



# **STUDENT AND PARENT HANDBOOK**

School Year  
2025-2026

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## About Pinnacle Charter Schools

Pinnacle Charter Schools is a network of accredited alternative and online schools committed to empowering students with flexible, individualized pathways to high school 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

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

## 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

 520-423-2380 |  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

 520-281-5109 |  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
-  602-414-0950 |  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
-  480-785-7776 |  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
-  480-755-8222 |  480-755-8111
-  Hours: 8:00 AM – 6:30 PM (Mon–Fri)

### **Pinnacle Online – WMBC**

*Operated by Pinnacle Education – WMCB, Inc.*

-  1712 E. Guadalupe Rd, Suite 101, Tempe, AZ 85283
-  480-785-7776 |  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.



## **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 take great pride in being a diverse and inclusive community where every student matters and every success is celebrated. 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.

Our doors (both virtual and physical!) are open Monday through Friday, excluding recognized federal holidays. We encourage you to reach out at any time—our team is here to support you, answer your questions, and guide you every step of the way.

We invite you to:

- Engage actively in your classes, whether online or on campus
- Explore academic support and advising services
- Take part in school events and initiatives
- 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 are excited to partner with you and your family in making this a truly meaningful year. Let's aim high, support each other, and achieve greatness—together.

Welcome to the Pinnacle community. Let's make it a remarkable year!

Warm regards,

**The Faculty and Administration**

*Pinnacle Charter Schools*

## 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 21<sup>st</sup>-century skills by digitized-enhanced core curriculum contents and the blended approach along with the personalized learning plan helping students to achieve a complete personality.”

## Philosophy of Education

At Pinnacle Charter Schools, we believe 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 who are **credit-deficient**
- Students at **risk of dropping out**
- Students seeking a **non-traditional or flexible learning environment**

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.

## Alternative Schools

### Alternative Schools Designation

Pinnacle Charter Schools are proudly recognized by the Arizona Department of Education as **state-approved Alternative Schools** for the 2025–2026 academic year.

This designation reflects our commitment to serving students who benefit from a **non-traditional, flexible, and supportive learning environment**. Our approach is grounded in the belief that every student—regardless of past challenges—deserves the opportunity to earn a high school diploma and build a brighter future.

### Who We Serve

Pinnacle’s Alternative School designation allows us to focus on the needs of students who may not thrive in traditional school settings. Our student population includes, but is not limited to:

- Students who are **credit deficient** (academically behind by at least one year)
- **Re-engaged dropouts** who are returning to complete their education
- Students with a **documented history of behavioral concerns**
- **Adjudicated youth** or **wards of the state**
- Students who are **primary caregivers** for family members or children
- Other students identified as at-risk under ADE guidelines

This designation allows us to tailor our instructional model, support services, and school operations to better meet the needs of these populations—while still holding all students to high standards.

### 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 and acceleration** opportunities
- **Personalized Learning Plans (PLP)** aligned with each student’s academic history and future goals
- A **trauma-informed and strengths-based approach** to support social-emotional well-being

### **A Nurturing, Student-Centered Environment**

At Pinnacle, we understand that academic progress is often deeply connected to a student's life circumstances. 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 every student has the tools and support to thrive—regardless of where they're starting from.

## **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 wraparound 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.

## Why Choose Pinnacle Charter Schools?

Pinnacle Charter Schools is proud to offer a network of tuition-free, Cognia-accredited public charter schools serving Arizona students in grades 6–12. With both in-person campuses and online school options, we are committed to providing a flexible, inclusive, and personalized learning experience that meets students where they are—and helps them get where they want to go.

Whether your child is working toward graduation, recovering credits, or seeking a more supportive learning environment, Pinnacle is designed to help students succeed on their terms.

We proudly support students of all ages within Arizona’s public school eligibility guidelines, including those re-engaging after previous interruptions, returning dropouts, and older youth seeking to complete their diploma.

