placement Testing..... | 47 |
| Reassessment Testing..... | 47 |
| College Entrance Exams | 47 |
| Test Preparation Courses..... | 47 |
| Tutoring..... | 47 |
| Summer School | 48 |
| Parent/Guardian Concerns | 48 |
| Parent Classroom Visits, Tour, and Observations..... | 49 |
| Lab/Classroom Observations | 49 |
| Student Etiquette..... | 49 |
| Discipline and Conduct | 52 |
| Student Concerns and Complaints..... | 53 |
| Access to Student Social Networking Passwords and Websites..... | 55 |
| Cell Phones and Other Electronic Devices | 55 |
| Searches by School Personnel | 56 |
| Discipline Matrix | 57 |
| Alcohol, Drug and Drug Paraphernalia | 59 |
| Arson | 59 |
| Bullying..... | 59 |

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

| | |
|---|----|
| Cyberbullying | 59 |
| Defiance of Authority and Truthfulness..... | 59 |
| Disruptive Conduct | 60 |
| Distribution of Materials..... | 60 |
| Dress Code | 61 |
| Emergency Alarms and Fire Control Devices/False Reporting | 61 |
| Forgery, Plagiarism, and Cheating | 62 |
| Gambling..... | 62 |
| Harassment..... | 62 |
| Hazing..... | 62 |
| Identity Theft, Online..... | 63 |
| Initiation and Hazing | 63 |
| Obscenity and Defamation | 63 |
| Possession of Weapons and Dangerous Instruments..... | 63 |
| Prohibited Items | 63 |
| School Property..... | 63 |
| Self-Defense..... | 64 |
| Senior Prank..... | 64 |
| Sexual Harassment..... | 64 |
| Indecent Exposure or Public Sexual Indecency..... | 64 |
| Requesting or Disclosing of Nude Images or Images of Specific Sexual Activities | 64 |
| Pornography..... | 65 |
| Threatening or Intimidating..... | 65 |
| Threats, Assaults and Fighting | 65 |
| Truancy..... | 65 |
| Vandalism, Littering and Destruction of Property | 65 |
| Violation of Federal, State or Local Law | 65 |
| Violation of School Policies and Rules | 65 |
| Consequence Matrix..... | 66 |
| Discipline Appeals Procedure | 66 |
| Emergency Removal of Student..... | 66 |
| Title IX and Sexual Harassment..... | 67 |

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

| | |
|---|----|
| Steps to Take if Your Child is Experiencing Sexual Harassment..... | 67 |
| Parental Custody..... | 68 |
| Solicitation on Site School’s Campus | 68 |
| Class Attendance Waiver | 68 |
| Field Trips..... | 68 |
| Student Computer and Internet Usage..... | 70 |
| Appropriate Use of Electronic Information Services | 70 |
| Privacy on Student Computers | 70 |
| Liability of Service Interruptions and Information..... | 70 |
| Internet Usage Guidelines | 71 |
| Accuracy of Information | 71 |
| Enforcement of EIS..... | 71 |
| Notice of Disclaimer..... | 72 |
| Acknowledgement of Understanding and Computer and Internet Use Agreement..... | 73 |

Pinnacle Charter Schools

The dedicated faculty, Student Services team, and leadership of Pinnacle Education are based at the district office of Pinnacle Charter Schools. This central hub coordinates and supports all our campuses, ensuring that our educational standards and student services are consistently upheld across the board.

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 proudly operates four brick-and-mortar campuses across Arizona, located in Casa Grande, Nogales, and two in Tempe. Each of these campuses offers two flexible schedules to accommodate our diverse student body.

In addition to our physical campuses, Pinnacle Charter Schools includes two accredited Arizona Online Instruction (AOI) schools. These online schools provide students with the flexibility of a virtual learning environment while maintaining access to the resources and support available at our physical locations.

Students enrolled in our AOI programs are welcome to visit or attend any of our brick-and-mortar campuses, provided they comply with all site-specific rules and regulations. For detailed scheduling information or to learn more about our campus offerings, please contact the respective site school.

Pinnacle Education – Casa Grande, Inc.

Pinnacle High School – Casa Grande

Site School for grades 9-12

Address: 432 W. Saguaro Street, Casa Grande, AZ 85122
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: 8 N. Morley 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

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 to Pinnacle Charter Schools!

On behalf of our dedicated faculty and administration, we extend a warm and heartfelt welcome to you. At Pinnacle Charter Schools, we believe that our success is a direct reflection of the vibrant and diverse community within our walls. Together, through collaboration, respect, and individual responsibility, we have the power to create an exceptional educational experience.

We pride ourselves on fostering a supportive and inclusive environment where every student is encouraged to reach their full potential. Whether you're a returning student or new to our school community, you'll find that Pinnacle Charter Schools is committed to your academic, social, and personal growth.

Our offices are open from Monday through Friday, excluding federal holidays, and we are always here to provide you with any assistance you may need. Our team is ready to support you in navigating your educational journey and making the most of the opportunities available.

We encourage you to engage actively in your learning, participate in school activities, and take advantage of the resources and support services we offer. The rewards you gain from your time at Pinnacle Charter Schools will be a direct result of your commitment, effort, and willingness to embrace new challenges.

We hope your years with us are not only academically fulfilling but also filled with memorable experiences, lasting friendships, and personal growth. Let us embark on this exciting journey together, aiming for excellence in every endeavor.

Welcome once again to Pinnacle Charter Schools. Let's make this a remarkable year!

Warm regards,

The Pinnacle Charter Schools Faculty and Administration

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

At Pinnacle Charter Schools, we believe that the fundamental role of education is to foster the intellectual, social, civic, and personal development of each student. Our mission is to provide an education that equips students to achieve their individual goals, with the support and collaboration of the entire community.

We recognize that each student possesses unique cognitive, physical, emotional, and creative capacities. To nurture these diverse abilities, we offer personalized learning experiences tailored to individual needs and aspirations. Our goal is to inspire students to contribute meaningfully to society by providing a wide range of courses, teaching methods, materials, and programs that motivate and engage them.

Our curriculum is designed to meet the needs of a diverse student population through innovative uses of technology, highly qualified teachers, and strong partnerships with families and the community. We are particularly committed to supporting students who face academic challenges, are credit deficient, or are at higher risk of dropping out. Through specialized support and Personalized Learning Plans (PLP), we empower students to think critically, achieve academic success, and experience personal growth.

In a rapidly changing society, it is essential for schools to help students navigate and adapt to new demands. As a dynamic and facilitating organization, Pinnacle Charter Schools encourages students to examine, test, evaluate, and respond to societal changes. Our focus is on preparing well-rounded individuals who are ready to succeed in an exciting and demanding future.

Alternative Schools

Pinnacle Charter Schools have been officially approved as Alternative Schools for the 2024-2025 academic year. As an Alternative School, we are dedicated to serving a specific population of students who can benefit from a non-traditional educational environment, guided by our distinct mission statement.

Our high school courses 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. We serve a diverse range of students, including those with a documented history of behavioral issues, students who have previously dropped out and are returning to school, those who are academically behind by at least one-year, primary caregivers for their families, adjudicated students, and wards of the state.

At Pinnacle Charter Schools, we believe in the potential of all students to succeed. Our flexible schedule, non-traditional school setting, Personalized Learning Plans (PLP), and credit recovery programs are tailored to support 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' Goals

1. **Develop Educational Skills:** Facilitate the development of skills needed to be successful in an educational setting.
2. **Promote Self-Discipline:** Encourage the development of self-discipline and responsibility for personal actions.
3. **Improve Academic Skills:** Assist in improving academic skills through tailored instruction and support.
4. **Provide a Safe Learning Environment:** Ensure a safe, structured, and nurturing environment for learning.
5. **Overcome Barriers:** Help students identify and overcome barriers to their educational and social development through character education.

