PINNACLE
CHARTER SCHOOLS

SERVING ARIZONA FAMILIES FOR OVER 30 YEARS

SCHOOL YEAR 2026 – 2027

Student & Parent Handbook

Grades 6 – 12

Online & Site-Based Programs · Arizona Online Instruction (AOI)

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SECTION 01

About Pinnacle Charter Schools

Pinnacle Charter Schools is a network of accredited public charter schools offering flexible online and site-based learning options for Arizona students. We are committed to providing student-centered educational pathways that support academic achievement, personal growth, and progress toward graduation.

Whether students attend one of our brick-and-mortar campuses or participate in our Arizona Online Instruction (AOI) programs, we prioritize academic growth, personal development, and equitable access to education.

District Office

Our dedicated faculty, Student Services team, and leadership are based at the Pinnacle Charter Schools district office. This central hub ensures that educational standards, support services, and compliance expectations are consistently upheld across all campuses and programs.

Address:

2224 W. Southern Avenue, Suite 1

Tempe, AZ 85282

Phone: 480-755-8222

Fax: 480-755-8111

Hours: Monday–Friday, 8:00 AM – 6:30 PM

SECTION 02

Key Contacts Directory

Families can reach the right team directly using the contacts below. For anything related to coursework, assignments, or due dates, the first point of contact is always the course teacher through MStar LSP messaging.

Advising Team – advisors@mgrmedu.com, 480-755-8222 ext. 2736. For goals, course planning, schedule changes, and Personalized Learning Plan (PLP) support.

State & District Testing – Dr. Shivani Chandra, District Testing Coordinator (480-755-8222 ext. 2728, Shivani.chandra@mgrmedu.com). For testing windows, locations, and accommodations.

Support Desk (Technology) – 480-755-8222 ext. 2727, supportdesk@mgrmedu.com. For login issues, device support, and Loaner Agreement requests.

Records – records@mgrmedu.com. For transcripts, enrollment verification, and records requests.

Site Students – contact your campus front office (phone numbers listed under Campus & Online Locations below).

Online Students – your Online Instructor is listed at the top of each course in MStar LSP; message them directly through MStar messaging.

Staff assignments and extensions may change during the school year; the most current directory is available from the District Office.

SECTION 03

Pinnacle Charter Schools – Campus & Online Locations

Pinnacle Charter Schools operates across multiple locations in Arizona, offering students the flexibility to choose the learning environment that best suits their needs. Each site provides safe, supportive spaces and personalized instruction through one of two options: in-person or fully online.

In–Person Campuses (Grades 9–12)

PINNACLE HIGH SCHOOL – CASA GRANDE

Operated by Pinnacle Education – Casa Grande, Inc.

432 W. Saguaro Street, Casa Grande, AZ 85122
Phone: 520-423-2380 | Fax: 520-423-2383
Hours: 7:30 AM – 4:00 PM (Mon–Fri)

PINNACLE CHARTER SCHOOL – NOGALES

Operated by Pinnacle Education – Kino, Inc.

8 N. Morley Avenue, Nogales, AZ 85621
Phone: 520-281-5109 | Fax: 520-281-5132
Hours: 7:30 AM – 4:00 PM (Mon–Fri)

PINNACLE HIGH SCHOOL – TEMPE WEST

Operated by Pinnacle Education – Tempe, Inc.

2224 W. Southern Avenue, Suite 2, Tempe, AZ 85282
Phone: 602-414-0950 | Fax: 602-414-0927
Hours: 7:30 AM – 4:00 PM (Mon–Fri)

PINNACLE HIGH SCHOOL – TEMPE EAST

Operated by Pinnacle Education – WMCB, Inc.

1712 E. Guadalupe Rd, Suite 101, Tempe, AZ 85283
Phone: 480-785-7776 | Fax: 480-763-8274
Hours: 7:30 AM – 4:00 PM (Mon–Fri)

Online Campuses (Grades 6–12)

Pinnacle operates two accredited online schools under Arizona Online Instruction (AOI) designation. These schools provide flexible learning environments for students who benefit from digital instruction while still maintaining access to campus-based resources.

PINNACLE ONLINE HIGH SCHOOL

Operated by Pinnacle Education – Tempe, Inc.

2224 W. Southern Avenue, Suite 1, Tempe, AZ 85282
Phone: 480-755-8222 | Fax: 480-755-8111
Hours: 8:00 AM – 6:30 PM (Mon–Fri)

PINNACLE ONLINE – WMCB

Operated by Pinnacle Education – WMCB, Inc

1712 E. Guadalupe Rd, Suite 101, Tempe, AZ 85283
Phone: 480-785-7776 | Fax: 480-763-8274
Hours: 7:30 AM – 4:00 PM (Mon–Fri)

Campus Access for Online Students

Students enrolled in our online programs are welcome to visit or receive support services at any Pinnacle campus. Campus visits must comply with site-specific rules and may require prior coordination with staff. For help with scheduling or to access student services in person, please contact the site directly.

SECTION 04

Welcome to Pinnacle Charter Schools!

Dear Students and Families,

On behalf of our dedicated faculty, support staff, and leadership team, we are thrilled to welcome you to Pinnacle Charter Schools!

We are proud to serve a diverse community of students and families, and we believe every student deserves the opportunity to succeed. Whether you're joining us for the first time or returning to continue your academic journey, we are committed to helping you thrive—academically, socially, and personally.

At Pinnacle, we believe that success is built on a foundation of **collaboration, respect, accountability, and perseverance**. Our mission is to provide every student with a flexible, supportive, and rigorous learning environment that meets their individual needs and goals.

Whether your student attends online or on campus, our staff is committed to providing guidance, encouragement, and support throughout the school year.

Students are encouraged to:

- Engage actively in your classes, whether online or on campus
- Explore academic support and advising services
- Participate in school activities, events, and support opportunities
- Reach out when you need help—we're here for you

Your commitment, effort, and willingness to embrace new challenges will shape your experience here.

The rewards of your time at Pinnacle will go far beyond a diploma—they include personal growth, resilience, and lifelong confidence.

We look forward to working together to help every student grow academically, build confidence, and move closer to graduation and future success.

Welcome to Pinnacle Charter Schools, and best wishes for a successful school year.

Warm regards,
The Faculty and Administration
Pinnacle Charter Schools

SECTION 05

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."

SECTION 06

Philosophy of Education

At Pinnacle Charter Schools, we believe education is a powerful tool for intellectual growth, personal development, and positive social change. Our core philosophy is built on the belief that **every student is capable of success when provided with the right environment, guidance, and opportunities.**

We are committed to nurturing the **intellectual, social, civic, and emotional development** of each student through an individualized and supportive educational approach. In collaboration with families and the broader community, we strive to equip students with the skills, knowledge, and confidence to achieve their goals—both in school and beyond.

Personalized, Student-Centered Learning

We recognize that each learner brings a unique blend of strengths, needs, experiences, and aspirations. That's why we provide:

- **Personalized Learning Plans (PLPs)** tailored to student goals, credit requirements, and learning styles.
- Flexible academic pathways supported by **highly qualified instructors**, **interactive course materials**, and **technology-enhanced instruction**.
- Culturally responsive practices that value the lived experiences and diverse identities of our student body.

Whether students are pursuing credit recovery, accelerating their learning, or overcoming barriers to academic progress, our model adapts to support success at every step.

Innovation, Inclusion, and Support

Our curriculum and programs are designed to engage a **diverse population of learners**, including:

- Students seeking flexible academic pathways or additional instructional support
- Students pursuing alternative, accelerated, or non-traditional learning environments

By integrating innovative technologies, collaborative teaching practices, and a strong network of support services, we foster environments where all students feel seen, supported, and empowered.

Preparing for a Changing World

In today's rapidly evolving world, education must go beyond content mastery. We aim to develop **critical thinkers, resilient problem-solvers, and responsible citizens**. Our students are encouraged to explore, reflect, challenge assumptions, and become active participants in shaping their futures.

At Pinnacle Charter Schools, we don't just prepare students for graduation—we prepare them for life.

SECTION 07

Alternative Schools

Alternative Schools Designation

Pinnacle Charter Schools are proudly recognized by the Arizona Department of Education as **state-approved Alternative Schools** for the 2026–2027 academic year.

This designation reflects our commitment to providing flexible, student-centered educational pathways for students with diverse academic backgrounds, learning needs, and personal goals. Our approach is grounded in the belief that every student deserves access to a learning environment that supports academic growth, personal development, and progress toward graduation and future success.

Who We Serve

Pinnacle's Alternative School designation allows us to provide flexible instructional models and individualized support for students whose educational needs may differ from those served in traditional school settings. Our student population includes, but is not limited to:

- Students seeking flexible pacing, personalized instruction, or alternative pathways toward graduation
- Students pursuing accelerated coursework, honors opportunities, or independent learning environments
- Students returning to complete their education after interruptions in their academic journey
- Students balancing school with work, caregiving responsibilities, parenting, or other life circumstances
- Students who benefit from additional academic, behavioral, or individualized support services
- Students identified under Arizona's Alternative School criteria, including adjudicated youth, students in foster care, and other students identified as at-risk under ADE guidelines

This designation allows Pinnacle Charter Schools to offer flexible instructional models, personalized support systems, and individualized learning opportunities while continuing to maintain high academic expectations for all students.

Academic Expectations & Graduation Pathways

All high school courses offered at Pinnacle Charter Schools meet the **graduation requirements of the Arizona State Board of Education**, ensuring students graduate with a **recognized high school diploma**.

Our programs include:

- Flexible scheduling and year-round enrollment
- Credit recovery, acceleration, and honors opportunities
- Personalized Learning Plans (PLP) aligned with each student's academic history and future goals
- A student-centered and strengths-based approach to support social-emotional well-being

A Nurturing, Student-Centered Environment

At Pinnacle, we recognize that students learn best when educational models provide flexibility, support, structure, and opportunities for individualized growth. Our school model is designed to **remove barriers**, foster resilience, and provide multiple paths to success.

As an officially designated alternative school, Pinnacle Charter Schools adhere to the **Arizona Department of Education's Alternative School Accountability Framework**, which ensures our programs maintain high standards while meeting the unique needs of our student population. We are deeply committed to creating an **inclusive**, **respectful**, and **goal-oriented** learning environment where students are encouraged to grow academically, build confidence, and pursue pathways aligned with their individual goals and strengths.

SECTION 08

Pinnacle Charter Schools' Goals

At Pinnacle Charter Schools, we are guided by a set of core goals that shape every aspect of our educational philosophy and practice. These goals reflect our commitment to supporting each student's academic progress, personal development, and overall well-being.

1. Develop Educational Skills

We strive to equip students with the foundational skills needed to succeed in a variety of educational settings, including time management, study habits, digital literacy, and effective communication.

2. Promote Self-Discipline and Responsibility

Our programs emphasize the importance of self-awareness, personal accountability, and goal-setting—skills that prepare students not just for graduation, but for success in life.

3. Improve Academic Achievement

Through targeted instruction, credit recovery options, and personalized support, we help students improve academic performance and build the confidence needed to meet state graduation requirements.

4. Provide a Safe and Supportive Learning Environment

We are committed to maintaining a physically and emotionally safe school environment where students can focus on learning without fear of judgment, bullying, or distraction.

5. Help Students Overcome Barriers

Whether students are facing personal, academic, or social challenges, we work to identify those barriers and provide support through character education, mentoring, and student support services.

By centering our work on these goals, Pinnacle Charter Schools fosters an inclusive, high-expectation learning community designed to help each student reach their full potential—academically, personally, and socially.

SECTION 09

Why Choose Pinnacle Charter Schools?

Pinnacle Charter Schools provides tuition-free public charter school options for Arizona students in grades 6–12 through both online and site-based programs. We offer flexible learning options designed to support students with different academic needs, schedules, and goals.

Whether students are seeking a flexible learning environment, accelerated academic pathways, individualized support, credit recovery opportunities, or a non-traditional educational experience, Pinnacle offers programs designed to meet a wide range of student goals and learning styles.

We support students with diverse academic goals and educational backgrounds, including students seeking accelerated coursework, flexible scheduling, personalized instruction, credit recovery opportunities, or alternative pathways toward graduation.

Flexible Enrollment Options

We offer open enrollment to all eligible Arizona students and welcome new learners every day throughout the year. This flexible enrollment model allows students to begin coursework throughout the year rather than waiting for a traditional semester start.

Our flexible scheduling options include:

- Morning and afternoon on-campus sessions

- 100% online learning pathways
- Access to both online and on-site academic support when appropriate

Personalized Learning, Real Results

At Pinnacle, learning is not one-size-fits-all. Our model is built around:

- Personalized Learning Plans (PLPs) tailored to academic goals, learning styles, and graduation timelines
- Honors and advanced academic opportunities for students seeking increased rigor or accelerated progress
- Credit recovery and acceleration options
- Instructional support from highly qualified Arizona-certified educators

High-Quality, Accessible Education

As a public charter school, Pinnacle provides a standards-aligned, Arizona Board of Education-compliant curriculum—at no cost to families.

Students benefit from:

- Clear graduation pathways and transcript audits
- Academic advising, transcript verification, and college/career planning

We are committed to supporting students with a wide range of educational needs, from students seeking flexible scheduling or academic recovery to students pursuing accelerated or individualized learning opportunities.

Whole-Student Support

We recognize that students learn best when they feel supported, respected, and connected to their school community.

That's why we provide:

- Caring advisors and mentors who build relationships
- Student support services that promote academic, social, emotional, and behavioral success
- A culture of **respect, inclusivity, and encouragement**

The Pinnacle Promise

When you choose Pinnacle Charter Schools, you're choosing:

- Flexibility that respects each student's unique path
- Personalized instruction and high expectations
- Safe, supportive campuses and virtual classrooms
- An inclusive, public-school education with no tuition fees

Our goal is to provide students with the structure, flexibility, and support needed to successfully complete their education and prepare for the future.

Advantages of Online Schools at Pinnacle:

Pinnacle's online schools provide flexible learning options for Arizona students in grades 6–12 who benefit from personalized pacing, independent learning opportunities, and access to online instruction supported by certified educators. Our tuition-free, Cognia-accredited, and state-approved programs support a wide range of learners, including students seeking flexible scheduling, honors coursework, credit recovery, accelerated progress, or alternative educational pathways.

Whether students are pursuing a traditional graduation path, accelerated coursework, credit recovery, or returning to complete their diploma later in life, Pinnacle provides flexible options designed to support individual goals and learning styles.

Key benefits include:

FLEXIBLE, ACCREDITED EDUCATION

Students can complete coursework through accredited programs that are recognized by colleges, employers, and educational institutions.

STUDY ANYWHERE, ANYTIME

Students can access coursework remotely using a reliable internet connection and compatible device. Learn at your own pace, guided by state-certified teachers and supported by Pinnacle's academic staff.

CUSTOMIZED COURSE OPTIONS

Students may pursue honors coursework, electives, traditional diploma pathways, accelerated learning opportunities, or credit recovery based on their academic goals and Personalized Learning Plan (PLP).

Many students choose Pinnacle's online programs because they prefer flexible pacing, independent learning environments, smaller instructional settings, or opportunities to advance more quickly through coursework.

YEAR-ROUND OPEN ENROLLMENT

New students are welcome every day throughout the year, so you never have to wait to get started.