### **Flexible Enrollment & Year-Round Starts**

We offer open enrollment to all eligible Arizona students and welcome new learners every Monday throughout the academic year. This continuous start model ensures students don’t have to wait for traditional semester cycles—they can begin their journey when the time is right.

Our flexible scheduling options include:

- Morning and afternoon on-campus sessions
- 100% online learning pathways
- The ability to move between online and on-site support when needed

### **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
- Credit recovery and acceleration options
- Instructional support from highly qualified Arizona-certified educators

Whether in-person or online, our learning environments are designed to help students engage, catch up, and move ahead—at a pace that works for them.

### **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
- State-approved assessments and tracking
- Academic advising, transcript verification, and college/career planning

We are especially committed to supporting students who are credit deficient, returning from dropout, or managing life responsibilities that make traditional schooling difficult.

**Whole-Student Support**

We know that academic success is tied to emotional well-being, life circumstances, and support systems. That's why we provide:

- Caring advisors and mentors who build relationships
- Wraparound services for social, emotional, and behavioral needs
- A culture of **respect, inclusivity, and encouragement**

**Tailored for Real-Life Circumstances**

We serve students balancing work, parenting, caregiving, and other personal responsibilities. Our model provides the flexibility and compassion they need to stay on track—without judgment or delay. Whether returning to school after time away or recovering from past academic challenges, students are welcomed with support, not stigma.

**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 charter school education with no tuition fees

We believe every student deserves a chance to succeed—and at Pinnacle, we help them do just that.

## Advantages of Online Schools at Pinnacle:

Pinnacle’s online schools offer a flexible, student-centered educational experience for Arizona students in grades 6–12. Our tuition-free, Cognia-accredited, and state-approved online programs are designed to meet the needs of diverse learners—including those seeking credit recovery, accelerated learning, or a non-traditional pathway to graduation.

Whether you're a parent supporting your child's progress or an adult learner (18+) returning to finish your diploma, Pinnacle provides the tools, support, and freedom to learn at your own pace—with no judgment and no delay. Key benefits include:

### Flexible, Accredited Education

Complete your high school education on your terms through our **regionally accredited programs**, recognized by colleges, employers, and state agencies.

### Study Anywhere, Anytime

With a stable internet connection and a personal device, you can access your coursework anytime, from anywhere. **Learn at your own pace**, guided by **state-certified teachers** and supported by Pinnacle’s academic staff.

### Customized Course Options

Whether you need to **recover credits**, explore electives, or pursue your **full 9th–12th grade diploma**, our online platform offers flexible options tailored to your academic journey.

### Year-Round Open Enrollment

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

### Expert Instruction and Support

Our online students receive instruction from **highly qualified, Arizona-certified teachers** and are supported by **dedicated academic advisors** who monitor progress and provide individualized guidance.

### 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 for Athletes**

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

### **Multiple Graduation Pathways**

From credit recovery to accelerated completion, students can choose from **multiple graduation options** based on their goals, pace, and prior academic record.

### **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**

To fully access our online curriculum, students need basic computer literacy and access to a reliable internet connection.

**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**

Unlike traditional classrooms, Pinnacle's online model leverages **modern instructional technology**, interactive tools, and self-paced learning to help students stay engaged and in control of their progress.

## 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.

### I. 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.

## II. 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.

### III. 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.

### IV. 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.

## V. Viva Examination

### 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.

## 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
- 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.

## 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.

## 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.

## 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](mailto: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.



## 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.

## 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

## 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)**, Pinnacle Charter Schools must collect and maintain verifiable documentation confirming that each enrolling student resides in the state of Arizona.

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

The Arizona Department of Education (ADE) has published acceptable documentation guidelines, which may include:

- Utility bills
- Lease or mortgage documents
- State-issued identification
- Other official documentation confirming in-state residence

These guidelines are available online or by request at your school site.

## 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 following documents are necessary for admission (not initial registration) to Pinnacle Charter Schools. Submitting these documents will help us promptly assign courses and build a Personalized Learning Plan (PLP) for your student.