By focusing on these goals, we aim to create a supportive and effective learning environment that meets the unique needs of our students, helping them to achieve their academic and personal objectives.

Why Choose Pinnacle Charter Schools?

Pinnacle Charter Schools offer a unique collection of tuition-free, accredited public charter schools located in Arizona, serving students in grades 6-12. Our mission is to provide a comprehensive educational experience tailored to meet the diverse needs of our students.

Flexible Enrollment and Class Schedules: We offer open enrollment to all students, with new classes starting every Monday throughout the academic year. This flexibility ensures that students can begin their educational journey at a time that best suits their individual needs.

Personalized Learning: Our online and in-person schools are designed to accommodate a variety of academic needs. We prioritize personalized learning, allowing students to tailor their education and excel in their chosen areas of study. Our approach ensures that every student can find an educational environment that best supports their learning style and goals.

High-Quality, Accessible Education: At Pinnacle Charter Schools, we are committed to providing high-quality education that is both accessible and inclusive. Our dedicated faculty and innovative programs empower students to achieve their academic goals while fostering personal growth and development.

Supportive Environment: We believe in nurturing the whole student, providing a supportive and enriching environment that encourages both academic and personal success. Our focus on individualized support helps students overcome challenges and reach their full potential.

Choose Pinnacle Charter Schools for a flexible, personalized, and high-quality educational experience that empowers students to thrive academically and personally.

Advantages of Online Schools:

- **Flexible, Accredited Education:**
 - Complete your high school education on your terms with regionally accredited programs.
- **Study Anywhere, Anytime:**
 - Learn online at your own pace, guided by state-certified teachers, no matter where you are.
- **Customized Course Options:**
 - Enroll in individual courses for credit recovery or take advantage of our 9th-12th grade diploma options.
- **Year-Round Enrollment:**
 - Start your educational journey anytime with our open enrollment policy.
- **Expert Instruction and Support:**
 - Benefit from the expertise of state-certified, highly qualified teachers and dedicated academic advisors.
- **Credit Transfer:**
 - Transfer credits from all accredited schools seamlessly into our programs.
- **Athlete-Friendly Courses:**
 - Access NCAA-eligible courses designed for student-athletes.
- **Graduation Pathways:**
 - Choose from multiple pathways to graduation that fit your educational and career goals.
- **State Approval and Standards:**
 - All Pinnacle schools are approved by the Arizona State Board for Charter Schools, adhering to Arizona Department of Education Online School standards.
- **Technology Requirements:**
 - Ensure you have a basic understanding of computer and internet capabilities to access our fully online curriculum.
- **Access to Resources:**
 - If you don't have a computer or internet access, you can enroll at our site locations for in-person instructional support and free access to technology and the internet.
- **Modern Teaching Methods:**
 - Experience a teaching approach that differs from traditional brick-and-mortar schools, enhanced by modern technology and innovative methods.

Pinnacle Charter Schools' Five Pillars of Education:

Pinnacle Charter Schools' Five Pillars of Education embody our core principles and values, guiding our approach to education and student development. These pillars form the foundation of our educational philosophy and shape the enriching learning experiences we offer to our students.

Personalized Learning Plan (PLP)

At Pinnacle Charter Schools, the Personalized Learning Plan (PLP) is at the heart of our education and academic advising model. This powerful tool delves into each student's unique story, goals, and aspirations, enabling us to create a tailored plan that helps them overcome obstacles and realize their full potential. Our primary aim is to empower students to earn a high school diploma and take the necessary steps toward achieving their post-secondary goals.

Our comprehensive student advisement model centers around the PLP, facilitating meaningful engagement between students, educational staff, and faculty. Through collaborative planning, open communication, and the collection 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 provide targeted support and resources aligned 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 toward their desired outcomes.

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

One-to-One Educational Delivery System

One-to-One Educational Delivery System

The concept of one-to-one education and group study is a valuable approach offered in both online and site-based (campus) environments at Pinnacle Charter Schools. These methods cater to different learning preferences and provide distinct benefits to students.

One-to-One Education: 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: Group study involves collaborative learning with peers, providing 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 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 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 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 promotes deeper learning by requiring students to fully master skills and concepts before moving on to the next lesson. Also known as competency-based learning, this approach ensures that students have a thorough understanding of each lesson, regardless of the time and resources needed to achieve mastery.

The strategies and benchmarks that define “mastery” can vary for each student, lesson, and course. This educational model necessitates personalizing the learning experience to accommodate the unique needs of each student. Some learners may require additional time to grasp a lesson or develop a particular skill, and Mastery-Based Learning allows for this flexibility.

At Pinnacle Charter Schools, we believe that Mastery-Based Learning empowers students to progress at their own pace. By focusing on individual comprehension and skill development, we create an environment where students can achieve their academic goals with confidence and competence.

Nurturing and Supportive Environment

At Pinnacle Charter Schools, our focus extends beyond test-taking success. Our primary goal is to foster confidence in our students' abilities and equip them with the skills necessary for a lifetime of learning. We recognize that facing challenges is an integral part of the learning process, and our dedicated educational staff and faculty are committed to providing the guidance and support needed 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 within the school community. We strive to foster an inclusive and collaborative atmosphere where students can freely express their thoughts, ideas, and concerns.

Our educational staff and faculty play a crucial role in this process. They serve as mentors and motivators, assisting students in navigating their educational journeys and developing strategies to overcome challenges. We emphasize the importance of fostering a growth mindset, encouraging students to 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 a love for continuous learning. We recognize that success extends beyond the classroom, encompassing 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 term 'viva' derived from the Latin phrase 'viva voce,' which means 'live voice.' A viva is an oral examination conducted by the Educational Faculty Members at 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 and 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 appropriate body language. We recognize that these skills are essential for success in the 21st-century workplace and 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. 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 incorporating Viva interviews into our educational approach provides 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

Pinnacle Charter Schools strictly prohibit discrimination based on 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.

This policy aligns with the principles of equality, diversity, and inclusion, promoting a fair and just society where all individuals are treated with respect and dignity, regardless of their personal characteristics or circumstances. Our commitment to these principles aims to prevent discrimination, harassment, and bias in all aspects of life, including employment, education, and public services.

Cognia and NCAA Accreditation

Pinnacle Charter Schools is proud to be one of the first institutions globally to receive full corporate accreditation from Cognia, formerly known as AdvancED. This recognition highlights our commitment to quality education, process discipline, and on-going improvement.

Additionally, we are pleased to announce that Pinnacle Charter Schools is part of the NCAA network, providing increased extracurricular opportunities for our student community. This affiliation underscores our dedication to supporting student-athletes and enhancing their overall educational experience.

Employee Education and Experience

In accordance with 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, please inquire with the school's front desk staff or send an email to hr@mgrmedu.com.

Governing Board Meeting Notices

Notices for Governing Board meetings are available on each district's website listed 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.: <http://casagrande.pinnacleeducation.com/>
- Pinnacle Education – Kino, Inc.: <http://nogales.pinnacleeducation.com/>
- Pinnacle Education – Tempe, Inc.: <http://tempewest.pinnacleeducation.com/>
Pinnacle Education – WMCB, Inc.: <http://tempeeast.pinnacleeducation.com/>

Audio-Video Surveillance Disclosure

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

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

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

Registration and Admission

We welcome all students residing within the state of Arizona to Pinnacle Charter Schools. Our enrollment process is designed to collect essential student information, some of which is required by Arizona statute, some by the Arizona Department of Education, and some to ensure continuity of services for students. The enrollment process is divided into two parts:

Part 1: Registration Process

Part 2: Admission Process

Registration Process

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

- **Proof of State Residency:**
As a Charter school, Pinnacle requires and maintains verifiable documentation of residency in the state of Arizona for students enrolling in the school, as specified in A.R.S. §15-802(B).

- **Proof of Student Identity and Age:**
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, such as the student's baptismal certificate, an application for a social security number, 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 agency's custody 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 required admission documents, the student will be enrolled in courses.