INSTRUCTION AND ACADEMIC SUPPORT

Online students are supported by Arizona-certified teachers, academic advisors, and intervention staff who provide instructional guidance, progress monitoring, and individualized support.

SEAMLESS CREDIT TRANSFERS

Credits from any regionally accredited school are reviewed and transferred seamlessly into our program, helping students stay on track to graduation.

NCAA-ELIGIBLE COURSES

Pinnacle offers NCAA-approved courses designed for student-athletes pursuing collegiate athletic eligibility.

MULTIPLE GRADUATION PATHWAYS

Students may pursue traditional, accelerated, honors-based, or credit recovery pathways depending on their academic progress, goals, and graduation timeline.

STATE APPROVAL & COMPLIANCE

All Pinnacle online schools are approved by the Arizona State Board for Charter Schools and adhere to the Arizona Department of Education's Online Instruction Standards, ensuring legitimacy, quality, and compliance.

TECHNOLOGY REQUIREMENTS

Successful participation in online learning requires consistent internet access, basic technology skills, and regular communication with instructors and school staff.

Don't have access? You may be eligible to attend one of our physical campuses for in-person academic support and free access to computers and internet.

MODERN TEACHING METHODS

Pinnacle's instructional model incorporates online learning tools, interactive coursework, individualized pacing, and direct academic support designed to help students remain engaged and make consistent academic progress.

SECTION 10

Pinnacle Charter Schools' Five Pillars of Education:

At Pinnacle Charter Schools, our educational model is built upon **five foundational pillars**—core principles that guide our approach to teaching, learning, and student development. These pillars represent our unwavering commitment to personalized learning, academic mastery, whole-student support, and real-world readiness.

Personalized Learning Plan (PLP)

At the heart of Pinnacle Charter Schools' academic model is the **Personalized Learning Plan (PLP)**—a dynamic, student-centered tool designed to align education with each learner's unique story, challenges, and post-secondary goals.

The PLP is more than just a document—it is a strategic, collaborative process between students, educational staff, and advisors. Together, we create individualized roadmaps that consider each

student's strengths, needs, and aspirations. This fosters a sense of ownership and responsibility while ensuring targeted support throughout the student's journey.

Our comprehensive student advisement system uses the PLP to:

- Identify and overcome barriers to progress
- Empower students with proactive strategies for success
- Guide students step-by-step toward a high school diploma and future career or college readiness

By integrating personal context with academic planning, the PLP ensures that every student receives meaningful attention and direction, making their educational experience both intentional and impactful.

One-to-One Educational Delivery System

Pinnacle offers a flexible approach that includes both **one-to-one instruction** and **group study**, delivered in both online and site-based settings to suit diverse learning preferences.

One-to-One Education

This individualized learning experience allows students to receive **personalized instruction** from an educator who adapts the curriculum and pacing to the student's specific needs. This focused model enhances understanding, encourages deep engagement, and enables timely, meaningful feedback.

Group Study

Collaborative learning helps students build **teamwork, communication, and critical thinking skills** by engaging with peers. Through structured group discussions and projects, students gain new perspectives and practice real-world collaboration.

Delivery Models:

- **Online Learning**: Students receive one-to-one instruction via virtual classrooms and messaging platforms. Online tools also support group projects and peer collaboration through shared spaces and discussion forums.
- **Site-Based Learning**: Students benefit from direct, in-person instruction and group engagement in classroom or study group formats.

By blending both instructional styles across multiple delivery modes, Pinnacle provides a **holistic learning experience** that supports academic achievement and social development.

Mastery Based Learning Approach

Pinnacle Charter Schools embrace a **Mastery-Based Learning model**—also known as **competency-based learning**—that ensures students **fully understand key skills and concepts before progressing.**

This model focuses on **depth over pace**, allowing students to take the time they need to reach mastery, while reinforcing:

- Academic confidence
- Conceptual understanding
- Long-term retention of skills

Because every learner is different, benchmarks for mastery are personalized. Students who need more time receive the flexibility to do so, while those who are ready can move ahead.

Mastery-Based Learning empowers students to take charge of their academic journey, progressing with **clarity, confidence, and competence** as they achieve each goal on the path to graduation.

Nurturing and Supportive Environment

At Pinnacle, we know that students thrive not just through instruction, but through **compassionate, consistent support.** Our learning environments—whether online or on campus—are designed to uplift students, build confidence, and promote resilience.

We prioritize:

- A welcoming atmosphere that encourages openness and engagement
- A staff culture built on mentorship, motivation, and mutual respect
- A growth mindset that celebrates effort, persistence, and learning from setbacks

Our educators go beyond academics—they serve as **coaches, guides, and advocates** who support students in building critical thinking, emotional resilience, and communication skills essential for long-term success.

We believe that education should be transformative. That's why we nurture the **whole student**, helping them grow into empowered, self-directed individuals who are prepared for life beyond the classroom.

Viva Examination

SECTION 11

What is a Viva?

The **Viva Examination**—derived from the Latin *"viva voce,"* meaning *"live voice"*—is an oral interview used in many Pinnacle courses to assess and celebrate student learning.

Through this unique process, students demonstrate:

- Subject mastery
- Critical thinking and synthesis of knowledge
- Progress toward academic and personal goals

Viva interviews build **public speaking skills**, confidence, and professional communication abilities that are essential for the 21st-century workplace.

Students receive **immediate, constructive feedback** from instructors, allowing them to:

- Reflect on their progress
- Identify areas for growth
- Take ownership of their academic development

At Pinnacle, the Viva isn't just an assessment—it's a training ground for real-world readiness, empowering students to express themselves clearly, confidently, and with purpose.

Together, these five pillars form the foundation of Pinnacle Charter Schools' mission: to provide a **rigorous, student-centered, and supportive educational experience** that prepares learners not just for graduation—but for lifelong success.

In practice, most high school courses conclude with a Viva: a short oral examination of approximately ten (10) minutes conducted by the course instructor, and completed prior to the Final Exam. For online students, Vivas are held live in MVision. Math and Credit Recovery courses do not include a Viva.

SECTION 12

Notice of Non-Discrimination

Pinnacle Charter Schools is committed to fostering an inclusive, respectful, and equitable environment. In accordance with federal and state law, **we strictly prohibit discrimination** in any program or activity based on:

- Race or color
- National origin, nationality, or ancestry
- Religion
- Sex or sexual orientation
- Gender identity or gender expression
- Pregnancy or marital status
- Age
- Physical or mental disability (including autism spectrum disorder)
- Immigration or citizenship status
- Homeless status
- Military status or unfavorable discharge from military service
- Order of protection status

This policy reflects our broader commitment to **equality, diversity, and inclusion**—values that are fundamental to our mission as an educational institution. Discrimination, harassment, or bias in any form will not be tolerated in our schools, programs, or employment practices.

We strive to ensure that every member of our school community is treated with dignity, and that all students and staff have equal access to opportunity, support, and success.

Inquiries regarding this notice may be directed to:

Title IX and Section 504 Coordinator: Special Education Director
2224 W. Southern Avenue, Suite 1, Tempe, AZ 85282
Phone: 480-755-8222 ext. 2723
Email: info@mgrmedu.com

SECTION 13

Cognia and NCAA Accreditation

Pinnacle Charter Schools is proud to be among the first educational institutions globally to receive full **corporate accreditation from Cognia** (formerly AdvancED). This distinction affirms our commitment to:

- High academic standards
- Continuous school improvement
- Accountability and process discipline
- Innovation in education delivery

Additionally, Pinnacle is recognized as part of the **NCAA network**, allowing eligible student-athletes to complete **NCAA-approved coursework**. This enhances academic and extracurricular opportunities for students pursuing post-secondary athletic pathways.

SECTION 14

Employee Education and Experience

In accordance with **Arizona Revised Statutes §15-183(F)**, Pinnacle Charter Schools maintains transparency regarding staff qualifications. Information about the **education and experience of our faculty** is available for public inspection upon request.

To access this information:

- Inquire at the school's front desk, **or**

- Email your request to **hr@mgrmedu.com**

We are proud of our faculty's credentials and commitment to supporting student success.

SECTION 15

Governing Board Meeting Notices

In accordance with **A.R.S §38-431.01**, notices for Pinnacle Charter Schools' Governing Board meetings are publicly posted on each district's website. Meeting agendas are posted at least 24 hours in advance, and meeting minutes are available for inspection upon request.

For more information or to review board minutes, please:

- Visit the appropriate school website listed below, **or**
- Inquire at the school's front desk, **or**
- Email **hr@mgrmedu.com**

School Governing Board Websites:

- **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

These notices reflect our commitment to transparency and community involvement in school governance.

SECTION 16

Emergency Operations Plan Statement

Pinnacle Charter Schools maintains a state-approved Emergency Operations Plan (EOP) in compliance with Arizona Department of Education guidelines. This plan is developed in coordination with local emergency agencies and includes training, drills, and procedures for lockdowns, evacuations, and other emergency scenarios to ensure schoolwide readiness.

SECTION 17

Audio-Video Surveillance & Communication Monitoring Disclosure

To ensure the safety and security of all students, staff, and visitors, video surveillance is in place in public areas—including hallways, labs, and reception spaces—across all Pinnacle school campuses and the district office.

Additionally, telephone and email communications conducted using school systems are subject to routine monitoring and review.

These practices are implemented to:

- Deter misconduct and unlawful activity
- Ensure compliance with school policies and safety regulations
- Protect school property and verify reports of incidents
- Maintain a secure learning and working environment

We recognize the importance of privacy and transparency. This disclosure serves to inform all members of the school community that activities and communications in monitored areas may be recorded, stored, or reviewed as part of our routine safety and compliance protocols.

If you have questions or concerns about surveillance practices or how personal information is handled, please contact your school's administrative office or the Pinnacle district office for clarification

SECTION 18

Registration and Admission

Pinnacle Charter Schools welcomes all students who reside in the state of Arizona. Our enrollment process ensures compliance with Arizona laws, Department of Education guidelines, and helps us maintain continuity of services for every student.

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 helps Pinnacle verify two required elements:

1. Proof of Arizona Residency

As required by **A.R.S. §15-802(B)**, each enrolling student must submit both of the following at the time of initial enrollment:

- A completed Pinnacle Arizona Residency Form, and
- Verifiable proof of Arizona residency (see Documentation of Arizona Residency below)

2. 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, per A.R.S. §15-828(A):

- A certified copy of the student's birth certificate, or
- Other reliable proof of identity and age, such as:
  - Baptismal certificate
  - Application for a Social Security number
  - Original school registration records
  - An affidavit explaining why a birth certificate cannot be provided

Additionally, if the student is in the custody of a state agency, a letter from an authorized agency representative certifying custody (per A.R.S. Title 8, Chapter 2) will also meet this requirement.

Admission Process

Once the registration process is complete and all required documents have been submitted, the admission process begins.

At this stage:

- The student and/or parent/guardian completes and submits the admission documents
- Upon verification, the student will be formally enrolled in courses

Enrollment Preference

Pinnacle Charter Schools accepts students through open enrollment. However, continued attendance is contingent upon a student's compliance with Pinnacle's rules and regulations.

Enrollment Preference Categories

Arizona law provides that certain students must or may be given preference during the enrollment process. These are categorized as follows:

Required Enrollment Preferences [A.R.S. §15-184(B)]:

- Returning students
- Siblings of currently enrolled students

Optional Enrollment Preferences [A.R.S. §§15-184(C) and (D)]:

Charter schools may elect to give priority to the following groups:

- Children in foster care or those designated as unaccompanied youth under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a)
- Students or siblings who have previously attended another charter school operated under the same charter holder, governing board, or management organization
- Children, grandchildren, or legal wards of:
- Employees of the school or charter holder
- Members of the governing board, or directors, officers, or partners of the charter holder

Enrollment preferences may only be exercised in accordance with state law and internal policies.

Documentation of Arizona Residency

In accordance with **A.R.S. §15-802(B)**, Pinnacle Charter Schools are required to:

- Obtain the Pinnacle Arizona Residency Form and verifiable documentation of Arizona residency at the time of initial enrollment
- Maintain this documentation in accordance with audit and compliance guidelines

Acceptable proof of residency, per the Arizona Department of Education (ADE) Residency Guidelines, is one document showing the parent/guardian's name and Arizona address, such as:

- Arizona driver's license, state ID card, or motor vehicle registration
- Property deed, mortgage documents, or property tax bill
- Rental agreement or lease (including Section 8)
- Utility bill (water, electric, gas, cable, or phone)
- Bank or credit card statement
- W-2 or payroll stub
- Tribal enrollment certificate (Form 506)
- Documentation from a state or federal agency

Shared housing: If the family lives with another Arizona resident and cannot provide a document in the parent/guardian's name, submit a notarized Affidavit of Shared Residence signed by that resident, along with the resident's proof of residency.

The ADE Arizona Residency Guidelines are available at azed.gov or by request at your school site.

SECTION 19

Enrollment Protections and Residency Exceptions

Foster Children and Residency

Students in the custody of the Department of Child Safety (DCS) may meet residency requirements by providing:

- A letter from an authorized DCS representative confirming both custody and Arizona residency

Charter schools must also safeguard the confidentiality of all students in DCS custody, per **A.R.S. §15-828**.

Citizenship and Immigration Status

Charter schools may not inquire about a student's or family's citizenship, immigration, or refugee status. These factors are not relevant for enrollment and may not be used to discourage participation.

A school may not deny enrollment to a student who:

- Lacks a birth certificate
- Presents foreign documents (e.g., a non-U.S. birth certificate)

Reference: U.S. DOJ & U.S. DOE, Fact Sheet: Information on the Rights of All Children to Enroll in School (2014)

Government-Issued Identification

Charter schools cannot require government-issued identification from students or parents for enrollment.

While a parent's driver's license or state ID may be submitted as one option to establish residency, it may not be required as the sole method.

Reference: U.S. DOJ & U.S. DOE, Fact Sheet (2014)

Homeless Children

Students and youth who meet the definition of homeless under the **McKinney-Vento Act** and **A.R.S. §15-824(C)** must be enrolled immediately, even without standard documentation.

This includes:

- Students living in shelters, hotels, vehicles, or transitional housing
- Unaccompanied minors without a parent or legal guardian

Schools may not delay or deny enrollment due to lack of documents for these students.

Military Students

Pinnacle Charter Schools may provisionally enroll students of active-duty military families when the parent provides a:

- Hard-copy or electronic transfer order to a military installation in Arizona

The parent must submit proof of residency within 10 days of arrival. This may include the address of a temporary on-base billeting facility.

Reference: Arizona Department of Education, Arizona Residency Guidelines (2019)

Military Student Identifier (MSI)

Charter schools must include the Military Student Identifier (MSI) question on enrollment forms.

The MSI allows families to indicate if the student has a parent or guardian who is an active-duty member of the U.S. Armed Forces.

- Completion of the MSI is optional
- A student's enrollment cannot be denied based on whether this information is provided

Reference: Every Student Succeeds Act (ESSA), Pub. L. No. 114–95, Section 1111(h)(1)(C)(ii)

Student Disciplinary History

Pinnacle Charter Schools may refuse registration to a student who:

- Has been previously expelled, or
- Is currently in the process of being expelled from another educational institution

This policy is limited to expulsion cases only. It does not apply to:

- Past suspensions
- Active or past behavior plans
- Other disciplinary incidents not involving expulsion

During the registration process, Student Services staff should not inquire about any disciplinary history beyond expulsion.