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

### Required or Recommended Admission Documents

**1. Admission Packet:**

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

**2. Proof of Immunization** (*required by A.R.S. §15-873*):

- OR submit a [Medical Exemption Form](#), or a [Personal Beliefs Exemption Form](#) (if attending a Site School or Learning Center)
-  **Homeless students are granted a five-day grace period** to submit documentation

**3. Official or Unofficial High School Transcripts**

**4. Official or Unofficial Middle School Semester Report Cards**

**5. Proof of Completion of Eighth Grade:**

- Promotion certificate or written verification from the previous school

**6. Withdrawal Form from the Previous School**

**7. Special Education Records** (*if applicable*)

**8. 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**

**9. Copy of Arizona Achievement Testing Scores:**

- OR documentation on an official transcript

**10. Copy of English Language Learner Testing Scores (AZELLA/SELP):**

- OR documentation on an official transcript
- 11. **Notice to Provider Form**
- 12. **Primary Caregiver Form**
- 13. **Concurrent Agreement Form**
- 14. **Student Services Survey**
- 15. **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:

1. **Current Registration Form**
2. **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

## 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

## 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:

1. **Access Education** – Enroll and attend school regardless of housing situation
2. **School Continuity** – Continue in the school they last attended or attended before becoming homeless, if feasible
3. **Transportation** – Request transportation to their previous school; public transit or mileage reimbursement may be offered
4. **Inclusive Participation** – Attend and fully participate in school programs alongside non-homeless peers
5. **Flexible Enrollment** – Enroll without a permanent address or proof of residency
6. **Immediate Enrollment** – Begin classes while documents are arranged or transferred
7. **Dispute Resolution** – Attend their school of choice while any enrollment dispute is resolved
8. **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.

## Transfer Students

When a student transfers to Pinnacle Charter Schools from another educational institution, Pinnacle reserves the right to apply a **fair and state-compliant credit evaluation process**.

### Credit Transfer Policy

In accordance with **A.R.S. §15-701.01**, transfer students may be required to complete an **end-of-course assessment** to validate credits claimed toward core academic requirements.

- If the student **passes** the assessment, the credit will be applied toward the corresponding **core academic requirement**.
- If the student **fails** the assessment, the credit will be applied as an **elective credit**, and the student must **retake the course** to fulfill the core requirement.

This ensures that all students meet Arizona academic standards, regardless of their previous school system.

## 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):

1. **Withdraw** the student from their currently enrolled Pinnacle school
2. **Submit** a new **Registration Form** and **Proof of Arizona Residency**
3. **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.

## 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

## 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.

### 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](mailto: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](mailto:Records@mgrmedu.com).

## Enrollment Verification Requests

Verification of enrollment by third parties (employers, government agencies, etc.) will only be processed once both of the following conditions are met:

1. The student has been enrolled for at least 14 calendar days
2. 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.

## 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.

## Attendance Requirements for Site School Students

Attending Pinnacle Charter Schools is both a right and a responsibility. Regular attendance is essential for academic progress, engagement, and timely graduation. Families and students must recognize that there is a direct connection between consistent attendance and academic success.

### **Shared Responsibility**

Attendance is ultimately the responsibility of both the student and their parent or legal guardian. For students 18 years of age or older, this responsibility transfers to the student unless otherwise arranged.

Students should only be absent when absolutely necessary, & all absences must be reported to the school.

### **To report an absence:**

The parent/guardian—or the student, if over 18—must notify the assigned site school on the day of the absence using the school's designated communication process.

## Full-Time Student Attendance Requirements

To be considered a full-time student at Pinnacle Charter Schools, the following conditions must be met:

### **Minimum Course Load**

- Students must be enrolled in **at least two courses at any given time**

### **Daily Participation Requirements**

- Students are required to:
  - Attend all school days as outlined in the site-specific academic calendar and assigned session
  - Complete coursework each scheduled school day, spending a 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.