Enrollment Preference

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

Arizona law defines specific categories of students who are, or may be, eligible for enrollment preference. Charter schools are required to grant enrollment preference to returning students and 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, governing board membership, or those 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.
- **References:** [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 the initial enrollment and to maintain this information. [1] The Arizona Department of Education (ADE) has established guidelines for acceptable forms of residency verification. These guidelines can be found online or requested from the school.

Reference: [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.

Reference: [2] A.R.S. §15-828.

Citizenship and Immigration Status

Charter schools may not inquire 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]

References: [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 to enroll in or attend school. While a charter school may choose to include a parent’s state-issued identification or driver’s license among the documents used to establish residency, it cannot mandate such documentation to establish residency. [5] *Id.*

References: 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.[5]

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 must be immediately enrolled even if they cannot produce documentation of residency normally required for enrollment; this mandate also applies to unaccompanied minors. [6]

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

Military Students

For members of the armed services, Pinnacle Charter Schools 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]

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

Military Student Identifier

All charter schools must include the Military Student Identifier (“MSI”) question on each student enrollment packet. The 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 this information and should clearly communicate that the information will not be used in making enrollment decisions. [8]

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

Student Disciplinary History

Pinnacle Charter Schools 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 a notice for acceptance for a seat in one school of the Pinnacle Charter Schools within 24 hours. Seat reservation is subject to availability at the selected site.

Supplemental Documents

The following documents are necessary for admission (not enrollment) at Pinnacle Charter Schools. Providing these documents will enable us to promptly assign courses and determine a Personalized Learning Plan (PLP) for your student. It is strongly suggested to submit these documents if they are in your possession:

1. Admission Packet:
 - a. Home Language Survey
 - b. Student Housing Questionnaire (McKinney-Vento Homeless Education Assistance)
 - c. Parent and Student Consent Agreement Form;
2. Proof of Immunization:
 - a. **Attendance Requirement:** Proof of immunization, a [Medical Exemption Form](#), or a [Personal Beliefs Exemption Form](#) (if the student attends a Site School or Learning Center) must be submitted **before the student is permitted to attend school**.
 - i. *Note:* By state law (**A.R.S. § 15-873**), a child may not attend school without this documentation.
 - ii. *Special Provision for Homeless Students:* Homeless students are allowed a **five-day grace period** to submit proof of immunization or an exemption form after beginning attendance.
 - b. **Enrollment Clarification:** Immunizations or exemption forms are **not required to complete the enrollment process**.
3. Official or Unofficial High School Transcripts.
4. Official or Unofficial Middle School Semester Report Cards.
5. Proof of Completion of Eighth Grade:
 - a. 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:
 - a. Required 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). A photocopy of papers must be received within 30 days of enrollment.
9. Copy of Arizona Achievement Testing Scores:
 - a. Or documented on an official transcript.
10. Copy of English Language Learner Testing Scores (AZELLA/SELP):
 - a. 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:
 - a. Related to the use of drugs and student disciplinary action.

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

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, a student must have paperwork or a Declaration of Emancipation signed by a parent and on file with the school. This means that parents relinquish their right to intervene on behalf of their student on any school issue.

Continuing Students

At the beginning of each new school year, students who plan to continue with Pinnacle Charter Schools must 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 are required to maintain verifiable documentation of Arizona state residency for enrolled students. {A.R.S. 15-80 (b)(1)}.

Therefore, Pinnacle Charter Schools require the following documentation for continuing students:

1. Current Registration Form
2. Proof of Arizona Residency

These documents are essential to verify current student and parent/guardian information and ensure compliance with state residency requirements.

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 they are entitled to under the federal McKinney-Vento Education of Homeless Children and Youth Assistance Act.

At Pinnacle Charter Schools, we are committed to supporting homeless students by collaborating with school personnel and community service agencies to maximize access to various educational, social, and enrichment programs that promote academic success and student achievement. We strive to ensure that our school policies comply with federal law and state guidelines to provide the necessary support for homeless students.

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 experiencing homelessness are immediately admitted to Pinnacle Charter Schools, even if they are 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

- **Equal Opportunity:** Homeless students have full and equal opportunity to succeed at Pinnacle Charter Schools.
- **Parental Involvement:** 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 their education.
- **Educational Services:** Homeless families and students receive educational services for which they are eligible, whether through site-based or online schooling.
- **Referrals to Services:** Referrals are made to healthcare and immunization services, dental services, mental health services, and other appropriate services.

Your children have the right to:

- **Access Education:** Attend school regardless of where you live or how long you have lived there, with access to the same public education as other students.
- **School Continuity:** Continue in the school they attended before becoming homeless or the school they last attended, if that is your choice and is feasible.
- **Transportation:** Receive transportation to the school they attended before they became homeless or the school they last attended if requested. Schools should explore public transportation and community partnerships or consider reimbursing homeless parents for mileage.
- **Inclusive Participation:** Attend school and participate in school programs with students who are not homeless. They cannot be separated from the regular school program because of their homeless status.
- **Enrollment Flexibility:** Enroll in school without providing a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
- **Immediate Enrollment:** Enroll and attend classes while the school arranges for the transfer of school and immunization records, or any other required documents.
- **Dispute Resolution:** Enroll and attend classes in the school of their choice even while resolving a dispute over enrollment.
- **Special Programs and Services:** Receive the same special programs and services, if needed, as provided to all other students.

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

Transfer Students

When 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 (A.R.S. 15-701.01), students may be required to take an end-of-course assessment to determine whether the transfer credit will be applied as meeting a core academic requirement or as an elective course. If a transfer student enters with credit indicating completion of a core academic requirement and fails the end-of-course assessment, all such credits will be applied as elective credits, and the student will need to retake the course.

Internal Transfers

Upon receipt of a withdrawal or internal transfer request with the Pinnacle Group of Schools, the Student Services Department will promptly process the student's withdrawal from their current enrollment. It is important to note that if the withdrawal occurs while the session is in progress (Block), the student will not receive credit for the courses.

The student and/or parent/guardian will need to:

1. Withdraw the student from the current school.
2. Submit a new Registration Form and Proof of Residency.
3. Verify that all other documentation on file is current.

Once the documentation is received, the student will be enrolled in new courses at the new school. **Please note that 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.

Withdrawal Process

To withdraw or transfer from Pinnacle Charter Schools, the student and/or parent/legal guardian must:

1. Notify School Personnel:

- Notify site personnel or the district office of the student's withdrawal from Pinnacle Charter Schools. This notification can be done in writing or by phone.

2. Eligibility for Withdrawal:

- Students must be 18 years old to withdraw themselves.
- A parent or legal guardian must request a withdrawal for a minor student.

3. Records Request:

- The student, parent, or legal guardian must have the new school send a records request via fax or email to the following:
 - **Fax:** 480-755-8223
 - **Email:** records@mgrmedu.com

By following these steps, Pinnacle Charter Schools ensures proper documentation and compliance with state and federal accountability standards.

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 with 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 a written request to the school principal that identifies the record(s) they wish to inspect. The principal will arrange access and notify the parent or eligible student of the time and place where the records may be inspected
- **The right to request the amendment of the student's 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 record they believe is inaccurate or misleading. If Pinnacle Charter Schools decide not to amend the record as requested, the school will notify the parent or eligible student of the decision and inform them of their right to a hearing regarding the request for amendment. Additional information about the hearing procedures will be provided at that time.
- **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, they become an eligible student, and all rights formerly given to parents and legal guardians under FERPA 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. Pinnacle Charter Schools will request and send records to other schools. Any school requested to forward a copy of a transferring student's records must comply 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).

Students or parents/guardians who would like to request their own copy of transcripts or educational records 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 attended 100% of the necessary school days. School personnel or the Student Services Department will verify these requirements before processing any request. Requests will not be processed until the above criteria have been met.