Supplemental Documents

The documents below may be required or requested after initial registration based on the student's circumstances and applicable federal or state requirements. These documents help Pinnacle complete required student records, determine appropriate course placement, and develop the student's Personalized Learning Plan (PLP). The absence of a document will not delay enrollment when federal or state law requires immediate enrollment.

It is strongly recommended to submit any of these documents you already have in your possession.

Admission and Student Records Documentation

- **Admission Packet:**
  - Home Language Survey
  - Student Housing Questionnaire (McKinney-Vento Homeless Education Assistance)
  - Parent and Student Consent Agreement Form

  Proof of Immunization and Attendance Requirements

  Arizona law requires students attending school to provide documentary proof of required immunizations unless the student qualifies for an exemption under A.R.S. § 15-873 or is otherwise permitted to attend under A.R.S. § 15-872.

  A student may meet this requirement by providing:

  - Documentary proof of the required immunizations;
  - A Personal Beliefs Exemption submitted by the parent or guardian;
  - A Medical Exemption signed by the parent or guardian and a physician or registered nurse practitioner; or
  - Documentary proof that the student has received at least one dose of each required immunization, together with a schedule prepared by a physician, registered nurse practitioner, or health agency for completion of the remaining required immunizations.

  Enrollment and Attendance Clarification: Immunization documentation is not required to submit an application or complete the initial registration process. However, except as otherwise permitted by law, a student may not attend school without the required immunization documentation, exemption, or approved immunization-completion schedule.

  Students Experiencing Homelessness: Students identified as homeless under the McKinney-Vento Homeless Assistance Act must be immediately enrolled and may attend school without immunization documentation through the fifth calendar day after enrollment while the school assists in obtaining the required records.

  Communicable Disease Outbreaks: Students who lack documentary proof of immunization may be excluded from school attendance during an outbreak of a communicable immunization-preventable disease when directed by the Arizona Department of Health Services or the local health department.

  References: A.R.S. §§ 15-872 and 15-873.
- **Official or Unofficial High School Transcripts**
- **Official or Unofficial Middle School Semester Report Cards**
- **Proof of Completion of Eighth Grade**:
  - Promotion certificate or written verification from the previous school
- **Withdrawal Form from the Previous School**
- **Special Education Records** *(if applicable)*
- **Legal Guardianship or Custody Papers** *(if applicable)*:

    - Required in the following cases:
        - Adoption
        - Student resides with one custodial parent
        - Student resides with a non-parent (e.g., grandparent, aunt, uncle, sibling, friend)
    - A **photocopy of legal paperwork** must be submitted within **30 days of enrollment**
- **Copy of Arizona State Assessment Scores (AASA, ACT, AzSCI):**
    - OR documentation on an official transcript
- **Copy of English Language Learner Testing Scores (AZELLA/SELP):**
    - OR documentation on an official transcript
- **Notice to Provider Form**
- **Primary Caregiver Form**
- **Concurrent Agreement Form**
- **Student/Parent Acknowledgments:**
    - Related to the use of drugs and student disciplinary action

Once the registration process is complete, school personnel will contact you to schedule an enrollment appointment.

We look forward to welcoming your child to Pinnacle Charter Schools. If you need any assistance, please don't hesitate to contact us at **1-888-746-3301**.

Emancipated Minors

To be recognized as an emancipated minor, a student must provide one of the following:

- Legal paperwork demonstrating emancipation, or
- A Declaration of Emancipation signed by a parent or legal guardian

This documentation must be on file with the school.

Once a student is classified as an emancipated minor, their parent(s) relinquish the right to intervene or act on the student's behalf in any school-related matter.

Continuing Students

At the beginning of each new school year, students who wish to continue enrollment at Pinnacle Charter Schools must submit an updated:

- **Current Registration Form**
- **Arizona Residency Form and Proof of Arizona Residency**

This process ensures Pinnacle remains compliant with **A.R.S. §15-802(B)(1)** and guidelines adopted by the Arizona Department of Education, which require all public schools to maintain verifiable documentation of residency for enrolled students.

These documents are essential to:

- Verify and update student and parent/guardian information
- Maintain compliance with state regulations

SECTION 20

McKinney Vento (Homeless) Students

Pinnacle Charter Schools is committed to ensuring that all children and youth experiencing homelessness have access to the free, appropriate public education they are entitled to under the **federal McKinney-Vento Homeless Assistance Act**.

We collaborate closely with school staff and community service agencies to maximize each student's access to **educational, social, and enrichment programs** that support academic success and personal growth. Our school policies are fully aligned with federal law and Arizona state guidance.

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.

Definition of Homeless Students

Under McKinney-Vento, a student is considered homeless if they **lack a fixed, regular, and adequate nighttime residence**. This includes children and youth who:

- Are **doubled up** with friends or family due to loss of housing or economic hardship
- Live in **motels, hotels, trailer parks**, or **campgrounds** because they lack alternative accommodations
- Stay in **homeless or domestic violence shelters** or **transitional housing programs**
- Reside in **cars, parks, bus/train stations, abandoned buildings**, or **public spaces not meant for housing**
- Are **runaways** or **abandoned in hospitals**
- Live in **homes for unwed or expectant mothers** due to lack of housing
- Are **migratory children** in substandard housing
- Share housing with others due to **economic hardship, eviction, domestic violence**, or similar reasons

Students living in any of the above situations are protected by McKinney-Vento and are entitled to immediate support and services.

Admission of Homeless Students

Students experiencing homelessness must be **immediately enrolled** at Pinnacle Charter Schools, even if they are unable to produce:

- Academic transcripts or school records
- Immunization or medical records
- Proof of residency
- Other documentation typically required for enrollment

Under A.R.S. § 15-872, immunization documentation requirements do not apply to a homeless student until the fifth calendar day after enrollment. During this period, the school will assist the student and family in obtaining the required immunization records or documentation.

Education of Homeless Students

Pinnacle Charter Schools ensures that homeless students:

- Have **full and equal opportunity** to succeed in either our site-based or online programs
- Receive meaningful **parental/guardian involvement** opportunities
- Are referred to services such as:
- Healthcare and immunization clinics
- Dental or mental health providers
- Community-based supports and other appropriate services

STUDENT RIGHTS UNDER MCKINNEY-VENTO

Homeless students and their families have the legal right to:

- **Access Education** – Enroll and attend school regardless of housing situation
- **School Continuity** – Continue in the school they last attended or attended before becoming homeless, if feasible
- **Transportation** – Request transportation to their previous school; public transit or mileage reimbursement may be offered
- **Inclusive Participation** – Attend and fully participate in school programs alongside non-homeless peers
- **Flexible Enrollment** – Enroll without a permanent address or proof of residency
- **Immediate Enrollment** – Begin classes while documents are arranged or transferred
- **Dispute Resolution** – Attend their school of choice while any enrollment dispute is resolved
- **Special Services** – Access all services and special programs provided to other students

Homeless Liaison Contact

The designated **District Homeless Liaison** is the **Dean of Students**. They serve as the primary point of contact for:

- Determining student eligibility under McKinney-Vento
- Coordinating enrollment and transportation
- Connecting families to additional resources

For more details, please refer to **our Determining Eligibility for McKinney-Vento Rights and Services**, available upon request.

SECTION 21

Transfer Students

Pinnacle accepts credits earned at Arizona public district and charter schools. Transferred core course credits are applied toward the corresponding core requirements.

CREDIT TRANSFER POLICY

Transferred core course credits are applied toward the corresponding core requirements.

Internal Transfers

Students transferring **between schools within the Pinnacle network** (i.e., an internal transfer) must follow the steps outlined below to ensure proper course placement and credit continuity.

Internal Transfer Process

Upon receipt of a **withdrawal or internal transfer request**, the **Student Services Department** will:

- Promptly withdraw the student from their current school
- Begin the re-enrollment process for the new school location

Important: If a student withdraws **in the middle of a course block**, they will **not receive credit** for partially completed courses.

Required Actions (Student/Parent/Guardian):

- **Withdraw** the student from their currently enrolled Pinnacle school
- **Submit** a new **Registration Form, Arizona Residency Form**, and **Proof of Arizona Residency**
- **Verify** that all other documentation (e.g., transcripts, immunization, legal paperwork) is **current and complete**

Once all updated documents are received, the student will be **enrolled in new courses** at the transfer location.

Requests will **not be processed** without a completed Registration Form and signed Withdrawal Form.

SECTION 22

Withdrawal from School

Pinnacle Charter Schools adheres to all **state and federal accountability standards** regarding student withdrawals. This includes the use of official **withdrawal codes**, which directly impact how **graduation, dropout, and persistence rates** are calculated by the state.

The **Arizona Department of Education (ADE)** has updated the **Notice of Pupil Withdrawal Form** for use beginning **Fiscal Year 2022 and beyond**. Pinnacle Charter Schools uses this form to ensure compliance with current accountability and reporting requirements.

Withdrawal Process

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

1. Notify School Personnel

- Contact your school site staff or the district office to notify them of the intent to withdraw.
- Notification may be made **in writing or by phone**.

2. Eligibility to Request Withdrawal

- **Students who are 18 years or older** may withdraw themselves.
- **Parents or legal guardians** must initiate the withdrawal for any **minor student**.
- **For Students Under 16**: State law requires students under 16 to be enrolled in school. Withdrawal requests for these students will not be processed until the school receives confirmation of enrollment from the new school or other documentation that meets state requirements (such as proof of an out-of-state move or approved homeschooling notice).

3. Request for Records

- The student's **new school** must send an official **records request** to Pinnacle via:
- **Fax:** 480-755-8223
- **Email:** records@mgrmedu.com

Following this procedure ensures that:

- The withdrawal is properly documented
- All reporting is compliant with **Arizona Department of Education** regulations
- Student records are transferred in a timely and accurate manner

SECTION 23

Student Records & FERPA Rights

The **Family Educational Rights and Privacy Act (FERPA)** is a federal law that grants **parents, legal guardians**, and **eligible students** (those who are 18 years or older or enrolled in a post-secondary institution) specific rights regarding access to and control over **student educational records**.

Unless limited by a valid court order, **both custodial and non-custodial parents** have equal rights to access and review their child's educational records.

Your Rights Under FERPA

FERPA provides the following core rights:

1. RIGHT TO INSPECT AND REVIEW RECORDS

Parents or eligible students may inspect and review educational records within 45 days of the school receiving a written request.

To request access:

- Submit a written request to the school principal
- Clearly specify which records are being requested
- The principal will schedule a meeting and notify the requester of the time and place for review

2. RIGHT TO REQUEST AN AMENDMENT OF RECORDS

If a parent or eligible student believes that a record contains inaccurate, misleading, or otherwise improper information, they may request a correction.

To initiate a record amendment:

- Submit a written request to the school principal
- Clearly identify the portion of the record to be changed and explain the reason

If the request is denied, the school will:

- Notify the requester in writing
- Provide information about the right to a formal hearing

Details about the hearing process will be provided at that time.

3. RIGHT TO CONTROL DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (PII)

FERPA generally requires written consent before a student's personally identifiable information (PII) is disclosed. However, certain exceptions allow disclosure without consent.

Disclosure Without Consent Is Permitted To:

- Teachers, instructors, and administrators

- Support staff (e.g., school nurses, safety officers)
- Governing board members
- Approved third-party contractors, consultants, or service providers (e.g., attorneys, auditors, therapists)

These individuals must have a legitimate educational interest and be accessing the information solely to support the student's education or school operations.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibility. Contractors, consultants, and service providers qualify only when they perform a service Pinnacle would otherwise use its own employees for and are under Pinnacle's direct control regarding the use of records.

4. RIGHT TO FILE A COMPLAINT

Parents and eligible students may file a complaint with the U.S. Department of Education if they believe Pinnacle Charter Schools has failed to comply with FERPA. Complaints may be sent to:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. DIRECTORY INFORMATION

Pinnacle Charter Schools designates the following as directory information, which may be released without consent in school publications, programs, and announcements, such as graduation programs, honor rolls, school websites and social media, and local news media:

- Student name
- Photograph
- Campus or school attended
- Diploma received and date of graduation
- Honors and awards received

Parents, and students who are 18 or older, may opt out by submitting a written request to Records@mgrmedu.com within 30 days of enrollment, or of the start of the school year for continuing students. An opt-out remains in effect until it is revoked in writing.

Transfer of Rights at Age 18

Once a student turns 18 or enrolls in a post-secondary institution, all FERPA rights **transfer to the student.**

Parents will only retain access if:

- The student provides **written consent**, or

- The parent claims the student as a **dependent** on their federal tax return (as defined by IRS rules)

QUESTIONS OR REQUESTS

For questions about your FERPA rights or how student records are handled at Pinnacle Charter Schools, please contact your:

- **Campus Administrator**, or
- **Records Department** at **Records@mgrmedu.com**

Official Transcript Requests

Official transcripts must be received or sent in a sealed envelope to be considered valid. Faxed transcripts are not considered official and will not be accepted for verification purposes.

Pinnacle Charter Schools will request and send student records to other schools upon receipt of a formal request. In accordance with Arizona Revised Statute §15-829, any school receiving a request for a transferring student's records must comply within 10 school/business days, unless the records have been flagged by the Arizona Department of Education due to custody issues or legal holds.

Students age 18 or older—or parents/guardians of minor students—may request a personal copy of transcripts or other educational records by submitting a written request via mail or email.

All requests may be sent to the student's current school or directly to: **Records@mgrmedu.com**.

Enrollment Verification Requests

Verification of enrollment by third parties (employers, government agencies, etc.) requires the written consent of the parent or eligible student, unless otherwise permitted by FERPA, and will only be processed once both of the following conditions are met:

- The student has been enrolled for at least 14 calendar days
- The student has attended 100% of required school days during that period

Requests received before these criteria are met will be placed on hold. Pinnacle school personnel or the Records Department will verify eligibility prior to fulfilling any enrollment verification.

SECTION 24

Emergency Medical Forms

Accidents and emergencies may occur during school hours. It is essential that we have current, accurate contact information for every student in the event of an illness or injury.

All families or independent students must complete and return the Emergency Medical Authorization Form to their assigned school as soon as possible after enrollment.

In case of an emergency:

- Pinnacle staff will make every effort to contact a parent, guardian, or emergency contact immediately
- If we are unable to reach anyone, appropriate medical action may be taken based on the student's authorization form and best judgment of school staff

To ensure uninterrupted communication, please inform school staff of any changes to your address, phone number, or email as soon as possible.

SECTION 25

Attendance Requirements for Site School Students

Regular attendance and participation are important parts of student success at Pinnacle Charter Schools. Consistent attendance helps students remain engaged, make academic progress, complete coursework on time, and stay on track toward graduation.

Shared Responsibility

Students and parents/guardians share responsibility for maintaining consistent attendance and communication with the school. For students 18 years of age or older, this responsibility transfers to the student unless otherwise arranged.

If a student must be absent, the absence should be reported to the school as soon as possible using the site's designated communication process.

Reporting an absence:
The parent/guardian—or the student, if 18 or older—should notify the assigned school site on the day of the absence whenever possible.

SECTION 26

Full-Time Attendance Expectations

Attendance and engagement are graded components of each course and are required to earn credit. See Engagement and Participation under Grading and Credits.