Failure to meet daily attendance and coursework completion requirements may result in attendance interventions, truancy referrals, or impact a student's progress toward graduation.

## Important Notifications

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

Accurate contact information is essential for timely communication regarding attendance, emergencies, school closures, and academic updates.

## High School Instruction Hours for Site Students

In accordance with Arizona requirements, 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.

This ensures each student receives adequate time to meet **Arizona academic standards**, complete required coursework, and build the foundation for long-term academic success.

## Absence Policies

### Excused Absences

An absence will be considered **excused and verified** if it meets one of the following conditions:

- **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 do not meet the criteria for excusal will be considered unexcused, including but not limited to:

- 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)**, Pinnacle Charter Schools is legally required to **withdraw any student who has ten (10) consecutive unexcused absences**.

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

## Attendance Requirements for Online Students

Attending an online school is both a right and a responsibility. Regular, active participation is crucial to academic progress and graduation. While online learning offers flexibility, students must meet daily attendance expectations and follow through with consistent coursework completion.

School attendance is ultimately the responsibility of the student and their parent/guardian. Students should only miss coursework in cases of necessity, and any extended or unusual absence must be reported to school personnel promptly.

## Daily Attendance Expectations for Online Students

To maintain full-time enrollment and academic eligibility, online students must meet the following:

- **Enroll in a minimum of two active courses**
- **Work five (5) days per week**, spending at least **three (3) hours per course, per day**
- **Complete at least 90 instructional hours per course**
- **Log into MStar and submit their daily timesheet** to document attendance

### **Instructor Availability:**

Online instructors are available **Monday through Friday, 9:00 AM to 6:00 PM**, excluding weekends and holidays. Students may complete coursework any day or time, but live assistance is limited to these work hours.

### **No Formal Breaks or Holidays:**

Online students do not follow a traditional school calendar. Courses remain open **365 days a year**, and students may design their own learning schedules. Families are encouraged to communicate any planned time off or extended absences in advance.

## 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

High school students are required to complete a **minimum of 900 instructional hours per academic year** to earn course credit.

Failure to meet the instructional hour minimum or demonstrate consistent weekly progress may result in attendance interventions, withdrawal, or truancy proceedings as required by Arizona law.

## 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

Absences that do not meet excused criteria include, but are not limited to:

- **Failure to log in to the school website or complete the daily timesheet**
- **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.

## Academics

At Pinnacle Charter Schools, we are committed to maintaining high academic standards, supporting individualized learning goals, and preparing students for graduation and life beyond high school. Our academic structure combines flexibility with clear expectations for course progress and participation.

### Course Completion Requirements

All high school students are expected to complete a minimum of two courses every six weeks, totaling at least twelve courses per academic year.

#### **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.

### Academic Expectations

Students are expected to:

- Complete all assigned coursework and submit it by deadlines
- Participate in virtual or in-person learning activities
- Take personal responsibility for their academic progress
- Adhere to **minimum instructional hour** requirements for each course

To be eligible to request new courses, students must meet **all of the following** for each active course:

- ✓ Logged **90 instructional hours** (as documented via the attendance system)
- ✓ Completed **100% of assigned coursework** and submitted all required materials
- ✓ Completed the **final exam** and earned a **final grade of 80% or higher**

This structure ensures that students are **mastering content before advancing**, in line with our 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 on a standard graduation timeline with their cohort. Regular classes 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 are designed for students who need to recover credits for previously failed or incomplete courses. 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:**

1. Strong academic performance, with the recommendation of the Principal or Lead Instructor
2. 90% attendance rate
3. Successful completion of the last four courses with either:
  - A grade of 80% or higher, and/or
  - Completion prior to the course due date
4. 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:**

- On-pace for graduation with current cohort
- No major discipline concerns
- 90% attendance rate
- Enrollment in two courses every six weeks

Regular courses offer a structured and supportive path for students preparing for postsecondary education, career entry, or technical training.