Emergency Medical Forms

Accidents can and do happen. It is essential that we can contact a parent/guardian or another 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 come with certain responsibilities for both parents and students. School attendance is ultimately the responsibility of the student and their family. It is important to recognize the direct relationship between academic success and regular school attendance. Students 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 Student Attendance Requirements

Full-time students are required to take a minimum of two courses and must meet daily attendance requirements. At Pinnacle Charter Schools, site school students must:

- **Attend All School Days:** Adhere to the school days required by their site calendar and selected session.
- **Complete Daily Coursework:** Access and complete work in their courses each required day for three (3) hours per course per day.

Important Notifications

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 or address. It is essential to keep contact information current so that parents/guardians can be reached by phone and mail.

High School Instruction Hours for Site Students

High school students are required to complete a minimum of 720 instruction hours per year to be granted credit in their courses at Pinnacle Charter Schools. The requirement ensures that students receive adequate instructional time to meet academic standards and achieve success in their coursework.

Absences

Excused Absences

Absences are considered excused and verified under the following conditions:

- **Illness or Doctor's Dppointment:** 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, letter, or email on or before the day of absence. School personnel will call the parent or guardian if notification is not provided.

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

Unexcused Absences

Absences not approved or verified by the above conditions for excused absences include the following:

- **Leaving School Grounds:** Without the permission of a legal parent or guardian.
- **Not Logging In:** Failing to log into the school education platform and complete 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 after ten consecutive, unexcused absences.

Attendance Requirements for Online Students

Attending an online school is both a right and a privilege that comes with certain responsibilities for both parents and students. School attendance is ultimately the responsibility of the student and their family. It is essential to recognize the strong correlation between regular attendance and academic success. Therefore, students should avoid absences unless absolutely necessary. Parents/guardians or adult students must notify school personnel of any extended absence.

Full-time students must enroll in a minimum of two courses and meet their daily attendance requirements. One of the benefits of online schooling is the flexibility it offers. Students can design their own schedules and log in any day of the week at any time, as courses are available 365 days a year. Although there are no formal breaks or holidays for online students, families have the freedom to schedule school and class times according to their needs. Any extended or unusual periods of absence should be communicated to school personnel as soon as possible. Online students are required to:

- Meet daily attendance based on their block schedule and complete 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.

Please note that Online Instructors are available for student assistance only during their regular work hours, which are Monday-Friday, 9:00 am-6:00 pm, excluding weekends and holidays.

For notification purposes and in case of emergencies, it is crucial that the school be informed immediately of any changes in phone numbers, whether at home or at work. Address changes should also be reported promptly. It is essential for the school to maintain current contact information to reach parents/guardians via phone, postal mail, and email.

Middle School Instruction Hours

- Middle school students must complete a yearly minimum of instructional hours to be eligible for promotion to the next grade level. The required yearly minimum instructional hours are: 890 hours for sixth grade.
- 1068 hours for seventh and eighth grades.

To meet these requirements, a full-time middle school student enrolled in two courses should spend at least six hours per day on their coursework, at least five days a week, or according to the required days in their school's schedule.

High School Instruction Hours for Online Students

High school students must complete a yearly minimum of 900 instructional hours to earn credit for their courses.

Absences

Excused Absences

Absences may be approved and verified under the following conditions:

- : Verified by a doctor's statement.
- **Religious observance:** Requires prior approval by the principal or designee.
- **Emergency:** Requires notification to the school.
- **Bereavement:** Requires notification to the school.
- **Out-of-school suspensions.**

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

If a student has excused absences that prevent them completing their courses on time, they may request an extension before the course due date. The student should speak with school personnel or their online instructors.

Unexcused Absences

Unexcused absences include:

- Absences without the permission or notification of the legal parent or guardian.
- Failure to log into the school website and complete the timesheet.

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

Academics

Course Completion Requirements

High School students at Pinnacle Charter Schools are required to 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 course loads to graduate on time or even early. If a student wishes to accelerate their coursework, their Personalized Learning Plan (PLP) can be reviewed and adjusted to allow for faster completion.

Academic Expectations

High expectations are maintained for all students to maximize their academic potential. Students are expected to complete all assignments, participate in class activities, and demonstrate a strong sense of responsibility for their academic success.

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

- Logged 90 hours of online time for each course.
- Completed 100% of coursework and submitted all assignments for each course.
- Completed the final exam and achieved a final course grade of 80% or better.

English Learner

Pinnacle Charter Schools offers opportunities for English Learners (EL) to achieve high levels of academic proficiency in English and to meet the same academic content and achievement standards expected of all students. Parents/guardians of EL students will have the opportunity to provide input into the program and will receive notifications regarding their child's placement and progress in the EL program.

For questions related to the EL program or to provide input, please contact the EL Coordinator.

Pinnacle High School Tiers

Pinnacle Charter School offers a comprehensive range of high school academic courses designed to meet the diverse needs and capabilities of every student. Our curriculum includes Advanced Placement (AP), Honors, Regular Courses, Special Education, and Credit Recovery, All tailored to help students find their own path to success.

Curriculum Overview

Our fully accredited online high school programs serve as a solid foundation for college and career readiness. These courses are designed to personalize learning and enhance the educational experience of every student. The core curriculum covers essential subjects, including English language arts, math, science, and social studies.

Advanced Placement (AP) Courses

AP courses offer a more challenging curriculum for students aiming to prepare for college and university entrance. These courses provide rigorous academic content to help students develop critical thinking and advanced knowledge in specific subjects.

Regular Courses

Regular courses are designed for students who are on track to graduate with their cohort. These courses prepare students for community college entrance or job placement after high school.

Honors Courses

Honors courses provide an elevated academic experience for students seeking a more in-depth study of subjects, offering a middle ground between regular and AP courses.

Special Education Courses

Special Education courses are customized to meet the needs of individual students according to their Individualized Education Program (IEP). Our Special Education team works closely with students to ensure they receive the appropriate support and modifications.

Credit Recovery Courses

Credit Recovery courses are available for students who need to recover lost credits and catch up to their cohort level. These courses are designed to help students stay on track for graduation.

Learning Environment

Pinnacle Charter School's high school students benefit from an interactive and flexible learning environment, allowing them to work at their own pace. Our online courses include teachers, lessons, projects, homework, class discussions, and tests. All courses are taught by highly qualified teachers and are aligned with the Common Core State Standards and the Arizona Department of Education K-12 Standards.

Pinnacle Charter School is committed to providing a high-quality, personalized education that equips students with the skills and knowledge they need for future success.

Course Tiers and Criteria

Tier 1– Honors Course Criteria

1. Honors courses offer increased rigor and intensity, challenging students to engage in higher-level thinking and apply complex concepts. Enrollment in these courses is based on the following criteria: Strong academic performance and recommendation of the Principal or Lead Instructor.
2. 90% attendance rate.
3. Successful completion of the last four courses with a grade of 80% or higher and/or completion before the due date.
4. Transcript review.

Tier 2 – Regular Course Criteria

Regular courses are designed for students who are on pace to graduate, have no discipline issues, and maintain a 90% attendance rate. Students will be enrolled in two courses every six weeks.

Tier 3 – Credit Recovery Criteria

The Credit Recovery program is for students at risk of not graduating on time. Eligibility for this program includes, but is not limited to, the following criteria:

- Students behind by at least one year in credits (10th-12th grade).
- Students who are primary caregivers or financially responsible for dependents.
- Young parents or parents-to-be.
- Special education students.
- English Learner (EL) students.
- Students who are truant or have dropped out.
- Wards of the state, including those in DCS care, group homes, or foster homes.
- Students with a documented history of disruptive behavior.
- Students referred by a court or probation officer (adjudicated students).
- Homeless students or those meeting McKinney-Vento eligibility.

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

Student Intervention Advisors or Instructional Intervention Specialists will review student transcripts and Personalized Learning Plans (PLPs) for recommend enrollment in the Credit Recovery program.