Students enrolled full-time at Pinnacle Charter Schools are expected to meet the following participation and coursework expectations:

Minimum Course Load

- Students are expected to remain enrolled in at least two active courses at all times

Daily Participation Requirements

- Students are required to:
- Attend all school days as outlined in the site-specific academic calendar and assigned session
- Actively participate in coursework each scheduled school day, with a recommended minimum of three (3) hours per course, per day

This ensures a minimum instructional commitment of six hours per day, aligned with academic expectations and graduation timelines.

Students who struggle with attendance or consistent participation may receive academic interventions, attendance support, parent conferences, or other school-based supports designed to help students remain on track academically.

SECTION 27

Keeping Contact Information Updated

To ensure we can contact families or students during emergencies or for academic concerns, it is critical that Pinnacle Charter Schools have up-to-date contact information on file.

Please notify school staff immediately if any of the following changes:

- Phone number (cell or home)
- Mailing address
- Email address

Updated contact information helps ensure families receive important attendance, academic, emergency, and school communication in a timely manner.

High School Instruction Hours for Site Students

Arizona law requires all high school students attending Pinnacle Charter Schools' site-based programs must complete a **minimum of 720 instructional hours per academic year** in order to receive course credit.

These instructional hour requirements help ensure students receive sufficient instructional time to make academic progress and earn course credit.

Absence Policies

EXCUSED ABSENCES

Absences may be considered excused when appropriate documentation or communication is provided for one of the following reasons:

- **Illness or Doctor's Appointment** – Must be verified with a doctor's note or documentation
- **Religious Observance** – Must be pre-approved by the school principal or designee
- **Family Emergency** – Requires parent/guardian notification to the school
- **Bereavement** – Requires notification to the school
- **Out-of-School Suspension**

Notification Required:
The parent, guardian, or adult student must notify the school **on or before the day of the absence** by phone, letter, or email.
If notification is not received, school personnel will initiate contact to verify the reason for absence.

If excused absences prevent a student from completing coursework on time, the student may request a course extension prior to the course due date by speaking with their instructor or designated school staff.

UNEXCUSED ABSENCES

Absences that are not reported or do not meet excused absence criteria may be recorded as unexcused.

- Leaving school grounds without parent or guardian permission
- Failure to log in or complete the required timesheet (for online course components or blended learning)

Parents/guardians will be notified of unexcused absences by:

- Phone call from school personnel
- Written letters sent via email and physical mail after the third, fifth, and seventh unexcused absence

TEN-DAY RULE: MANDATORY WITHDRAWAL

Pursuant to **A.R.S. §15-901(A)(1)**, Arizona law requires Pinnacle Charter Schools to withdraw students who accumulate ten (10) consecutive unexcused absences.

This action is reported to the Arizona Department of Education and may impact the student's educational record.

SECTION 28

Attendance Requirements for Online Students

Successful online learning requires regular participation, communication, and consistent academic progress. While Pinnacle's online programs provide flexibility, students are still expected to actively engage in coursework and remain on track toward course completion and graduation.

Students and parents/guardians share responsibility for maintaining participation, communication, and academic progress in online courses. If a student expects to be inactive for an extended period of time, the school should be notified as soon as possible.

Online Participation Expectations

Daily engagement is a graded component of each course and is required to earn credit. See Engagement and Participation under Grading and Credits.

Students enrolled in Pinnacle's online programs are expected to consistently participate in coursework and maintain academic progress by meeting the following expectations:

- Enroll in a minimum of two active courses
- Engage in coursework regularly throughout the week, with approximately three (3) hours per course, per day recommended for students enrolled full-time
- Meet instructional hour and coursework completion requirements for each assigned course
- Regularly log into the student platform and accurately document participation through required attendance systems and coursework activity

Instructor Availability:
Online instructors are available **Monday through Friday, 9:00 AM to 6:00 PM**, excluding weekends and holidays. Students may complete coursework using flexible scheduling, though direct instructional support and live assistance are generally available during regular school operating hours.

Online learning provides flexibility, but it also requires students to manage their time responsibly, communicate regularly with instructors, and remain engaged in coursework. Students who consistently participate and stay organized are generally the most successful in the online environment.

Flexible Scheduling:
Many online courses remain accessible throughout the year, allowing students flexibility in scheduling and pacing. Families are encouraged to communicate planned absences, travel, or extended periods of inactivity with school staff in advance whenever possible.

Instructional Hour Requirements

MIDDLE SCHOOL ONLINE STUDENTS

To be eligible for grade-level promotion, middle school students must meet the following yearly **instructional hour minimums**:

- **6th Grade:** 890 hours per year
- **7th–8th Grade:** 1,068 hours per year

A full-time middle school student enrolled in two courses should dedicate **at least six hours per day**, five days a week, to ensure compliance.

HIGH SCHOOL ONLINE STUDENTS

Full-time high school online students are expected to complete at least 900 instructional hours per academic year. Course credit is earned by meeting the course completion requirements described in this handbook.

Students who experience difficulty maintaining participation or academic progress may receive attendance interventions, academic support, parent conferences, or other school-based interventions designed to help students remain successful and engaged.

Absence Policies for Online Students

EXCUSED ABSENCES

Absences may be considered **excused and verified** for the following reasons:

- **Illness or Medical Appointments** – Verified by a doctor's note
- **Religious Observance** – With prior approval from the principal or designee
- **Family Emergency** – Requires notification to the school
- **Bereavement** – Requires notification to the school
- **Out-of-School Suspension**

Notification Required:
The parent/guardian—or the student if 18 or older—must notify school staff **on or before the day of absence** by phone, email, or letter.
If notification is not received, school personnel will follow up with a call.

If excused absences prevent timely course completion, students may request a course extension **prior to the due date** by contacting school personnel or their online instructors.

UNEXCUSED ABSENCES

Periods of inactivity or participation that do not meet attendance expectations may be recorded as unexcused absences.

- Failure to participate in coursework activity or maintain required attendance documentation

- Absences without parental notification or permission

School personnel will contact the parent or guardian if no valid notification has been received. In addition:

- Absence letters will be sent via email and mail
- Letters are triggered at the **third, fifth, and seventh unexcused absence**, and may be followed by intervention

KEEP CONTACT INFORMATION UPDATED

To ensure timely communication—especially in emergencies—it is critical that the school has up-to-date contact information. Please notify staff **immediately** of any changes to:

- Phone numbers (home, mobile, or work)
- Mailing address
- Email address

Accurate contact information ensures uninterrupted communication and support.

SECTION 29

Academics

How the Academic Program Is Structured

Pinnacle high school courses are organized into six-week instructional blocks; middle school courses run in seven-week blocks. Students typically take two courses per block, and each completed high school course is worth 0.5 credit (up to 1.0 credit per block). Middle school students follow the same two-course block structure without earning credit. Each student's cohort determines their exact block start and end dates, which are published on the academic calendar for their school or campus.

Online students work year-round on a flexible schedule, with approximately three (3) hours per course per day recommended for full-time students. Site students attend an assigned AM or PM session Monday through Friday; session times and closure dates are published on each campus calendar. Students who need a different schedule should speak with their campus administration or advisor.

School Learning Platforms

MStar LSP is Pinnacle's official learning platform and the system of record for coursework, grades and gradebook feedback, attendance and engagement documentation, and teacher–student messaging. Students are expected to log in regularly, complete and submit work in MStar LSP, and

check messages and gradebook feedback. Attendance for all students is documented in MStar LSP; for site students, this documentation reflects — and does not replace — the requirement to attend their assigned campus session in person.

MVision is Pinnacle's live virtual classroom, used for live lessons, tutoring, advisor meetings, and Viva examinations. Live sessions may be recorded so students can review them later, consistent with the Audio-Video Surveillance & Communication Monitoring Disclosure in this handbook.

At Pinnacle Charter Schools, we are committed to providing rigorous, flexible, and student-centered learning experiences that support academic growth, graduation readiness, and preparation for future educational and career opportunities. Our academic model combines flexibility, personalized pacing, and clear expectations for participation, progress, and mastery of course content.

COURSE PROGRESS & COMPLETION EXPECTATIONS

Students are generally expected to complete approximately two courses every six weeks, or the equivalent annual pace needed to remain on track toward graduation and academic progress goals.

Accelerated Pathways Available

Students who wish to progress more quickly toward graduation may request an adjustment to their Personalized Learning Plan (PLP) to increase their course load. Course acceleration is subject to instructor and advisor approval based on progress and attendance.

STUDENT ACADEMIC RESPONSIBILITIES

Students are expected to:

- Actively participate in assigned coursework and make consistent progress toward completion goals
- Participate in virtual or in-person learning activities
- Take personal responsibility for their academic progress
- Meet instructional hour and participation requirements associated with each assigned course

Before advancing to additional coursework, students are generally expected to demonstrate sufficient progress and completion of current course requirements, including:

- Logged **90 instructional hours** (as documented via the attendance system)
- Completion of required coursework and assessments associated with the course
- Demonstrated sufficient mastery of course content through assessments, coursework completion, and instructor evaluation

These expectations are designed to support academic accountability, content mastery, and readiness for continued coursework and graduation progress in alignment with Pinnacle's Mastery-Based Learning model.

Support for English Learners (EL)

Pinnacle Charter Schools is committed to ensuring that English Learners (EL) reach high levels of academic proficiency in English and are held to the same academic standards as their peers.

Key components of our EL support model include:

- Ongoing assessment of language development and academic progress
- Access to modified instruction and scaffolding aligned with students' language levels
- Family engagement and notification of placement, instructional methods, and student progress

Parents and guardians of EL students are invited to participate in program input and planning. Regular updates regarding EL progress will be shared in accordance with Arizona and federal guidelines.

Questions or Feedback?
To provide input or ask questions about the EL program, please contact the school's EL Coordinator.

Pinnacle High School Tiers

Pinnacle Charter Schools offer a comprehensive range of high school academic courses designed to meet the diverse needs, abilities, and goals of every student. Our tiered course offerings include Advanced Placement (AP), Honors, Regular, Special Education, and Credit Recovery options—each structured to help students pursue a path aligned with their unique learning profile and postsecondary aspirations.

CURRICULUM OVERVIEW

Pinnacle's high school programs are fully Cognia-accredited and aligned with the Arizona Department of Education's K–12 Academic Standards and Common Core State Standards. Our core curriculum includes:

- English Language Arts
- Mathematics
- Science
- Social Studies

These courses are structured to provide a strong foundation in college and career readiness, with instructional delivery that supports personalized pacing, critical thinking, and real-world skill development.

ADVANCED PLACEMENT (AP) COURSES

AP courses offer rigorous, college-level instruction in specific subject areas for students aiming to enhance their academic transcripts and prepare for postsecondary entrance. These courses emphasize:

- Higher-order thinking
- College-aligned standards
- Readiness for AP testing (where applicable)

HONORS COURSES

Honors courses provide a more in-depth academic experience than regular courses, designed for students seeking greater challenge and enrichment without the intensity of AP-level work. They promote:

- Critical analysis
- Accelerated content mastery
- Academic exploration beyond foundational topics

REGULAR COURSES

These courses are designed for students progressing toward graduation through a structured academic pathway with consistent pacing and instructional support.

Regular courses emphasize:

- Mastery of required state standards
- Preparation for community college, vocational training, or workforce entry
- Balanced pacing and structured teacher support

SPECIAL EDUCATION COURSES

Special Education courses are tailored to each student's Individualized Education Program (IEP) and are delivered in collaboration with certified special education staff. These courses offer:

- Targeted modifications and accommodations
- Supportive instructional strategies
- Equity in access to core curriculum and academic progress

CREDIT RECOVERY COURSES

Credit Recovery options provide flexible pathways for students who need additional time, support, or alternative pacing to remain on track toward graduation.

These courses help students:

- Stay on track for graduation
- Rebuild academic confidence
- Catch up with their original cohort through flexible learning options

LEARNING ENVIRONMENT

Pinnacle Charter Schools provide a flexible, interactive online learning environment that allows high school students to work at their own pace while maintaining structure and support. Features include:

- Access to certified instructors
- Interactive lessons, projects, homework, and assessments
- Participation in virtual class discussions and feedback cycles

All courses are delivered through a high-quality online platform, supported by academic advising, progress tracking, and intervention services to ensure student success.

At Pinnacle, we are committed to delivering a personalized, high-quality education that prepares students for graduation and empowers them with the skills, confidence, and knowledge needed to pursue college, career, or other postsecondary goals.

Course Tiers and Enrollment Criteria

Pinnacle Charter Schools utilize a three-tier academic placement system to ensure students are enrolled in courses that reflect their academic needs, personal circumstances, and graduation goals. These tiers help personalize instruction and offer clear pathways for students to stay on track, accelerate, or recover credits as needed.

TIER 1– HONORS COURSE CRITERIA

Honors courses are designed for students seeking increased academic rigor and the opportunity to engage in higher-level thinking, problem-solving, and the application of complex concepts.

Eligibility for Honors Course Placement includes:

- Strong academic performance, with the recommendation of the Principal or Lead Instructor
- 90% attendance rate
- Successful completion of the last four courses with either:
- A grade of 80% or higher, and/or
- Completion prior to the course due date
- Transcript review to confirm academic readiness

TIER 2 – REGULAR COURSE CRITERIA

Regular courses are intended for students who are progressing on schedule toward graduation, maintain consistent attendance, and have no significant disciplinary issues.

Enrollment Criteria:

- Making consistent progress toward graduation requirements
- Demonstrated ability to participate successfully within a structured academic environment
- 90% attendance rate

- Enrollment in two courses every six weeks

Regular courses provide structured academic pathways supported by consistent instruction, pacing, and academic guidance.

TIER 3 – CREDIT RECOVERY CRITERIA

The Credit Recovery Tier is designed to provide flexible academic pathways and additional support for students whose educational progress, scheduling needs, or personal circumstances may require an alternative pace or structure toward graduation. This tier provides personalized pacing, individualized support, and flexible instructional options designed to help students remain engaged and make consistent academic progress.

Students who may benefit from this instructional model include (but are not limited to):

- Students requiring flexible pacing or credit recovery opportunities
- Students seeking a more flexible or individualized academic structure to support their learning style or graduation timeline
- Primary caregivers or students financially responsible for dependents
- Students balancing parenting, caregiving, employment, or other significant life responsibilities
- Students with IEPs (Special Education)
- English Learner (EL) students
- Students returning to school after attendance challenges, interruptions in enrollment, or other non-traditional educational experiences
- Students in DCS custody, group homes, or foster placements
- Students experiencing homelessness or who qualify under McKinney-Vento
- Students who may benefit from additional academic structure, behavioral support, or individualized intervention services

Placement Process:

Academic advisors, intervention staff, and instructional personnel will conduct a Personalized Learning Plan (PLP) and transcript review to develop an individualized academic plan aligned with the student's educational goals and support needs.

Features of the Credit Recovery Tier

This instructional model combines flexible pacing, individualized instruction, and additional academic support designed to help students make steady progress toward graduation.

Students may participate in:

- Direct individual instruction and tutoring
- Small group instruction
- Online learning platforms
- College, career, and life-readiness activities

Each Credit Recovery student will also be enrolled in:

- An Education and Career Action Plan (ECAP) course
- Test preparation courses aligned with state-mandated assessments

Flexible Course Timelines:
Students participating in this instructional model remain subject to Pinnacle's attendance and academic participation expectations, but may complete each course in as little as four (4) weeks, compared to the standard six-week pacing, based on progress and mastery.