### **Tier 3 – Credit Recovery Criteria**

The Credit Recovery Tier is designed to support students who are at risk of not graduating on time due to credit deficiencies or personal circumstances. This tier offers a flexible and supportive learning environment designed to re-engage students and restore academic momentum.

**Eligibility includes (but is not limited to):**

- One or more years behind in credit (typically grades 10–12)
- Primary caregivers or students financially responsible for dependents
- Young parents or expectant students
- Students with IEPs (Special Education)
- English Learner (EL) students
- Students who are truant, have dropped out, or are court-involved
- Students in DCS custody, group homes, or foster placements
- Students experiencing homelessness or who qualify under McKinney-Vento
- Students with a documented history of disruptive behavior

**Placement Process:**

Student Intervention Advisors or Instructional Intervention Specialists will conduct a Personalized Learning Plan (PLP) and transcript review to determine eligibility and develop a student-specific academic strategy.

## Features of the Credit Recovery Tier

This tier provides targeted support through a combination of individualized instruction and wraparound services. Students may participate in:

- Direct individual instruction and tutoring
- Small group instruction
- Online learning platforms
- Life skills and vocational 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 in Credit Recovery remain subject to Pinnacle’s attendance policy, 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:

Credit Recovery involves a partnership between the student, school staff, and family/support system to address academic obstacles, build coping strategies, and promote long-term success.

## 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.

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## 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 <b>second language</b>
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:

#### **1. 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

#### **2. 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.

## 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. §9-13-102, 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.

## 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)

## Grading and Credits

### 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
- Student Intervention 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
<b>A</b>	<b>100% – 90%</b>
<b>B</b>	<b>89% – 80%</b>
<b>C</b>	<b>79% – 70%</b>
<b>D</b>	<b>69% – 60%</b>
<b>F</b>	<b>Below 60%</b>



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)

### **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.

## 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)

- New requirement beginning this school year
- 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 Advisor(s) and Dean of Students.

## 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.

## Tutoring Services

Tutoring is available to support students who are experiencing academic challenges or need extra reinforcement. Students are encouraged to reach out to:

- Their Online Instructor
- Intervention Specialists Student Intervention Specialist at the school site or learning center or their Advisor(s) and Dean of Students.

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.

## 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.

## 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

1. **Step 1:** Start with the teacher or instructional staff involved. Many issues can be resolved through respectful communication and shared understanding.
2. **Step 2:** If the issue remains unresolved, contact the appropriate Site or Online School Leader
3. **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.

## 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

## 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:

**1. Submit a Written Request**

A written request must be submitted to school administration at least two business days in advance of the intended visit.

**2. 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.

**3. Administrative Decision**

The administrator will approve or deny the visit based on:

- Student privacy considerations
- Instructional impact
- Educational purpose of the observation

**4. 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

**5. 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.

## Student Etiquette

At Pinnacle Charter Schools, we strive to maintain a respectful, safe, and distraction-free learning environment. All students are expected to conduct themselves with integrity, kindness, and personal responsibility while on campus or participating in school-sponsored events.

We reserve the right to limit or deny access to any individual if their behavior jeopardizes school safety, disrupts instruction, or violates school policy.

## Student Conduct Expectations

All students are expected to demonstrate the following behaviors while attending Pinnacle facilities:

### General Etiquette:

- **Respectful Communication** – Use appropriate language; avoid profanity, gestures, or rude commentary
- **Respect for Others** – Treat classmates, staff, and others' property with care and consideration
- **Personal Accountability** – Take ownership of your behavior and be courteous in all school spaces

### Site-Based School Conduct:

- **Classroom Behavior** – Raise your hand or ask for permission before leaving your seat (e.g., restroom, water fountain)
- **Personal Space** – Keep hands, feet, and belongings to yourself at all times
- **Assigned Areas** – Report directly to your assigned workstation or lab; remain in designated areas unless instructed otherwise
- **Safety Protocols** – Be aware that random safety checks for prohibited items (e.g., weapons, drugs) may occur