The Credit Recovery Tier offers students the opportunity to earn necessary credits to meet high school diploma requirements or to regain lost credits. This program involves a collaborative effort between staff, families, and students to develop a Personalized Learning Plan (PLP) addressing obstacles, coping strategies, and solutions. Components include:

- Direct individual instruction and tutoring.
- Small group instruction.
- Online learning programs.
- Life skills and vocational activities.

Students participate in a combination of these learning experiences. Additionally, each student in the Credit Recovery Tier will enroll in an Education and Career Action Plan (ECAP) course and any necessary test preparation courses for state-mandated testing.

Students are required to meet Pinnacle Charter Schools' attendance requirements but can complete their courses in four weeks instead of six weeks.

Special Education

- At Pinnacle Charter Schools, we understand that every child is unique and has different educational needs. The primary law governing special education is the Individuals with Disabilities Education Act (IDEA). Other laws that govern public schools' obligations to educate students with disabilities include: 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 Arizona, the categories of disability for children aged 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 IDEA defines each disability category, specific qualifications for each category may vary from state to state. In Arizona, several categories require additional components beyond those described in the IDEA, such as medical verification for some conditions.

Pinnacle Charter Schools' Special Education Program

Our school sites and learning centers offer enriching experiences and a faster learning pace in an environment tailored to the gifted child's unique learning style. We value and support their curiosity, creativity, intensity, sensitivities, and advanced learning styles. Instructors appreciate and cater to these attributes, fostering a healthy atmosphere where children can thrive intellectually, socially, and emotionally. Highlights of the Pinnacle Program:

- Academics:
 - Cross-curricular experiences
 - Accommodating various learning styles
 - Student choice in electives
 - Emphasis on depth and complexity

The process to determine if a child's educational needs require special education is comprehensive and collaborative. Each step includes checks and balances to ensure that children who need special education services receive them. For more information about the Pinnacle Charter Schools Program, please call or visit our locations.

High School Graduation Requirements

To earn a high school diploma from Pinnacle Charter Schools, students must complete a total of twenty-two (22) credits. Additionally, passing the state-required civics test is mandatory.

Grade-level status for standardized testing purposes is determined by the student's cohort year, which is based on their year of entry into school. Students are encouraged to take additional credits to enrich their education and prepare for post-high school opportunities.

To be eligible for graduation from Pinnacle Charter Schools, students must have attended Pinnacle during their senior year and met all other graduation requirements.

| 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 <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. | | Other <p>Must meet one of the following:</p> <ul style="list-style-type: none"> ● Top 25% in H.S. graduating class ● 3.00 GPA ● ACT 22 ● SAT 1120 | |

Middle School Promotion Requirements

To successfully complete grades 6, 7, and 8 and be promoted to the next grade level, middle school students at Pinnacle Charter Schools must fulfill the following requirements:

1. Course Credits:

- A total of twelve courses, equivalent to six credits, must be completed.
- Students must earn a grade of D or better in the following courses:
 - One (1) credit of English Language Arts
 - One (1) credit of Mathematics
 - One (1) credit of Science
 - One (1) credit of Social Studies
 - Two (2) credits of Electives

2. Instructional Hours:

- 6th Grade: Completion of a minimum of 890 instructional hours.
- 7th and 8th Grades: Completion of a minimum of 1068 instructional hours.

3. Attendance Requirements:

- Students must meet daily attendance requirements of three (3) hours per day per course.
- For two (2) courses, this translates to at least six (6) hours per day, five (5) days a week.
- **Students must access and fill out their daily timesheet in M-Star before completing any work outside of M-Star or in the lab to receive credit.**

4. State Mandated Achievement Testing:

- Completion of state-mandated achievement tests is required.

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

Per [A.R.S. §15-701 (A)(2)(b)(ii)], if the pupil’s Individualized Education Program (IEP) team and the pupil’s parent or guardian agree that promotion is appropriate based on the pupil’s IEP, the student may be promoted accordingly.

Graduation and Promotion Ceremony

Participation in the commencement ceremony is a privilege. Students who wish to participate must submit a completed graduation packet and agree to meet all listed requirements. Failure to meet these requirements will result in ineligibility to participate in the ceremony.

Any student who is identified or caught participating in a senior prank that results in illegal entry of the school, vandalism, disruption of the educational process, or criminal damage to the campus will face criminal charges or out-of-school suspension and may be prohibited from participating in the graduation ceremony.

Child Find and 45-Day Screenings

In accordance with the Individuals with Disabilities Education Act (IDEA) and the Arizona Department of Education guidelines, Pinnacle Charter Schools conduct screenings for possible disabilities within 45 days of enrollment for all students up to 21 years of age. If a concern is identified through the 45-day screening or a review of records, the school will notify parents within 10 school days and take appropriate follow up actions to address the student's needs.

Pinnacle Charter Schools will complete the 45-day screening for each new student, either in person or over the phone, with the student and/or the parent or guardian. This process is in compliance with the Arizona Administrative Code (A.A.C) R7-2-401 (C) and (D).

Hearing and Vision Screening

Hearing Screening

According to Arizona Administrative Code § 9-13-102, annual hearing screenings are required for all students under 16 years of age who are not deaf or hard of hearing and have no evidence of a screening conducted within the past 12 months. Additionally, all students receiving Special Education Services must undergo annual hearing screenings. If a parent objects to the hearing screening, per A.R.S. § 36-899.04, the student can be exempted from the screening.

Vision Screening

While there are no specific rules mandating vision screening for certain populations, Pinnacle Charter Schools will conduct vision screenings for all students who are required to undergo hearing screenings. These screenings will be performed concurrently to ensure comprehensive monitoring of students' health needs.

Student Progress

Evaluation of student progress at Pinnacle Charter Schools includes, but is not limited to:

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

Grading and Credits

Drop Period

Students have 14 calendar days from the start date of a class to drop the course. To drop a course, students or their parent/guardian must contact their Instructional Intervention Specialist or Student Intervention Advisor as soon as possible. If a course is dropped within this 14-day period, the student will receive a grade of "W" (Withdrawal) and will be assigned a new course as a replacement. After 14 days, the course must be completed, and the student will receive a letter grade of A through F.

Withdrawal

A Withdrawal (W) is issued under the following circumstances:

- The student leaves the school through the formal withdrawal process with incomplete courses.
- The student is removed from a course for administrative or advising purposes.
- The student drops a course within the 14-day drop period.

Grades

Once a course is closed by the Online Instructor, any assignments not completed and submitted by the course due date will receive a grade of zero. This will negatively impact the student's final grade for the course. To achieve the highest possible points, students should ensure they complete the Benchmark Assessment, all Written/Dropbox Assignments, Quizzes, Viva discussions, and the Midterm or Final Exam.

The following letter grades will be assigned based on the percentage of completed and submitted coursework:

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

*Students who do not meet the academic standards of the course or fail to complete the course by the scheduled end date will receive a grade of "F". Students earn 0.5 credit for each course in which they achieve 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 are required to take in-person state and federally mandated achievement assessments appropriate for their grade level. Pinnacle Charter Schools will administer these tests and inform students and families of testing dates as provided by the Arizona Department of Education. Only students with significant cognitive disabilities will participate in alternate achievement tests. The District Testing Coordinator will oversee all testing activities.

Arizona's Academic Standards Assessment (AASA)

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

ACT

Starting this year, students in grade 11 will take the ACT, which replaces the former AzMERIT assessment.

AzSCI

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

ACT Aspire

Beginning this school year, students in grade 9 will take the ACT Aspire assessment.

AZELLA Placement and Reassessment Testing

The Arizona English Language Learner Assessment (AZELLA) is used for both placement and reassessment purposes at Pinnacle Charter Schools. The AZELLA District Testing Coordinator, along with the Student Services department, will identify English learners based on responses to the Home Language Survey completed during enrollment.