Collaborative Support Model:
Student success in this instructional model depends on consistent communication and collaboration between students, families, instructors, advisors, and support staff.

Special Education

At Pinnacle Charter Schools, we believe that every child is unique and capable of success. We are committed to providing all students—regardless of ability—with access to a high-quality education in the least restrictive environment.

Our Special Education program supports eligible students with disabilities by providing individualized instruction, accommodations, related services, and supportive programming tailored to their specific needs.

GOVERNING LAWS

Our services for students with disabilities are guided by the following federal laws:

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

These laws collectively protect students' rights, ensure access to services, and establish procedures for identification, evaluation, and educational planning.

ARIZONA DISABILITY CATEGORIES

In accordance with the **Arizona Department of Education (ADE)**, Pinnacle serves students aged 3 through 21 who qualify under one or more of the following disability categories:

- **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)**

Important Note:
While IDEA provides federal definitions for each disability category, **Arizona-specific eligibility criteria may include additional requirements**, such as:

- **Medical documentation or verification**
- **Multi-disciplinary evaluation results**
- **Ongoing academic and functional data**

Our Special Education team works closely with families, teachers, and specialists to ensure all eligibility evaluations, IEPs (Individualized Education Programs), and services are **in compliance with Arizona and federal standards.**

If you have questions or concerns regarding your child's eligibility, services, or rights under IDEA or Section 504, please contact Pinnacle's **Special Education Department or Site Administrator** for support.

We are proud to provide a **collaborative, inclusive, and legally compliant learning environment** for students of all abilities.

Pinnacle Charter Schools' Special Education Program

At Pinnacle Charter Schools, we provide personalized and inclusive learning environments for students with diverse educational needs, including those with identified disabilities. Our Special Education program is guided by the Individuals with Disabilities Education Act (IDEA) and Arizona Department of Education regulations to ensure all eligible students receive appropriate services in the least restrictive environment.

OUR APPROACH TO SPECIAL EDUCATION

We understand that every child learns differently. Our educators work collaboratively with families and specialists to design and implement **Individualized Education Programs (IEPs)** that support:

- Academic growth

- Social-emotional development
- Functional skill building
- Preparation for college, career, and independent living

Our program emphasizes:

- Cross-curricular learning experiences
- Instruction that accommodates various learning styles
- Student choice and voice, particularly through electives
- An emphasis on depth and complexity for students ready to explore topics more thoroughly

EVALUATION & ELIGIBILITY

The process to determine whether a student qualifies for Special Education services is comprehensive, multi-tiered, and team-based. It includes:

- Referral and screening by staff, family, or external agencies
- Formal evaluations conducted by certified professionals
- Eligibility determination based on federal and Arizona-specific criteria
- IEP development, with family input and student voice considered where appropriate

Each step is designed to ensure that students who require specialized support are identified accurately and served effectively.

Want to Learn More?

For questions about Special Education services or to discuss potential referrals, please contact the Special Education Department at your campus or visit your nearest Pinnacle location.

We are committed to supporting each student's journey with compassion, expertise, and high expectations—so they can thrive intellectually, socially, and emotionally.

High School Graduation Requirements

To earn a high school diploma from Pinnacle Charter Schools, students must successfully complete the following:

- A minimum of 22 credits
- Pass the Arizona Civics Test with the required score
- Be enrolled at Pinnacle during their senior year

We encourage students to pursue additional coursework to enhance college and career readiness, develop key skills, and explore electives aligned with their interests and goals.

Grade-Level Classification for standardized testing is based on the student's cohort year, which is determined by their initial year of entry into school (not credit accumulation).

CREDIT REQUIREMENTS FOR GRADUATION

Subject Area	Pinnacle High School Diploma	Arizona State University (ASU) Admission
English	4 credits	4 credits
Math	4 credits	4 credits
Science	3 credits	3 credits
Social Studies / Social Science	3 credits	2 credits
Electives	7 credits	2 credits of the same **second language**
Fine Arts or Career & Technical Ed (CTE)	1 credit	1 credit (Fine Arts or CTE)
Other	Pass Arizona Civics Test	Meet GPA or Test Score Benchmark

Arizona Civics Test Requirement

All Arizona high school students must pass the Civics Test to be eligible for graduation. This requirement is aligned with Arizona law and reflects knowledge of U.S. history and government.

- Students graduating in 2026 and beyond must pass with a minimum score of 70%

Graduation Year	Minimum Passing Score
2026 and beyond	70%

ASU First-Year Undergraduate Admission Requirements

To qualify for general admission to ASU (or other in-state public universities governed by the Arizona Board of Regents), students must meet the following:

- **High School Coursework & Competency**

Applicants must complete the following high school coursework, with a minimum 2.0 GPA in each competency area:

- 4 years of Math
  • 4 years of English (excluding ESL/ELL)
  • 3 years of Science
  • 2 years of Social Science (including one year of U.S. History)
  • 2 years of the same foreign language
  • 1 year of fine arts or career/technical education
- **Academic Standing**

Meet at least one of the following admission benchmarks:

- Rank in the top 25% of your high school graduating class
  • Have a minimum 3.0 GPA in competency courses (on a 4.0 scale)
  • Achieve a SAT score of 1120
  • Or an ACT composite score of 22

Notably, SAT/ACT scores are now optional. Submitting them can still benefit course placement or scholarship eligibility, but they are not required for admission.

For more information about graduation planning, college readiness, or transcript audits, please contact the Dean of Students.

We are here to ensure every student graduates with a meaningful diploma and a clear path forward—whether that includes college, career, military service, or entrepreneurship.

Middle School Promotion Requirements

To successfully advance from **grades 6, 7, and 8** at Pinnacle Charter Schools, students must meet specific **academic, instructional time, attendance**, and **testing** requirements. These promotion standards are designed to ensure students are prepared for high school coursework and long-term academic success.

1. COURSE CREDIT REQUIREMENTS

Students must complete twelve (12) courses, equivalent to six (6) credits per academic year. A passing grade of D or better is required in the following subjects:

- 1 credit of English Language Arts
- 1 credit of Mathematics
- 1 credit of Science
- 1 credit of Social Studies
- 2 credits of Electives

2. INSTRUCTIONAL HOUR REQUIREMENTS

Minimum instructional hours must be met for promotion eligibility:

Grade Level	Required Instructional Hours
6th Grade	890 hours per year
7th & 8th Grade	1,068 hours per year

3. ATTENDANCE REQUIREMENTS

To maintain full-time enrollment and receive course credit, students must:

- Attend a minimum of six (6) hours per day, five (5) days a week
- Be enrolled in at least two courses simultaneously

- Log attendance daily in M-Star by completing the digital timesheet
- Complete all lab-based or offline coursework after timesheet completion to ensure it counts toward attendance

Failure to meet these expectations may delay promotion or result in withdrawal for non-attendance.

4. STATE-MANDATED ACHIEVEMENT TESTING

Students are required to complete all state-mandated achievement tests as scheduled. Participation in these assessments is necessary for promotion consideration and compliance with Arizona Department of Education guidelines.

Special Promotion Situations

AGE-BASED SOCIAL PROMOTION

If a student is 16 years old on or before the start of the next school year, they may be socially promoted from 8th to 9th grade without a formal Promotion Certificate at the end of the school year.

PROMOTION FOR STUDENTS WITH IEPS

Per A.R.S. §15-701(A)(2)(b)(ii), if a student receives special education services and:

- The IEP team, in collaboration with the parent/guardian, determines that promotion is appropriate based on the student's Individualized Education Program (IEP)—
- Then the student may be promoted regardless of other academic criteria

If you have questions about promotion criteria, social promotion, or IEP-based determinations, please contact your school's academic advisor or special education team.

Graduation and Promotion Ceremony

Participation in a Pinnacle Charter Schools commencement or promotion ceremony is a privilege, not a right. Students wishing to participate in graduation or promotion events must:

- Submit a completed graduation or promotion packet
- Meet all academic, behavioral, and attendance requirements as outlined in school policy
- Remain in good standing up to the date of the ceremony

Failure to meet these expectations will result in ineligibility to participate in the ceremony.

Senior Prank Policy:

Any student involved in a senior prank that results in:

- Illegal entry onto school property
- Vandalism
- Disruption of the educational process

- Criminal damage to campus property

Will be subject to disciplinary action, including criminal charges, out-of-school suspension, and revocation of graduation ceremony privileges.

SECTION 30

Child Find and 45-Day Screenings

In compliance with the Individuals with Disabilities Education Act (IDEA) and Arizona Department of Education regulations, Pinnacle Charter Schools perform developmental and academic screenings for all enrolled students up to age 21.

- The 45-Day Screening is conducted for each new student within 45 calendar days of enrollment
- This screening is used to identify potential learning, behavioral, emotional, sensory, or health-related concerns

If concerns are identified through this process—or through review of records—Pinnacle will:

- Notify the parent/guardian within 10 school days, and
- Initiate appropriate follow-up actions, which may include evaluation or intervention services

Screenings are conducted in person or by phone with the student and/or parent or guardian.

This process is conducted in accordance with:

- Arizona Administrative Code (A.A.C.) R7-2-401(C) and (D)
- IDEA mandates for Child Find compliance

Hearing and Vision Screening

HEARING SCREENING

In accordance with A.A.C. R9-13-102, Pinnacle Charter Schools conduct annual hearing screenings for:

- All students under 16 years of age (unless identified as deaf or hard of hearing)
- Students receiving Special Education services, regardless of age

If a student has a documented hearing screening conducted within the last 12 months, they may be exempt.

Parent Objections:
Under A.R.S. §36-899.04, a parent or guardian may submit a written objection to exempt their child from the hearing screening.

VISION SCREENING

While vision screening is not mandated by law, Pinnacle Charter Schools provide vision screenings in conjunction with required hearing screenings to support the overall health and academic success of our students.

These screenings ensure early identification of sensory challenges that may affect learning and are part of our holistic support system.

SECTION 31

Student Progress

Pinnacle Charter Schools closely monitor student progress using multiple indicators to ensure success across academic, behavioral, and support domains.

Progress evaluation includes, but is not limited to:

- **Academic performance**
- **Behavioral engagement and conduct**
- **Attendance and participation consistency**
- **Progress on Individualized Education Plan goals** (for students receiving Special Education services)

Discrepancies and Reporting

If you notice any errors or discrepancies in your student's progress reports, records, or course data, please **contact school staff immediately**.

We are committed to maintaining accurate records and providing timely support. Concerns may be addressed by contacting your:

- Student Advisor
- Instructor
- Site Administrator
- Special Education case manager (if applicable)

SECTION 32

Grading and Credits

Engagement and Participation

Daily engagement — logging in or attending, completing and submitting coursework, and keeping pace with the course schedule — is a graded component of every course and is reflected in the student's gradebook. In addition, meeting the minimum attendance requirements (instructional hours and daily log-ins) is required to earn credit, regardless of the final grade.

Engagement expectations are supportive, not punitive: when a student falls behind, their teacher will reach out to help them get back on track. Consistent engagement is the primary way students stay on pace to pass their courses.

Drop Period

Students have 14 calendar days from the course start date to request a course drop.

To drop a course, the student or parent/guardian must contact their:

- Instructional Intervention Specialist, or
- Academic Advisor

If a course is dropped within the 14-day window:

- The student will receive a "W" (Withdrawal) on their transcript
- A new course may be assigned in place of the dropped course

After 14 days, students are expected to complete the course and will receive a letter grade (A–F) based on completed work.

Withdrawal (W) Grade Issuance

A grade of "W" (Withdrawal) may be issued under the following conditions:

- The student formally withdraws from the school with incomplete courses
- The student is administratively removed from a course due to intervention, placement review, or other advising action
- The student drops the course during the initial 14-day drop period

Course Completion and Final Grades

At Pinnacle Charter Schools, students are expected to complete all required coursework within the designated timeline to receive credit. Final grades are calculated based on the percentage of completed and submitted coursework by the course end date.

COURSE CLOSURE

Once a course is closed by the Online Instructor, any incomplete or missing assignments will receive a grade of zero (0). These zeros are calculated into the final grade and may significantly lower the student's overall performance.

Late work may not be accepted once the course due date has passed, unless prior approval has been granted by school personnel.

REQUIRED ASSIGNMENTS FOR FULL CREDIT

To be eligible for full credit and academic success, students must complete all of the following:

- **Benchmark Assessments**
- **Written/Dropbox Assignments**
- **Quizzes**
- **Viva Interviews/Discussions**
- **Midterm and/or Final Exams**

GRADING SCALE

Letter Grade	Percentage Range
A	**100% – 90%**
B	**89% – 80%**
C	**79% – 70%**
D	**69% – 60%**
F	**Below 60%**

Students who do not meet academic standards or fail to complete the course by the scheduled end date will receive a **final grade of "F."**

CREDIT ISSUANCE

- Each course is worth 0.5 credit
- To earn credit, students must:
- Achieve a final grade of D or higher, and
- Meet the minimum attendance requirements (instructional hours and daily log-ins)

No credit will be awarded for:

- Withdrawals (W)
- Incompletes (I)
- Non-passing grades (F or No Pass)

SECTION 33

Student In-Person Testing

All students enrolled in Arizona public schools, including Pinnacle Charter Schools, are required to participate in state- and federally mandated achievement assessments. These assessments must be taken in person, regardless of whether a student is enrolled online or at a site-based campus.

Pinnacle Charter Schools will provide families with advance notice of testing windows, as scheduled and published by the Arizona Department of Education (ADE).

The District Testing Coordinator oversees all testing logistics, staff training, accommodations, and compliance.

Alternate Assessments

Only students with significant cognitive disabilities, as determined by their Individualized Education Program (IEP) teams, will be eligible for alternate assessments in accordance with IDEA guidelines.

SECTION 34

Arizona State Testing Overview

Arizona's Academic Standards Assessment (AASA)

- Administered to students in grades 3–8
- Subjects: English Language Arts (ELA) and Mathematics
- Replaces the former AzM2 and AzMERIT exams

ACT (Grade 11)

- Administered to all 11th-grade students
- Serves as the statewide high school achievement assessment
- Replaces former high school AzMERIT testing for this grade level
- Results may also be used for college admissions and scholarship eligibility

AzSCI (Grades 5, 8, 11)

- Arizona's science assessment, administered each spring
- Required for students in:

- Grade 5
- Grade 8
- Grade 11

ACT Aspire (Grade 9)

- Administered to all 9th-grade students
- Provides early benchmarks aligned to ACT College Readiness Standards

Note for Online Families:
Students enrolled in online programs are still required to attend in-person testing at a designated Pinnacle site. Locations and accommodations will be communicated in advance.

For questions about testing accommodations, alternate assessments, or testing site assignments, please contact your school's Academic Coordinator or the District Testing Coordinator.

AZELLA Placement & Reassessment Testing

The Arizona English Language Learner Assessment (AZELLA) is used for both placement and annual reassessment of English Learner (EL) students at Pinnacle Charter Schools.

IDENTIFICATION & PLACEMENT TESTING

Upon enrollment, families complete a Home Language Survey. Based on the responses:

- Students identified as potential English Learners will take the AZELLA Placement Test
- Testing occurs within the first 30 days of the school year, or
- Within two weeks of enrollment if the student has no prior AZELLA record
- Placement test results determine the student's instructional placement and EL program eligibility

ANNUAL REASSESSMENT TESTING

- Students placed in an EL program will take the AZELLA Reassessment Test once per year, typically in the spring
- Once a student demonstrates English proficiency, they are exited from the EL program and monitored for two years to ensure continued success in a mainstream classroom

This process ensures that all English Learners receive appropriate academic support and services.

For questions or support, please contact your school's EL Coordinator or Student Services department.

College Entrance Exams

Students planning to apply to college are encouraged to take one or more of the following entrance exams:

- **PSAT** – Preliminary SAT for practice and scholarship consideration

- **SAT** – College Board exam accepted nationwide
- **ACT** – Standardized college admissions exam used in Arizona and beyond

Advising Available:
Students can receive help with exam planning, registration, and study resources by speaking with their Academic Advisor.

SECTION 35

Test Preparation Courses

Pinnacle Charter Schools offer test preparation courses to help students succeed on:

- **State-mandated achievement assessments**
- **ACT/SAT and college readiness benchmarks**

High school students may be assigned prep courses in English and Math after completing the second semester (B section) of those subjects, especially in the weeks leading up to major testing windows.

SECTION 36

Tutoring Services

Tutoring and academic support services are available for students seeking additional instruction, reinforcement, enrichment, or guidance in their coursework.

Students are encouraged to reach out to:

- Their Online Instructor
- An Academic Advisor at the school site or learning center

Tutoring may be provided:

- **By phone**
- **Online using MVision**
- **In person at school sites (if applicable)**

All students are encouraged to take advantage of these services to build confidence and strengthen skills.

SECTION 37

Summer School

Pinnacle Charter Schools offer two summer school sessions:

- One in June
- One in July
- Each session lasts four weeks and allows students to take one course for credit

Summer school is open to:

- Currently enrolled Pinnacle students
- Concurrent students from other schools seeking credit recovery or advancement

Reduced site hours may apply during summer. Families should contact their campus or learning center for the current summer schedule.

SECTION 38

Parent/Guardian Concerns

Pinnacle Charter Schools deeply value parent and guardian involvement. We believe in building a safe, respectful, and academically focused school environment through open communication and partnership.

Visitor Protocol

- All parents, guardians, and visitors must sign in at the front office when entering a school campus or the district office

Concern Resolution Process

- **Step 1:** Start with the teacher or instructional staff involved. Many issues can be resolved through respectful communication and shared understanding.
- **Step 2:** If the issue remains unresolved, contact the appropriate Site School Leader or Assistant Principal of Online Instruction.
- **Step 3:** Pinnacle staff will work collaboratively to find a satisfactory and student-centered solution.

We believe open, transparent communication helps us best support student well-being and achievement.

SECTION 39

Parent Classroom Visits, Tours, and Observations

Pinnacle Charter Schools value uninterrupted instructional time and strive to maintain a focused, respectful learning environment for all students.

To balance transparency with instructional integrity and privacy, all parent or visitor classroom visits and teacher meetings must be scheduled in advance.

- Classroom visits and observations are limited to 20 minutes
- All visits must be accompanied by a school administrator
- Observations are not permitted during lunch, recess, or other non-instructional periods to protect student privacy

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SECTION 40

Lab/Classroom Observations

For parents/guardians or visitors requesting extended observations of a teacher, staff member, or student in a lab or classroom setting, the following procedures must be followed:

STEP-BY-STEP PROCEDURE:

- **Submit a Written Request**
  A written request must be submitted to school administration at least two business days in advance of the intended visit.
- **Review of the Request**
  The school administrator will consult with the appropriate teacher(s) and staff to determine the educational relevance and appropriateness of the observation.
- **Administrative Decision**
  The administrator will approve or deny the visit based on:
- Student privacy considerations
- Instructional impact
- Educational purpose of the observation
- **Pre-Visit Contact & Sign-In**
- If approved, the front office will contact the parent or visitor to confirm the visit and review visitation expectations
- The visitor must sign in at the front office upon arrival on the scheduled date
- **Supervised Observation**
- An administrator will accompany the parent or visitor throughout the entire visit

- The observation will not exceed one hour in length

If the request is not approved, the administrator will contact the parent or visitor to:

- Explain the reason
- Discuss alternative ways to address the parent's concerns, if possible (e.g., conferences, progress reviews)

We appreciate families working in partnership with our school teams. These procedures ensure that student learning, confidentiality, and safety remain our top priorities while still providing meaningful engagement opportunities for parents.

SECTION 41

Student Etiquette

Pinnacle Charter Schools are committed to maintaining learning environments that are respectful, safe, welcoming, and focused on student success. Students are expected to treat others respectfully, take responsibility for their behavior, and contribute positively to the school community both online and on campus.

School administration may limit or deny access to school property, activities, or programs when behavior creates a safety concern or significantly disrupts the learning environment.

Student Conduct Expectations

Students are expected to demonstrate respectful, responsible, and appropriate behavior while participating in Pinnacle programs, activities, and school environments.

GENERAL ETIQUETTE:

- **Respectful Communication** – Use appropriate language and communicate with students, staff, and visitors respectfully
- **Respect for Others** – Treat classmates, staff, and others' property with care and consideration
- **Personal Accountability** – Take responsibility for your actions, behavior, coursework, and interactions with others

SITE-BASED EXPECTATIONS:

- **Classroom Behavior** – Follow classroom expectations and directions provided by school staff
- **Personal Space** – Keep hands, feet, and belongings to yourself at all times
- **Assigned Areas** – Remain in assigned instructional or supervised areas unless given permission by school staff

- **Safety Expectations** – Students are expected to comply with school safety procedures and policies designed to maintain a secure learning environment

Behaviors that disrupt the learning environment or interfere with student safety may result in school intervention or disciplinary action. Examples include:

- Whistling, booing, or talking during assemblies or programs
- Disruptive behavior that interferes with instruction, student learning, or campus safety

Students help create a positive school culture through respectful behavior, responsible decision-making, and consideration for others.

Maintaining a Safe & Healthy School Culture

Pinnacle Charter Schools are committed to supporting the academic and personal development of each student in an environment that is physically and emotionally safe. We believe that positive habits, personal responsibility, and healthy routines contribute to long-term student success.

Key habits that support a thriving student experience include:

- Getting adequate sleep to support focus and learning
- Practicing good nutrition and healthy habits
- Showing consideration and empathy for others
- Maintaining healthy and balanced routines that support learning and well-being
- Building habits that support consistency, responsibility, and academic progress
- Developing self-respect through positive behavior, effort, and accountability

Together, these expectations help create a learning environment where every student feels valued, focused, and safe. Let's work together to build a culture that reflects Pinnacle's commitment to excellence, growth, and mutual respect.

Disciplinary Philosophy

At Pinnacle Charter Schools, our approach to discipline is rooted in the belief that students grow best in a structured, respectful, and supportive environment. While disciplinary responses may involve appropriate consequences for violations of school standards, our primary goal is not punishment—but education, growth, and accountability.

We believe that:

- Clear expectations help students develop personal responsibility
- Reflective consequences guide students toward making better choices
- Restorative and corrective strategies encourage long-term behavioral change

Our school standards are designed to:

- Deter misconduct
- Protect the learning environment
- Help students understand how their actions affect themselves and others

- Promote a positive and safe community for all

Zero Tolerance for Destructive Behavior

While many behaviors can be addressed through intervention and redirection, some actions are so disruptive or dangerous that they require immediate and significant disciplinary action, including possible suspension, expulsion, or legal involvement.

Through proactive guidance, collaboration with families, and a commitment to student success, we aim to help students develop the character, discipline, and decision-making skills needed for academic and life success.

Student Rights and Responsibilities

At Pinnacle Charter Schools, we believe that a safe, respectful, and empowering environment is the foundation for student success. Each student has both rights and responsibilities that contribute to a positive school culture and academic excellence.

As a student at Pinnacle Charter Schools, I recognize and uphold the following:

My Rights

- **Right to Safety**
  I have the right to feel safe from harm, threats, and physical violence on campus and during all school-related activities.
- **Right to Respect**
  I have the right to be treated with dignity and kindness—free from ridicule, bullying, or embarrassment.
- **Right to Be Heard**
  I have the right to express my thoughts, questions, and concerns respectfully, and to be listened to without interruption.
- **Right to Learn**
  I have the right—and the responsibility—to pursue my education fully. I will show up on time, participate actively, and strive to do my best.
- **Right to a Clean Environment**
  I have the right to a clean and safe learning space, and I will do my part to help keep the school environment orderly and well cared for.
- **Right to a Drug-Free Campus**
  I have the right to learn in a space free from illegal drugs, alcohol, tobacco, and other substances that endanger health and learning.

My Responsibilities

- **Respect and Courtesy**
  I will treat all students, staff, and community members with respect, understanding that my words and actions affect others.

- **Accountability for My Actions**
  I accept responsibility for my behavior. I understand that positive actions lead to positive recognition, while poor choices may result in consequences that help me learn and grow.
- **Honesty and Integrity**
  I will be truthful in my actions and words. I will not conceal violations of school policy or illegal activity and will act in a way that builds trust.

These shared expectations help us create a school where every student can thrive academically, grow personally, and feel valued as part of a supportive community.

SECTION 42

Discipline and Conduct

Pinnacle Charter Schools maintains a disciplined learning environment that is safe, inclusive, and legally compliant. Our discipline policies are designed to address behavioral issues—including those related to drug use—while respecting the rights of all students, including those with disabilities.

Illegal Drug Use

In alignment with Section 504 of the Rehabilitation Act, the following policies apply to students engaged in illegal drug use:

- Students actively engaged in illegal drug use are not considered "qualified individuals with disabilities" under Section 504.
- These students may be disciplined under the general student code of conduct, regardless of whether they are diagnosed with a drug addiction.
- This exclusion does not apply to students with valid and active Individualized Education Programs (IEPs) under IDEA, whose protections remain intact.

Discipline in these cases will be handled using the school's standard disciplinary process, and in compliance with state and federal law.

Disciplinary Process – Alternative School Setting

For disciplinary incidents that occur within one of Pinnacle's alternative school campuses, the following process applies:

- The Special Education (SPED) In-Charge will lead the disciplinary review process if the student receives special education services.
- The SPED In-Charge will collaborate with:
- The student and their parent/guardian
- Special education staff

- General education instructors (if applicable)
- Decisions will be made with consideration for:
- The student's educational needs and IEP
- The overall safety and well-being of the school community
- If necessary, the student's IEP may be amended in accordance with IDEA procedural safeguards.

Marijuana on School Campuses

Despite marijuana being legal in Arizona for individuals age 21 and over, and available via medical prescriptions:

- Marijuana remains illegal on all Pinnacle Charter School campuses, regardless of a student's age or medical marijuana status.
- Students may not possess, use, or be under the influence of marijuana on any school property, at any school-related event, or while participating in school-sponsored activities.

This is in compliance with federal law (under which marijuana remains a controlled substance), and Arizona school safety laws.

These disciplinary policies are intended to support a safe, respectful, and legally compliant school environment, while providing thoughtful, fair processes for all students—including those with disabilities or involved in alternative education programs.

For questions regarding discipline, student rights, or protections under IDEA or Section 504, please contact the School Administrator or Special Education Department.

SECTION 43

Student Concerns and Complaints

Pinnacle Charter Schools are committed to maintaining a safe, respectful, and responsive learning environment. All students have the right to voice concerns or report incidents that affect their safety, learning, or well-being.

Concerns and complaints are most effectively resolved at the school site (lab) level and may proceed through administrative levels only if necessary. This structure ensures that all matters are handled promptly, fairly, and with the appropriate level of attention.

Reporting an Incident

- Students or others may report an incident to any staff member they feel comfortable approaching.

- Staff members are required to report the incident to the school leader or Charter Representative either:
- In person, or
- In writing (with as many details as possible)

Staff Accountability

Failure to report a known incident or allegation in a timely manner may result in disciplinary action in accordance with school policies.

- Confidentiality must be preserved. Staff must not discuss incidents beyond:
- The appropriate school administrator
- The Charter Representative
- A law enforcement agency, if required by law

Mandatory Reporting

Any incident involving suspected child abuse or a statutory violation must be reported in accordance with state law, and referred to law enforcement when applicable.

Filing a Complaint

- A complaint may be filed by any individual, including students, by reporting to:
- A school administrator, or
- A staff member
- The receiving staff member must:
- Gather sufficient detail to complete a report
- Ensure the complaint includes:
- Complainant's identifying information
- Specific details such as names, locations, dates/times, and a description of the concern
- Submit the report to the school administrator no later than the next school day

Investigation Procedures

- **Timeline for Investigation**
- An investigation will begin within:
- 10 school days (when school is in session), or
- 15 business days (when school is not in session)
- The timeline may only be extended, if necessary, as determined by the Charter Representative
- **Communication of Findings**
- The investigator will meet with the complainant by the conclusion of the timeline to:
- Discuss findings
- Share planned actions or next steps
- All records and student information will be handled confidentially throughout the process
- **Report of Findings**

- A written report summarizing the investigation will be prepared
- A copy of the report will be submitted to the Charter Representative
- **Response & Accountability**
- Any confirmed violations will be addressed according to applicable school policies related to:
- Student discipline
- Staff conduct
- Campus safety
- Legal compliance

This structured, multi-step process ensures that all concerns are handled:

- Efficiently and thoroughly
- With respect for confidentiality
- In accordance with school policy and legal obligations

If you have questions about this process, please contact your school's administrative office.

SECTION 44

Access to Student Social Media Accounts

In accordance with school policy and applicable law, Pinnacle Charter Schools may request access to a 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
- Content related to behavioral issues or safety concerns

Who may be contacted:

- The student, or
- Their parent/guardian (if the student is under 18)

Access may include requests for:

- Usernames or handles
- Screenshots or shared posts, when directly related to a school-related investigation

This policy is intended to help school officials investigate misconduct thoroughly and ensure the safety and integrity of the learning environment.

All access requests will be handled with discretion and in accordance with FERPA and school privacy guidelines.

SECTION 45

Cell Phones & Electronic Device Policy

To preserve a **focused, respectful, and academically honest environment**, Pinnacle Charter Schools **prohibits the use of cell phones and other personal electronic devices in classrooms or labs**, unless approved by a teacher for educational purposes.

This policy helps minimize distractions, support student engagement, and protect instructional integrity.

Policy Overview

Possession of Devices:

- Students may possess phones, tablets, or other electronic devices at school
- Devices must remain off and stored in the student's backpack, bag, or locker during class or lab time

Exceptions:

- Teachers may allow supervised use of devices for:
- Academic tools (e.g., calculators, timers)
- Student response systems
- Educational applications approved by the school

Unauthorized Use:

- Non-educational use during instructional time—including texting, calling, gaming, browsing, or recording—will result in:
- Confiscation of the device by the teacher
- Device turned over to the site or location leader
- Parent or guardian may be required to meet with a school leader or principal before the device is returned

Maintaining a Distraction-Free Environment

We encourage students to be present, focused, and actively involved in the learning process. This policy helps ensure:

- Stronger academic concentration
- Fewer classroom disruptions
- Protection against misuse or cheating during assessments

For Questions:
For clarification or concerns about this policy, please contact the school administrator or refer to this handbook section.