Placement Testing

- Students identified as potential English learners will take the AZELLA placement test within the first 30 days of the new school year or within two weeks of enrollment if they have no prior AZELLA test history.
- The placement test scores determine the appropriate instructional placement for students.

Reassessment Testing

- Students placed in an English Learner (EL) program will take the AZELLA reassessment test once per year, typically in the spring, until they achieve proficiency.
- Once students achieve proficiency on the AZELLA, they are monitored for two years to ensure their continued success in a mainstream classroom.

This process ensures that all English learners receive the support and instruction they need to succeed academically.

College Entrance Exams

Students planning to apply to a college or university should take one or more of the following college entrance exams: PSAT, SAT, and ACT. To ensure the best preparation, students are encouraged to speak with their Student Intervention Specialist or Student Intervention Advisor. These advisors can provide information on available tutoring and test-taking opportunities.

Test Preparation Courses

Pinnacle Charter Schools provides opportunities for students to take test preparation courses for state-required achievement assessments, helping them improve their performance. These preparation courses will be assigned to high school students who have completed the second semester (B section) of an English and math course if it is near the testing date.

Tutoring

Various forms of tutoring are available to assist students. Students experiencing academic difficulties should talk to their Online Instructor or Student Intervention Specialists about available options. Student Intervention Specialists at the site or learning center can provide immediate assistance. Tutoring sessions are available with Online Instructors daily, either by phone or online using MVision.

Summer School

Pinnacle Charter Schools offers two summer school sessions in June and July, each lasting four weeks. These sessions 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 hours during the summer. Please contact the specific site or learning center for their summer schedule.

Parent/Guardian Concerns

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

If a parent/guardian has a concern, they should first contact the teacher. 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 unresolved after communicating 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

We value uninterrupted instructional time in the classroom. Therefore, all classroom visits and meetings with teachers must be scheduled in advance. Visits and observations will be limited to 20 minutes and will be accompanied by a member of the administration. To protect student privacy, visits will not be scheduled during recess or lunch periods.

Lab/Classroom Observations

These guidelines apply to visits for the purposes of extended observations of a teacher, staff member, or student in the lab, campus areas, etc. When parents or 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 or visitor must complete and submit a written request to the school administration at least two business days prior to the intended visit.
2. Teachers and 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 this review.
4. If approved, the front office will contact the parent or visitor to review the lab visitation guidelines. The parent or visitor must sign in at the front office on the date of their visit.
5. The school administrator will accompany the parent or visitor and remain with them for the duration of the observation, which will not exceed one hour. If the visit is not approved, the administrator will contact the parent or visitor to discuss alternative means of gathering the information they seek, 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:

- **Respectful Communication:** Avoid using profane language or gestures.
- **Respect for Others:** Treat other students and their property with respect.

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

- **Classroom Behavior:** Raise their hand or request permission to leave their seat (e.g., for the water fountain, bathroom, etc.).
- **Personal Space:** Keep hands, feet, and objects to themselves.
- **Assigned Areas:** Report to their assigned workstation and lab.
- **Safety Checks:** Be prepared for random checks for weapons or drugs if necessary.

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

Maintaining a Safe and Healthy Environment

Pinnacle Charter Schools is committed to providing a safe and healthy environment for its students in pursuit of the school's mission. The school's responses are designed to help students successfully and safely navigate the academic program. Key aspects of successful student life at Pinnacle Charter Schools include:

- Adequate sleep
- Healthy habits and good nutrition
- Consideration for others
- Organized and orderly habits of work and play
- Discipline to sustain effort and meet obligations
- Self-respect

Disciplinary Philosophy

Disciplinary responses often include appropriate consequences for the violation of community standards. However, the primary goal is not punishment but education and reform. The school standards aim to deter poor behavior and guide students towards understanding the importance of these standards. Some behaviors are so destructive that they cannot be tolerated and will result in the strongest possible disciplinary response.

Student Rights and Responsibilities

As a student at Pinnacle Charter Schools:

1. **Right to Safety:** I have the right to be safe from harm, threats, and physical violence both on school grounds and during school activities.
2. **Right to Respect:** I have the right to be treated with respect and understanding, free from ridicule and embarrassment.
3. **Right to Be Heard:** I have the right to express myself without interruption or disturbance.
4. **Right to Education:** I have the right and responsibility to pursue the best education possible, arriving on time and putting forth my best effort.
5. **Right to a Clean Environment:** I have the right to a clean and safe school building and will contribute to maintaining it.
6. **Right to a Drug-Free School:** I have the right to a school environment free from illegal drugs, alcohol, and tobacco.
7. **Respect and Courtesy:** I will always treat students and adults with respect and courtesy, being sensitive to their feelings.
8. **Responsibility for Actions:** I must accept responsibility for my actions, understanding that good behavior will be rewarded and mistakes will have consequences from which I can learn.
9. **Honesty:** I will not hide evidence of illegal acts or school violations.

These guidelines help ensure a positive and productive environment for all students at Pinnacle Charter Schools.

Discipline and Conduct

Pinnacle Charter Schools has established policies to address disciplinary actions for students, including those with disabilities, as well as guidelines related to drug use and the Individuals with Disabilities Education Act (IDEA). Below is a summary of the key points:

Illegal Drug Use

- Students currently engaged in illegal drug use are not considered qualified individuals with a disability under Section 504.
- Disciplinary actions can be taken against these students based on the school's regular code of student conduct, even if the student has a drug addiction.
- 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 Special Education (SPED) In-charge should lead the process.
- The SPED In-charge will involve parents, students, teachers, and staff of the Special Education Department in decision-making.
- Decisions should be made 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 in accordance with IDEA guidelines.

Marijuana on School Campuses

- Despite marijuana being legal for individuals aged 21 and above in the State of Arizona, it is not legal on school campuses.
- Schools can enforce regulations prohibiting marijuana possession or use on their premises, even if a student has a medical marijuana card.

These policies ensure a safe and conducive learning environment for all students while addressing specific needs and legal requirements for students with disabilities.

Student Concerns and Complaints

Complaints are best handled at the lab level initially and should proceed through the various administrative levels if necessary.

Reporting an Incident:

- Students and others may report an incident to any staff member.
- Staff members must report the incident to the school leader or Charter Representative, either in person or in writing, providing as many details as possible.
- Failure by a staff member to inform the school leader or Charter Representative of an allegation or their observation of an incident in a timely manner may subject the staff member to disciplinary action according to school policies.
- Staff members must preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator, next higher administrative supervisor, or as required by law.
- Any incident involving possible child abuse or violations of statutes known to the staff member must be reported in accordance with statutory requirements and, if necessary, to a law enforcement agency.

Filing a Complaint:

- A person with a complaint may report it directly to the school administrator or a staff member.
- The staff member receiving the report/complaint must gather sufficient detail to complete the complaint. At a minimum, the report/complaint must be put in writing, containing the identifying information of the complainant and specific details of names, places, and times to allow for an investigation.
- The staff member must transmit the report to the school administrator or supervising administrator no later than the next school day following the day the staff member receives the report/complaint.
- The school administrator or supervising administrator will investigate the report/complaint.

Investigation Procedures:

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 Representative.
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.

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

3. The investigator shall prepare a written report of the findings, and a copy of the report shall be provided to the Charter Representative.
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.

This structured approach ensures that all complaints are handled efficiently, confidentially, and in accordance with school policies and legal requirements.

Access to Student Social Networking Passwords and Websites

School authorities may require a student, or their parent or guardian, to provide a password or other related account information to access the student's social networking account or profile if there is reasonable cause to believe that the account contains evidence of a violation of school disciplinary rules or procedures.

This measure ensures that the school can appropriately address and investigate any potential misconduct or rule violations while maintaining a safe and respectful learning environment.