SECTION 46

Searches by School Personnel

To ensure the safety and well-being of all students, staff, and visitors, Pinnacle Charter Schools reserves the right to conduct reasonable searches of student belongings and school property when there is reasonable suspicion that:

- A school rule or law has been violated
- The health, safety, or welfare of the school community may be at risk

What May Be Searched

School personnel may inspect:

- Backpacks, bags, purses
- Lockers and storage areas assigned to students
- Electronic devices (when appropriate and with administrative oversight)
- Desks, lab workspaces, or school-issued materials
- Any personal items brought onto school property

Searches may be conducted without prior notice and do not require parental consent when based on reasonable suspicion.

Law Enforcement Involvement

If school personnel determine that a student may be in possession of:

- Illegal substances
- Weapons
- Stolen property
- Or if a criminal act may have occurred—

Pinnacle Charter Schools reserves the right to immediately notify law enforcement and fully cooperate with their investigation.

This policy is in place to maintain a secure, respectful, and lawful school environment. All searches will be conducted in a manner that respects student dignity and is aligned with applicable state and federal laws.

SECTION 47

Discipline Matrix

Pinnacle Charter Schools are committed to maintaining a safe, respectful, and productive school environment. The following Discipline Matrix outlines a range of infractions and their corresponding violation levels, which help determine appropriate consequences.

This matrix serves as a guide for consistent disciplinary action. However, school administration reserves the right to adjust consequences based on the context, severity, and frequency of infractions.

Important Notes:

- This matrix is progressive in nature—repeated Level I and II offenses may be elevated and treated as Level III violations
- Any incident listed may be subject to law enforcement referral at the discretion of administration
- All students, including those with disabilities, will be afforded due process, and all disciplinary actions will be compliant with IDEA, Section 504, and state law
- The list below is not exhaustive. Behaviors not specifically cited may be addressed using administrative judgment based on school policy

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

Infraction	Violation Level
Dangerous Items that can be used as weapons – air soft gun, billy club, brass knuckles, pellet gun, knife, laser pointer, letter opener, nun chucks, mace/pepper spray, paintball gun, pellet gun, razor blade, box cutter, simulated knife, Taser or stun gun, tear gas, simulated firearm	Level 3
Defiance, Disrespect towards Authority, and Non-Compliance	Level 2
Disorderly Conduct	Level 3
Disruption (Minor)	Level 1
Disruption of Educational Process	Level 3
Distribution/Selling Drugs – Maximum	Level 3
Dress Code Violation	Level 1
Drug Paraphernalia – Minimum	Level 3
Drug Violation- inhalants, prescription drugs (inappropriate use of) *, over the counter drugs (inappropriate use of) *	Level 3
Endangerment*	Level 3
Extortion*	Level 3
Fighting*	Level 3
Fire Alarm Misuse*	Level 3
Firearms – possession of any kind	Level 3
Gambling	Level 2
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

Infraction	Violation Level
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	Level 2
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	Level 3
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 while under school jurisdiction.

Exception:
Prescription medication may be permitted if used in accordance with:

- Doctor's instructions, and
- Governing Board policies for medication at school

In such cases, the school nurse or administrator must be notified in advance if medication is to be brought to campus, on school transportation, or to a school-sponsored event.

Definition of "Drugs" Includes (per A.R.S. §13-3411 & §4-244):

- Narcotic drugs
- Dangerous or toxic substances
- Prescription drugs without a prescription
- Look-alike drugs or substances
- Marijuana (regardless of recreational/medical status under state law)

Distribution or sale of drugs on or near campus will result in the most serious disciplinary action, including possible referral to law enforcement.

Arson

Students shall not start, attempt to start, or encourage the continuation of any unauthorized fire or explosion on school property.

- This includes the possession of accelerants or incendiary materials
- Exceptions may be made only for teacher-approved instructional experiments under strict supervision

Violations are subject to disciplinary and legal consequences under A.R.S. §§13-702, 13-1703.

Bullying & Cyberbullying

Pinnacle Charter Schools prohibit all forms of bullying, including physical, verbal, psychological, and online harassment.

Definition (per A.R.S. §15-341):

Bullying includes repeated actions over time that create a real or perceived power imbalance, where a more dominant student or group targets another.

Examples of Bullying:

- **Physical:** Hitting, pushing, punching
- **Verbal:** Teasing, name-calling, taunting, derogatory remarks

- **Psychological:** Social exclusion, intimidating gestures, manipulation
- **Cyberbullying:** Harassment via social media, email, texting, messaging apps, or any electronic device or school-owned platform

Applies to personal and school-owned devices, networks, mailing lists, and digital forums

All incidents of bullying will be investigated and may result in disciplinary consequences and support interventions

Defiance of Authority & Truthfulness

Students are expected to:

- **Comply with reasonable directives** from any school personnel
- **Respond truthfully** when questioned or asked to provide information
- **Avoid behavior that undermines school authority**

During school investigations, administrators may question a student without prior parent approval when acting in good faith and within policy.

Disruptive Conduct

Students shall not engage in any conduct that disrupts or is likely to disrupt:

- A classroom environment
- A school event or activity
- The educational process or safety of others

Disruption includes both minor interruptions and major acts of defiance, and will be addressed with progressive discipline.

Distribution of Materials (Student Expression Policy)

Pinnacle Charter Schools recognize the First Amendment rights of students to engage in free expression—oral, written, and symbolic. However, distribution must be conducted in a manner that does not disrupt school operations.

Guidelines for Distribution:

- **Identification:**
  All distributed materials must clearly list the sponsoring person or organization
- **Compliance:**
  Distribution must adhere to Governing Board policy and administrative approval

Prohibited Areas:

- Labs and study areas
- School administration offices
- Bathrooms and entry vestibules

- Hallways, building entrances, and parking lots

Prohibited Times:

- Between **7:00 AM and 4:00 PM** on school days when instruction is in session

Any materials distributed in violation of these guidelines may be confiscated, and students may be subject to disciplinary action.

These rules balance student rights with school safety and order, ensuring that expression is protected while preventing disruption.

Dress Code

At Pinnacle Charter Schools, students are expected to model respect, responsibility, and integrity in both conduct and appearance. Our dress code helps maintain a focused, distraction-free learning environment that promotes equity and professionalism.

Dress Code Guidelines

- **Non-Disruptive Clothing**
  Clothing must not cause disruption, agitation, annoyance, or interfere with the educational process.
- **Modesty & Appropriateness**
  The following are **not permitted**:
- Bare feet or house shoes
- Clothing that exposes the chest, abdomen, buttocks, genitals, or underwear
- Clothing that advertises alcohol, tobacco, drugs, or other contraband
- Clothing that includes obscenities, nudity, or profanity
- **Educational Environment**
  Staff may prohibit any attire deemed disruptive to instruction or school safety.
- **Head Coverings**
  The following items are not permitted indoors, unless worn for religious or medical reasons:
- Beanies
- Bandanas
- Wave caps / doo-rags
- Skull caps
- Hoodies (hoods must remain down in the building)

These expectations promote respect for self and others while preserving a professional academic setting.

Emergency Alarms and Fire Control Devices/False Reporting

Students shall not activate fire alarms or emergency devices unless there is a genuine emergency.

- False alarms or misuse of emergency equipment is prohibited and will result in disciplinary action.
- Violations may also be referred for legal consequences under **A.R.S. §13-2907**.

Forgery, Plagiarism & Cheating

Academic integrity is a foundational value at Pinnacle Charter Schools. The following actions are strictly prohibited:

- Using or submitting another person's work, identity, or signature as your own
- Sharing test answers or using unauthorized materials during an exam
- Altering school documents without express authorization
- Reusing written work (your own or someone else's) from another class or assignment without permission

Violations will result in disciplinary action for both the student who plagiarizes and the student who allows their work to be used improperly.

These expectations align with **A.R.S. §13-2002** and are designed to promote honesty and accountability.

Gambling

Students may not participate in any game or activity involving chance or risk in which property, money, or goods may be exchanged based on the outcome.

Gambling is strictly prohibited in accordance with **A.R.S. §§13-3303 to 13-3306**.

Harassment

Harassment includes any intentional behavior that is threatening, intimidating, or disturbing to another student or group of students. This includes:

- Verbal or written slurs, insults, or threats
- Unwanted physical contact
- Name-calling, teasing, or spreading rumors
- Exclusion or social isolation
- Posting inappropriate or offensive content—**online or offline**

Harassment may be related to:

- Race or ethnicity
- Religion or belief system
- Sexual orientation or gender identity/expression
- Cultural background or economic status

- Disability, size, or personal appearance

Harassment can occur in person or via social media, and will be addressed in accordance with **A.R.S. §15-341** and school discipline policy

Hazing

Pinnacle Charter Schools maintain a zero-tolerance policy on hazing, which includes:

- Direct involvement in hazing
- Soliciting, encouraging, or coercing others to haze
- Aiding or abetting in hazing activities

This policy applies to all students enrolled, accepted for enrollment, promoted, or intending to enroll or be promoted within twelve (12) calendar months.

For the purpose of this policy, students are considered active until graduation, transfer, promotion, or official withdrawal from Pinnacle Charter Schools.

These policies are essential to maintaining a safe, inclusive, and academically honest community. Violations will be handled through appropriate disciplinary measures, and in some cases, may result in law enforcement referral.

Identity Theft, Online

Identity theft occurs when someone uses another person's personal identifying information (such as usernames, passwords, or login credentials) without permission.

In an online school setting, this includes:

- School portal credentials
- Email accounts
- Social media accounts

Students may not access or use another student's account under any circumstances.
Refer to the Student Computer and Internet Usage Policy for full details on digital privacy and technology rules.

Initiation and Hazing

Unless expressly approved and directly supervised by the school or location leader, students may not participate in initiation activities.

- Hazing and initiation that involves verbal, physical, or sexual abuse—on or off school property—is strictly prohibited.
- This applies to all student organizations, including clubs, athletic teams, or extracurricular groups.

Obscenity and Defamation

Students shall not use or distribute obscene or defamatory language or content at school, via school networks, or to school personnel.

Definitions:

- **Defamatory Content:**
  False statements that insult another's character, job, or reputation and cause others to react with hatred, disgust, ridicule, or contempt.
- **Obscene Content (A.R.S. §13-3502):**
  Material lacking serious artistic, literary, political, or scientific value that appeals to prurient interests and violates community standards.

This includes written, spoken, printed, or digital communications and applies to student-to-student and student-to-staff interactions.

Possession of Weapons and Dangerous Instruments

Students are strictly prohibited from possessing, buying, selling, concealing, or using:

- Firearms, knives, explosives, fireworks
- Martial arts weapons, archery equipment, or other harmful items
- Any object capable of causing harm or appearing to cause harm

This applies on school grounds, school buses, and at school-sponsored events.

Prohibited Items

Items that disrupt the educational process or pose a safety or health risk are not allowed on campus. This includes (but is not limited to):

- Toys, laser pointers, stink bombs, or prank devices
- Unauthorized electronic devices
- Contraband (see Discipline Matrix)

School Property

School property includes all real and personal property owned, leased, or operated by Pinnacle Charter Schools, including:

- Buildings and classrooms
- Technology and instructional equipment
- Digital systems and learning platforms

Self-Defense

Pinnacle Charter Schools defines self-defense as taking physical action only when no other reasonable alternative (e.g., retreat, reporting, or avoidance) exists.

Simply striking back after being physically contacted does not automatically constitute self-defense.

To be considered valid self-defense, the situation must clearly show:

- A real and immediate threat
- No opportunity for de-escalation or escape
- Proportional response to the threat

Senior Prank

Students who participate in senior pranks that result in:

- Illegal entry or trespassing
- Vandalism or criminal damage
- Disruption of learning or school operations

Will face disciplinary consequences including:

- Out-of-school suspension
- Loss of graduation ceremony privileges
- Referral to law enforcement

Sexual Harassment

Sexual harassment is prohibited and includes any unwelcome sexual behavior, including:

- Sexual advances or verbal harassment
- Requests for sexual favors
- Lewd gestures or unwanted touching
- Obstruction of movement, pinching, or groping
- Repeated sexual comments or pressure after being told to stop
- Dating abuse or coercion

A substantiated charge may result in disciplinary action, up to and including suspension, expulsion, and legal referral.

This applies to student-to-student and student-to-staff conduct and complies with all applicable state and federal laws.

INDECENT EXPOSURE OR PUBLIC SEXUAL INDECENCY

Indecent Exposure includes:

- Exposing genitals, anus, or (for females) the areola/nipple in the presence of others in a reckless or offensive manner

Public Sexual Indecency includes:

- Knowingly engaging in sexual contact, oral sex, intercourse, or bestiality in the presence of others

These actions will result in serious disciplinary action and legal reporting when applicable.

REQUESTING OR DISCLOSING OF NUDE IMAGES OR IMAGES OF SPECIFIC SEXUAL ACTIVITIES

It is a violation of school policy to intentionally request, share, or display nude images or sexual content involving other individuals—particularly when the subject is identifiable or underage.

This includes:

- Messaging apps
- Social media
- Email or phone
- School-issued or personal devices

PORNOGRAPHY

Students may not possess, view, post, or distribute sexually explicit content—in print or digital format—on campus, at school events, or via school networks/devices.

This includes:

- Printed materials
- Cell phone or tablet images
- Online media (videos, memes, GIFs)

Threatening, Intimidating, Assault, or Fighting

Threats, intimidation, and physical altercations are strictly prohibited.

This includes:

- Verbal or written threats
- Acts intended to cause physical harm or fear
- Assault and battery (physical attacks or fights)

Violations are subject to immediate disciplinary action and possible legal referral under:

- A.R.S. §§13-1201, 13-1202, 13-1203, and 13-1204

Truancy

Students who are habitually truant (unexcused absences without valid excuse) may be:

- Subject to discipline under school policy
- Cited under **A.R.S. §§15-803 and 15-805**

Vandalism, Littering & Destruction of Property

Students shall not:

- Damage, destroy, deface, or tamper with school property or personal property
- Litter or contribute to the defacement of school facilities

Parents/guardians may be held financially liable for damage caused by their student.

Applicable laws include:
A.R.S. §§15-842, 13-1602, 13-1603, 13-1702, and 13-1703

Violation of Law or School Policy

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

Students must comply with all Governing Board policies, administrative regulations, and school rules

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SECTION 48

Consequence Matrix

Disciplinary consequences at Pinnacle Charter Schools are intended to be progressive, educational, and fair. Consequences are assigned based on the violation level, student history, and the severity of the infraction, as outlined in the Discipline Matrix.

Minimum Expectation:
At every consequence level, parental contact and involvement is required. Open communication ensures students are supported through consequences and learn from the experience.

Restorative Focus:
When appropriate, students may receive reduced consequences by providing proof of participation in mediation, counseling, or behavior intervention programs.

Detention Details:
If detention is assigned, it may be scheduled:

- **Before school**
- **During lunch**
- **After school**
- **On Saturdays** (with notice)

CONSEQUENCES BY VIOLATION LEVEL

Consequence	Violation Level
Restorative Justice Activities (circles, apologies, restitution)	Level 1
Verbal Warning / Redirection	Level 1
Written Behavior Plan / Agreement	Level 1
Detention (before/after school, lunch, or Saturday)	Level 1
School or Community Service	Level 1
Confiscation of Property (e.g., phone, contraband)	Level 1
Zero Credit for Assignment/Assessment Due to Cheating or Plagiarism	Level 1
Referral to: Counselor, Peer Mediation, or Student/Parent/Teacher Conference	Level 1
Loss of Privileges (e.g., extracurriculars, technology access, off-campus lunch)	Level 1
Financial Restitution for Damaged Property	Level 1
Out-of-School Suspension	Level 2 or Level 3
Expulsion (via Governing Board referral)	Level 2 or Level 3

SECTION 49

Discipline Appeals Procedure

Students and parents may file a written appeal of any disciplinary action within 48 hours of the initial decision.