Cell Phones and Other Electronic Devices

At Pinnacle Charter Schools, cell phones and other electronic devices are not permitted in classrooms or labs. This policy, common in educational institutions, aims to minimize distractions, ensure a focused learning environment, and prevent cheating or unauthorized use of electronic devices during instructional time.

By restricting the use of cell phones and other electronic devices, the school promotes student engagement, concentration, and academic integrity. This policy encourages students to be present and actively participate in the learning process without the distractions posed by electronic devices.

Policy Highlights:

- **Possession of Devices:** Students may possess cell phones and other electronic devices at school, provided they remain in the student's bags/backpacks or lockers.
- **Exceptions:** Some exceptions may be granted solely at the school's or teacher's discretion, such as when a teacher allows students to use their devices for educational purposes (e.g., calculators, instant student response systems).
- **Non-Educational Use:** Non-educational use of devices (talking, texting, playing games, etc.) during class time will result in the confiscation of the device by the teacher. The device will be turned over to the location leader, and the student's parents may be required to meet with the school leader or principal before the device is returned.

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

Searches by School Personnel

School personnel are authorized to conduct searches when there is a suspicion that a law or school rule has been violated or when the health, safety, or welfare of students or staff may be in danger. Pinnacle Charter Schools reserves the right to search any items brought onto school grounds by students. Additionally, the school reserves the right to contact law enforcement if necessary.

This policy is in place to ensure a safe and secure learning environment for all members of the school community.

Discipline Matrix

It is not practical or feasible to list 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 the definition and judgment of the building administration.

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

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

This approach ensures that disciplinary actions are fair, consistent, and appropriate to the severity of the infraction, while maintaining the safety and integrity of the school environment.

| 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 |

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

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|---|---------|
| Firearms – possession of any kind | Level 3 |
| Gambling | Level 2 |
| 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

Students shall not possess, handle, conceal, sell, offer to sell, use, or be under the influence of alcohol, drugs, or drug paraphernalia. The exception to this rule is the use of medication prescribed by a physician, which must be used in accordance with the prescription and Governing Board policies. If a student needs to possess medication on school grounds, school transportation, or at school-sponsored events, the school nurse must be notified 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 defined in A.R.S. 13-3411 and 4-244. Distribution or selling of drugs on campus will result in more stringent disciplinary action.

Arson

Students 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 involves repeated acts over time that create a real or perceived imbalance of power, with the more powerful individual or group attacking those who are less powerful. Bullying can be physical, verbal, or psychological. Specific examples include, but are not limited to:

- Physical: Hitting, punching
- Verbal: Teasing, name-calling, taunting, derogatory nicknames, innuendos, and remarks
- Psychological: Gestures, social exclusion, or cyberbullying

(A.R.S. 15-341).

Cyberbullying

Cyberbullying includes, but is not limited to, any act of bullying committed through the use of electronic technology or communication devices, including telephonic devices, social networking, and other Internet communications. This applies to school computers, networks, forums, mailing lists, and other school-owned property, as well as an individual's personal electronic media and equipment.

Defiance of Authority and Truthfulness

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

Disruptive Conduct

Students shall not engage in, 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 Charter Schools maintains 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.

Students may distribute flyers, booklets, or other written materials that are not directly related to school-sponsored activities on school property, provided they comply with the following guidelines:

1. **Identification:** All written materials must be clearly marked with the sponsoring person or organization's name.
2. **Compliance:** Distribution must conform to Governing Board policy.

Prohibited Areas and Times:

- **Locations:** Distribution of materials is prohibited in any lab, study area, school administration office, bathrooms, hallways, or the interior entry area at the main building. It is also prohibited at entrances within the school building and in the parking lot.
- **Times:** Distribution is prohibited between 7:00 a.m. and 4:00 p.m. when school is in session.

Additionally, distribution must not occur in a manner that violates Governing Board policy. These guidelines ensure that student expression is respected while maintaining an orderly and disruption-free learning environment.

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 are integral to a successful academic environment. All students must adhere to the following dress code expectations:

1. **Non-Disruptive Clothing:** Students may not wear clothing that causes annoyance, disruption, agitation, or interference with others who are on the school premises for the lawful purpose of pursuing or providing a public school education.
2. **Modesty and Appropriateness:** Students are expected to dress modestly and appropriately for school. The following items are not allowed:
 - Bare feet or house shoes
 - Attire revealing the chest, abdomen, buttocks, genitals, or underwear
 - Attire advertising alcohol, tobacco, or drugs
 - Attire featuring obscenities, nudity, or profanity
3. **Educational Environment:** Any attire deemed by staff to be disruptive to the educational process will not be tolerated.
4. **Head Coverings:** Students are not allowed to wear certain types of head coverings, including but not limited to:
 - Beanies
 - Bandanas
 - Wave caps
 - Doo-rags
 - Skull caps
 - Hoodies

These guidelines are in place to ensure that the school environment remains conducive to learning and free from unnecessary distractions. Students, staff, and parents should work together to uphold these standards, contributing to a positive and respectful school community.

Emergency Alarms and Fire Control Devices/False Reporting

Students shall not activate or use any fire alarm or emergency control device unless there is a reasonable belief that an actual emergency exists justifying its use. Misuse of these devices is prohibited under A.R.S. 13-2907.

Forgery, Plagiarism, and Cheating

Students shall not use, or attempt to use, the identity, signature, academic work, homework, or research of another person and represent it as their own. Sharing knowledge or work with another student during an examination is prohibited unless approved by the teacher. Bringing unauthorized materials, electronic devices, or notes into an examination is not allowed. Altering a written school document without the express consent of a school official is forbidden (A.R.S. 13-2002).

Any part of a written paper used by someone other than the author for an assignment in other classes will result in disciplinary action for both the author and the plagiarizing student.

Gambling

Students 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 on the outcome of the game or activity (A.R.S. 13-3303, 13-3304, 13-3305, 13-3306.)

Harassment

Harassment is the intentional behavior by a student or group that is disturbing or threatening to another student or group of students. Harassing behaviors 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 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 may involve the use of social media (A.R.S. 15-341).

Hazing

Hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing, is strictly prohibited for any person enrolled, accepted for, promoted to, or intending to enroll or be promoted within twelve (12) calendar months. For purposes of this policy, a person shall be considered a "student" until graduation, transfer, promotion, or withdrawal from Pinnacle Charter Schools.

Identity Theft, Online

Identity theft occurs when someone steals your personal identifying information. In an online school setting, this can include your username and password for online accounts such as email, school, and social media. Students shall not use the usernames and passwords of other students for online accounts. Students should refer to the Student Computer and Internet Usage Policy in this document and other sections regarding privacy and internet usage.

Initiation and Hazing

Unless properly supervised and expressly approved by the school or location leader, students shall not participate in initiation activities. Initiations or hazing involving actual or threatened verbal, physical, or sexual abuse are strictly prohibited. This applies to any school club, athletic team, or other group, whether the conduct occurs on Pinnacle facilities or elsewhere.

Obscenity and Defamation

Students 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 materials:** False statements that expose a person to hatred, contempt, ridicule, disgust, or similar reactions, or that insult a person's occupation, business, or office.
- **Obscene materials:** Content that an average person, applying contemporary community standards, would find appeals to prurient interests and lacks serious literary, artistic, political, or scientific value. This standard considers the sensitivity of the student community (A.R.S. 13-3502).

Possession of Weapons and Dangerous Instruments

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

Prohibited Items

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

School Property

School property includes all real property of Pinnacle Charter Schools.

Self-Defense

Self-defense at Pinnacle Charter Schools is defined as taking physical action to protect oneself from physical harm when there is no means of avoidance or escape. The circumstances surrounding a fight must demonstrate that the person claiming self-defense made every effort to avoid physical engagement. Simply striking another person after being physically contacted first does not justify a claim of self-defense. The evidence must show that there was no other choice.

Senior Prank

Any student identified or caught participating in a senior prank that results in illegal entry of the school, vandalism, disruption of the educational process, or criminal damage to the campus will face disciplinary action. This may include criminal charges, out-of-school suspension, and exclusion from participating in the graduation ceremony.

Sexual Harassment

Pinnacle Charter Schools requires mutual respect among staff and students and strives to provide an atmosphere free from sexual harassment. Sexual harassment consists of unwelcome sexual advances, requests 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
- Lewd gestures
- Continuing to express sexual interest after being informed that the interest is unwelcome
- Dating abuse

A substantiated charge against a student or staff member will result in 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 occurs when a student exposes their genitals or anus, or when a female student exposes the areola or nipple of her breast, in the presence of another person, 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 involves intentionally or knowingly engaging in acts such as sexual contact, oral sexual contact, sexual intercourse, or bestiality in the presence of another person, and the student is reckless about whether the other 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 engaged 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 is prohibited. This includes both print and electronic media, such as cell phones or other electronic devices.

Threatening or Intimidating

Threatening or intimidating behavior occurs when a person indicates by word or conduct the intent to cause physical injury or serious damage to another person or their property.

Threats, Assaults and Fighting

Students 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). Such behavior will not be tolerated and will result in disciplinary action.

Truancy

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

Vandalism, Littering and Destruction of Property

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

Violation of Federal, State or Local Law

Students shall not violate any federal, state, or local law.

Violation of School Policies and Rules

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

Consequence Matrix

Parental contact and involvement are the minimum expectations throughout the consequence matrix. Proof of participation in mediation and/or counseling may lead to a reduction in assigned consequences. If detention is assigned as a consequence, it may be scheduled before school, during lunch, after school, or on Saturdays.

| 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

Students and parents may file a written appeal of any disciplinary action with the school leader or principal within forty-eight hours of the initial action. All appeal decisions for suspensions of less than ten days are final and will be determined by 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 to the academic process, the student may be removed from curricular, extracurricular, or co-curricular activities or school premises on an emergency basis. This action is in accordance with 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. While many people know about Title IX because of its positive effects on the advancement of women's athletics, it also plays a significant role in employment law by protecting employees from sex discrimination in hiring, tenure, salary, and promotions. The Supreme Court has extended the scope of Title IX to protect students against student-to-student sexual harassment.

Although being teased is a normal part of growing up, sexual harassment at school is different. It is crucial for both teachers and parents to understand and make this distinction. Sexual harassment refers to repetitive unwanted sexual advances. A 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 school employees knew about.

The Supreme Court distinguishes between typical schoolyard bullying, such as occasional name-calling, pushing, shoving, and physical fights, and sexual harassment to protect school districts from undue liability. The Court is more focused on protecting students from continuous and offensive behavior that interferes with their participation in school. This can include:

- Daily aggressive sexual remarks
- Behaviors or threats preventing students from using parts of the school building
- A pattern of repeated threats, abusive touching, or chasing
- Abusive harassment of students identified as gay, regardless of their actual orientation

As long as a school makes reasonable efforts to stop harassment after a complaint is made, it is likely not liable, even if the harassment continues.

Steps to Take if Your Child is Experiencing Sexual Harassment

1. **Gather Information:** Ask your child for details about the harassment, including who is involved, what is happening, when and how often it occurs, and where it takes place.
2. **Report to Authorities:** Find out if your child has told any authority figure and what the response was.
3. **Review School Policy:** Obtain a copy of the school's sexual harassment policy and ensure that the school faculty is familiar with it.
4. **Engage with School Officials:** Speak to the appropriate faculty member with the policy in hand and insist that the policy be followed.
5. **Escalate if Necessary:** If no action is taken or if you are not taken seriously, go to the principal or school leader. Provide a written report detailing everything that has happened, including what actions the faculty member did or did not take. Emphasize that the sexual harassment is interfering with your child's schoolwork and demand prompt and corrective action.

By following these steps, you can help ensure that your child's school takes the necessary actions to address and stop sexual harassment.

Parental Custody

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

Solicitation on Site School's Campus

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

1. **Interference with Traffic:** Conduct that substantially interferes with the entrance or exit of pedestrian or vehicle traffic in buildings, parking lots, work or activity areas, including blocking any hallways in the school building, labs, or other pedestrian areas.
2. **Disruption of Activities:** Conduct that materially disrupts any school class or school activity.
3. **Respect for Privacy:** Conduct that substantially interferes with the students' right to be left alone after they have clearly expressed a lack of interest in an offer of written materials or other speech. This policy allows for an initial offer but prohibits continued offers after a clear indication of disinterest or a refusal to allow a student to leave one's presence.
4. **Approval of Materials:** All materials must be approved in writing by the school leader or principal before posting in the school.
5. **Policy Violations:** Conduct that violates these policies is subject to discipline pursuant to 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, please contact the school leader or principal.

By following these guidelines, we ensure a safe and respectful learning environment for all students.

Field Trips

Field trips are a privilege for students. During transportation and field-trip activities, students must abide by all school policies and treat all field trip locations as though they are school grounds. Failure to follow school or location rules during a field trip may result in disciplinary action.

Permission and Eligibility

Pinnacle Charter Schools

Student & Parent Handbook 2024-25

To attend a field trip, students must receive written permission from a parent or guardian. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from a 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

By following these guidelines, we ensure that field trips are safe, enjoyable, and educational experiences for all participants.

Student Computer and Internet Usage

Appropriate Use of Electronic Information Services

Pinnacle Charter Schools provides Electronic Information Services (EIS) to qualified students, teachers, and other personnel. EIS includes networks (Internet), databases, and any other computer-accessible sources of information, such as hard drives, tapes, compact disks (CDs), flash drives, or other electronic sources.

The use of these services shall support education, research, and the educational goals of Pinnacle Charter Schools. To ensure EIS is used appropriately and for its intended educational purposes, all users are required to follow the school's guidelines and procedures for appropriate use.

Privacy on Student Computers

Students at Pinnacle Charter Schools should expect no right to privacy when using the school's computer information systems. This includes, but is not limited to, computers and internet history. Pinnacle Charter Schools 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 related to the use of electronic information systems. The school does not assume liability for information retrieved via EIS, nor does it assume liability for any information lost, damaged, or made 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) at Pinnacle Charter Schools requires adherence to the following guidelines to support education, research, and the educational goals of the school. Users 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

Pinnacle Charter Schools reserves the right to inspect any communication that occurs through the school's 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 to ensure access to appropriate materials, the user ultimately bears the responsibility for how the EIS is used and assumes 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' EIS guidelines and procedures for appropriate usage.

Anyone who misuses, abuses, or fails 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 compile a summary of important policies that affect students and parents/guardians. Students and parents/guardians should read this handbook and become familiar with its content. It serves as a convenient reference for understanding these policies and procedures.

Key Points:

1. Purpose of the Student Handbook:

- The handbook brings together key policies that impact students and parents/guardians, serving as a convenient reference.

2. Handbook's Limitations:

- While the handbook aims to address common questions and concerns, it may not cover every possible query or scenario. For further assistance, students and parents/guardians are encouraged to contact school staff or the district office.

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. Changes, additions, or deletions 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 resource for understanding the school's policies and procedures.

It is important for students and parents/guardians to carefully review the Student Handbook to familiarize themselves with the school's policies. For any questions or concerns, please 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 and understood the complete contents of the Pinnacle Charter Schools Student Handbook. I agree to abide by the guidelines set forth in this document and understand that failure to follow these rules and policies may result in disciplinary actions, up to and including long-term suspension.

I, _____, also understand and agree to the guidelines computer and internet use as outlined in the Student Handbook. I confirm that I have the required hardware and software to be a Pinnacle Charter Schools student.

Student's Name (Printed)

Date

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

Parent/Guardian's Name (Printed)

Date

This agreement has been verbally confirmed with the Student Intervention Advisor or the Instructional Intervention Specialist.

School Personnel's Name (Printed)

Date

Please sign and return this form to your school staff.