- Appeals must be submitted to the school leader or principal
- Appeals of suspensions under 10 days are final and will be resolved by the school leader or principal

SECTION 50

Emergency Removal of Student

If a student's presence presents an immediate danger to others or an ongoing threat to the learning environment, the student may be removed from:

- School premises
- Curricular, co-curricular, or extracurricular activities

This action may occur without prior notice, in accordance with Pinnacle Charter Schools' safety policies.

SECTION 51

Title IX and Sexual Harassment

Title IX is a federal civil rights law that prohibits discrimination based on sex in any education program receiving federal funding. It applies to:

- Athletics
- Employment practices
- Student-to-student sexual harassment

A school may be held liable if it fails to take reasonable corrective action after being notified of serious, ongoing harassment.

What Constitutes Sexual Harassment?

Sexual harassment includes repetitive, unwelcome sexual conduct, such as:

- Persistent verbal sexual remarks or threats
- Touching, grabbing, or blocking movement
- Lewd gestures or continued advances after being told to stop
- Abuse targeting students based on actual or perceived sexual orientation

The Supreme Court distinguishes between general bullying and sexual harassment, which interferes with a student's right to learn.

Steps for Families

If your child may be experiencing sexual harassment:

- Gather details: Who, what, when, how often, and where
- Ask if your child reported it to any adult or staff member
- Review the school's sexual harassment policy
- Engage with school officials and insist on policy enforcement
- Escalate if necessary: If not resolved, contact the principal with a written summary and request immediate corrective action

By following these steps, families can ensure the school takes swift, lawful, and effective measures to address student safety.

SECTION 52

Parental Custody

The school will follow the most recent court order on file regarding custody or visitation.

- It is the custodial parent's responsibility (or joint custodians') to provide the school with up-to-date documentation
- If custody arrangements impact pickup, access, or communication, written documentation is required

SECTION 53

Solicitation on Site School's Campus

To maintain a safe and non-disruptive environment, the following solicitation activities are prohibited when students are present:

- **Interference with Traffic**: Blocking pedestrian or vehicle flow in parking lots, halls, labs, or entrances
- **Disruption of Activities**: Interrupting school instruction, operations, or events
- **Respect for Privacy**: Continuing to approach a student after they have expressed disinterest
- **Posting Materials**: All flyers or written materials must be pre-approved by the school leader or principal
- **Policy Violations**: Violators may face disciplinary action in accordance with Pinnacle's policies and procedures

SECTION 54

Sex Education – Parental Consent

Pinnacle Charter Schools does not provide sex education instruction. If sex education is offered in the future, the curriculum will be approved by the Governing Board, made available for parent review at least two weeks before instruction, and provided only with the prior written consent of a parent or guardian (A.R.S. §§ 15-113 and 15-711).

SECTION 55

Field Trips

Field trips are considered a privilege, not a right. All students must follow school rules during field trips and treat all locations as an extension of the school campus.

Permission & Eligibility

To participate, students must:

- Submit a signed permission form from a parent/guardian
- Meet coursework completion requirements
- Maintain safe and respectful behavior

Students may be prohibited from attending a field trip for:

- Missing forms
- Incomplete academic work
- Behavior or safety concerns
- Administrative discretion
- Any other reason determined by school staff

These guidelines ensure that field trips remain safe, enriching, and educational for all participants.

SECTION 56

Student Computer and Internet Usage Policy

Device & Internet Access – Loaner Agreement

All students need reliable access to a computer and the internet to complete coursework. Students who do not have access to a suitable device may request a school-issued loaner device by completing a Loaner Agreement. To request a loaner or ask about connectivity options, contact the Support Desk at 480-755-8222 ext. 2727 or supportdesk@mgrmedu.com.

Loaner devices remain the property of Pinnacle Charter Schools, are subject to this Student Computer and Internet Usage Policy, and must be returned in good condition upon course completion, withdrawal, or graduation, or upon request by the school.

Pinnacle Charter Schools provides students with access to technology systems, online learning platforms, internet services, and digital instructional tools to support learning, communication, research, and academic success.

These services include:

- Internet access
- School databases
- Shared drives, hard drives, and cloud systems
- Removable storage (e.g., flash drives)
- Digital learning platforms, email, and instructional applications

Students are expected to use all school technology systems responsibly, respectfully, safely, and in support of educational purposes.

Use of School Technology Systems

School-issued devices, school accounts, internet activity, digital communications, and learning platforms may be monitored, reviewed, or accessed by authorized school personnel to support student safety, instructional integrity, network security, and compliance with school policies and applicable laws.

Pinnacle may monitor, log, or inspect user activity on its systems at any time, without notice, to ensure compliance.

Responsible Technology & Internet Use

Students are expected to use technology and internet resources in ways that support learning, safety, academic integrity, and respectful digital communication.

Digital citizenship is an important part of the learning experience at Pinnacle Charter Schools. Students are encouraged to communicate respectfully online, protect personal information, use technology responsibly, and demonstrate academic honesty when using digital tools and resources.

Examples of prohibited or inappropriate technology use include:

- Accessing, creating, or sharing content that is threatening, discriminatory, sexually explicit, violent, or otherwise inappropriate for a school environment
- Using school technology systems for illegal activities, harassment, bullying, or intimidation
- Attempting to bypass security settings, access unauthorized accounts, or interfere with school networks or systems
- Recording, photographing, or sharing images, videos, or communications without permission when doing so violates privacy, school rules, or student safety expectations
- Using artificial intelligence (AI), online resources, or digital tools in ways that violate academic integrity expectations or misrepresent original student work
- Engaging in excessive non-educational use of technology during instructional time

Violations may result in loss of access, disciplinary action, or law enforcement referral when appropriate.

Technology Systems & Service Limitations

While Pinnacle Charter Schools makes every reasonable effort to maintain secure and reliable technology systems, interruptions, technical issues, internet outages, or loss of data may occasionally occur.

Students are expected to:

- Save and back up important work regularly
- Maintain account security and password confidentiality
- Report technology issues or unauthorized account activity to school staff promptly

Pinnacle Charter Schools is not responsible for information, files, or content lost due to technical issues, user error, internet disruptions, or unauthorized third-party access beyond the school's reasonable control.

Technology Policy Violations

All students, teachers, and staff are subject to enforcement of these policies by:

- Teachers
- School leaders and administrators
- Technology staff or support teams

Students who misuse school technology systems or violate technology expectations may be subject to disciplinary action, temporary or permanent restriction of technology access, or additional interventions consistent with school policy.

Notice of Disclaimer – Student Handbook

The Student Handbook is a reference document summarizing important policies that affect all Pinnacle Charter Schools students and families. It is intended to improve understanding and promote transparency.

Key Points:

- **Purpose**
  This handbook gathers essential school policies into a single resource for easy reference.
- **Limitations**
  While this handbook answers many common questions, it may not cover all possible situations. For additional guidance, contact your school's administrator or the district office.
- **Policy Updates**
  Pinnacle Charter Schools may revise policies and procedures at any time. Any changes will be communicated to families via written or electronic means.

- **Supersedes Prior Versions**
  This version of the Student Handbook revokes and replaces all earlier editions issued in previous years. It is the most current and accurate reflection of school policy.

Reminder:
Students and parents/guardians are expected to read this handbook carefully. For clarification or further assistance, please contact your school site or the district office.

SECTION 57

Legal Notices & Compliance Disclosures

Pinnacle Charter Schools operates in full compliance with federal and state laws governing education, student rights, and school operations. The following summary outlines key legal references that support our policies, practices, and responsibilities.

Family Educational Rights and Privacy Act (FERPA)

FERPA affords parents and eligible students (18+) the right to:

- Inspect and review educational records
- Request amendment of inaccurate records
- Consent to disclosures, except where FERPA authorizes disclosure without consent
- File a complaint with the U.S. Department of Education's Student Privacy Policy Office

Pinnacle follows all FERPA guidelines, including providing access to records within 45 days of request and protecting student privacy across all platforms.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents, and students who are 18 or emancipated minors, the right to:

- Consent before a student takes a survey funded by the U.S. Department of Education that asks about any of the following:
  - Political affiliations or beliefs of the student or parent
  - Mental or psychological problems of the student or family
  - Sex behavior or attitudes
  - Illegal, anti-social, self-incriminating, or demeaning behavior
  - Critical appraisals of others with whom the student has close family relationships
  - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
  - Religious practices, affiliations, or beliefs of the student or parent
  - Income, other than as required by law to determine program eligibility

- Receive notice and opt the student out of:
  - Any non-emergency, invasive physical exam or screening required as a condition of attendance (hearing, vision, and scoliosis screenings, and exams required by Arizona law, are exempt)
  - The collection, disclosure, or use of personal information for marketing or sale
- Inspect, on request and before use, any such survey, the instructional materials used with it, and any instrument used to collect personal information for marketing
- File a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202

Arizona Survey Consent (A.R.S. § 15-117): Arizona law requires written informed consent from a parent before any survey, regardless of funding, that asks about critical appraisals of close relationships, gun or ammunition ownership, illegal or self-incriminating behavior, income or financial information, privileged relationships, medical or mental health history or information, political affiliations or beliefs, biometric information, the quality of home relationships, religious practices or beliefs, self-sufficiency in emergencies, sexual behavior or attitudes, or voting history. Pinnacle will request consent at least seven days before any such survey is given.

Pinnacle will notify parents before any activity listed above takes place.

Individuals with Disabilities Education Act (IDEA) & Section 504

Under IDEA, Pinnacle provides eligible students with disabilities a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through an Individualized Education Program (IEP).

Section 504 of the Rehabilitation Act ensures students with disabilities receive accommodations and support to access educational services equally. Students may be protected under Section 504 even if they do not qualify for services under IDEA.

Title IX of the Education Amendments of 1972

Title IX prohibits discrimination based on sex in any educational program or activity receiving federal financial assistance. This includes protections against:

- Sexual harassment and misconduct
- Gender-based discrimination
- Retaliation for complaints

Pinnacle is committed to investigating all reports of sexual harassment and ensuring student safety under Title IX.

McKinney-Vento Homeless Assistance Act

This federal law ensures educational access, stability, and support for students experiencing homelessness. Pinnacle provides immediate enrollment, access to services, and removal of barriers related to residency or documentation.

Arizona Revised Statutes (A.R.S.) Compliance Highlights

Pinnacle Charter Schools complies with all relevant Arizona statutes, including but not limited to:

- **A.R.S. §15-701**: Promotion and graduation requirements
- **A.R.S. §15-803**: Truancy and unexcused absences
- **A.R.S. §13-1201 to §13-1204**: Assault, threats, and school safety
- **A.R.S. §13-3411 / §4-244**: Drug possession and school safety laws
- **A.R.S. §15-341**: Anti-bullying and harassment obligations
- **A.R.S. §13-3502**: Obscenity laws

All conduct-related disciplinary actions follow these statutes and the school's discipline matrix.

Technology & Electronic Information Services (EIS) Use

By using Pinnacle's technology systems, students agree to comply with the Acceptable Use Policy outlined in the Student Handbook. Users acknowledge:

- School technology systems and digital activity may be monitored to support student safety, network security, and compliance with school policies.
- Use of school technology systems must remain consistent with school safety, academic integrity, and responsible digital citizenship expectations.
- All school activity may be monitored for safety and policy compliance

Notice of Non-Discrimination

Pinnacle Charter Schools does not discriminate in any program or activity. See Section 12, Notice of Non-Discrimination, for the full list of protected categories and the Title IX and Section 504 contacts.

This section is intended as a reference summary. For questions about specific policies or rights, please contact your school administrator or the district office.

SECTION 58

Appendix: Glossary of Terms

Plain-language definitions of the terms students and families will hear most often at Pinnacle.

MStar LSP – Pinnacle's learning platform — where courses, messages, grades, and attendance documentation live.

MVision – Pinnacle's live video classroom for lessons, tutoring, advisor meetings, and Viva examinations.

Block – Pinnacle's instructional term — six weeks for high school courses, seven weeks for middle school. Students take two courses at a time per block.

Cohort – The group whose start dates set a student's block schedule, published on the academic calendar.

Credit – A unit earned by passing a course. Each course is worth 0.5 credit; 22 credits are required to graduate.

GPA – Grade Point Average, calculated on a 4.0 scale.

Engagement – Logging in or attending and completing coursework each day. Engagement is part of the course grade and required to earn credit.

Viva – A short oral examination with the course instructor at the end of most high school courses.

Advisor – A student's guide for goals, course planning, and pacing. Reach the team at advisors@mgrmedu.com.

PLP – Personalized Learning Plan — a student's individual roadmap of goals, courses, and pace.

ECAP – Education and Career Action Plan — Arizona's required plan for a student's goals and post-high-school pathway.

Gradebook – The area inside each course where students see grades and teacher feedback.

SECTION 59

Acknowledgement of Understanding & Computer and Internet Use Agreement

Acknowledgment of Understanding & Computer and Internet Use Agreement

I, _____, the student, confirm that I have read and understood the complete contents of the Pinnacle Charter Schools Student Handbook.

I agree to follow all policies, procedures, and expectations outlined in the handbook. I understand that failure to comply may result in disciplinary action, up to and including long-term suspension.

I also confirm that I have read and understand the policies related to Computer and Internet Use as outlined in the handbook. I agree to use all school-provided Electronic Information Services (EIS) responsibly and only for educational purposes.

Furthermore, I confirm that I have access to the required hardware and software needed to participate fully in the academic program at Pinnacle Charter Schools.

Student's Name (Printed): _____

Student Signature: _____
Date: _____

I am the legal parent/guardian of the minor student named above. I confirm that I have reviewed the contents of the Pinnacle Charter Schools Student Handbook and discussed its expectations and policies with my student.

Parent/Guardian's Name (Printed): _____

Parent/Guardian Signature: _____
Date: _____

This agreement has been reviewed and confirmed with a Pinnacle staff member.

School Personnel Name (Printed): _____

Signature: _____
Date: _____

Please sign and return this form to your school staff. A copy will be kept on file for school records.

SECTION 60

Information for Adult Learners (18+)

Pinnacle proudly serves students age 18 and older who are returning to complete their high school diploma. Whether you're a working adult, a parent, or pursuing new opportunities, we provide the tools, flexibility, and support you need to succeed.

We Understand Real Life:

- Flexible scheduling that works around your commitments
- Online and in-person support options
- Credit recovery and fast-track programs
- Judgment-free, goal-oriented instruction
- Transcript evaluations to map your path to graduation

You are never too old to earn your high school diploma. At Pinnacle, you'll find a team that believes in second chances and celebrates your determination.

If you're 18 or older, talk to our Student Services team to get started or to discuss your personalized learning plan.

Final Callout: Note for Adult Students

Note for Adult Students

If you are 18 years of age or older and managing your education independently, you are still entitled to full access to Pinnacle's academic, advisory, and support services. We encourage you to take advantage of these resources and connect with our Student Services team to ensure your educational experience is personalized, efficient, and successful.

Please reach out to your campus or advisor if you need additional support or have unique needs as an adult learner.