### Unacceptable behaviors include, but are not limited to:

- Whistling, booing, or talking during assemblies or programs
- Horseplay, excessive noise, or behaviors that interfere with learning or safety

**Pinnacle Pride** is reflected in the way we present ourselves—especially during group events, class time, and interactions with 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 strong character, daily habits, and wellness practices are essential to long-term 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 organized, balanced routines between work and rest
- Building discipline to meet obligations and stay committed
- 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**

1. **Right to Safety**  
I have the right to feel safe from harm, threats, and physical violence on campus and during all school-related activities.
2. **Right to Respect**  
I have the right to be treated with dignity and kindness—free from ridicule, bullying, or embarrassment.
3. **Right to Be Heard**  
I have the right to express my thoughts, questions, and concerns respectfully, and to be listened to without interruption.
4. **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.
5. **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.
6. **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**

7. **Respect and Courtesy**  
I will treat all students, staff, and community members with respect, understanding that my words and actions affect others.
8. **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.
9. **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.

## 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:

1. The Special Education (SPED) In-Charge will lead the disciplinary review process if the student receives special education services.
2. The SPED In-Charge will collaborate with:
  - The student and their parent/guardian
  - Special education staff
  - General education instructors (if applicable)
3. Decisions will be made with consideration for:
  - The student’s educational needs and IEP
  - The overall safety and well-being of the school community
4. 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.

## 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**

#### **1. 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

#### **2. 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

#### **3. Report of Findings**

- A written report summarizing the investigation will be prepared
- A copy of the report will be submitted to the Charter Representative

#### **4. 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.

## 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
- Passwords or login information
- 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.*

## 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:
  1. Confiscation of the device by the teacher
  2. Device turned over to the site or location leader
  3. 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.



## 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.

## 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
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

# Pinnacle Charter Schools

## Student & Parent Handbook 2025-26

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
Minor Aggressive Act (hitting)	Level 3
Network Infraction	Level 2
Other Firearm or Destructive Device – bomb, grenade, starter gun, pistol, any other firearm or destructive device	Level 3
Out of Bounds/Loitering	Level 1
Parking Lot Violations Computer/School Equipment	Level 2
Petty Theft	Level 3
Pornography	Level 3
Public Display of Affection	Level 1
Recklessness	Level 3
Robbery	Level 3
Sexual Abuse/Sexual Conduct w/ a Minor Molestation Sexual Assault/Rape	Level 3
Substance Represented as Illicit Drug – Maximum	Level 3
Tardy	Level 1
Telecommunication Device/Cell Phone Violation	Level 1
Theft	Level 3
Threat or Intimidation	Level 3
Tobacco Paraphernalia or Vaping Items	Level 3
Trespassing	Level 3
Truancy	Level 2
Unexcused Absences	Level 2
Vandalism of Personal Property, School Property or Criminal Damage	Level 3
Verbal Provocation	Level 2
Weapons and Dangerous Items	Level 3

## Alcohol, Drug and Drug Paraphernalia

Students shall not possess, handle, conceal, sell, offer to sell, use, or be under the influence of alcohol, drugs, or drug paraphernalia 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:**

1. **Identification:**  
All distributed materials must clearly list the sponsoring person or organization
2. **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

**1. Non-Disruptive Clothing**

Clothing must not cause disruption, agitation, annoyance, or interfere with the educational process.

**2. 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

**3. Educational Environment**

Staff may prohibit any attire deemed disruptive to instruction or school safety.

**4. 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

## 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
<b>Out-of-School Suspension</b>	Level 2 or Level 3
<b>Expulsion (via Governing Board referral)</b>	Level 2 or Level 3

## 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

## 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.

## 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:

1. Gather details: Who, what, when, how often, and where
2. Ask if your child reported it to any adult or staff member
3. Review the school's sexual harassment policy
4. Engage with school officials and insist on policy enforcement
5. 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.

## 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

## Solicitation on Site School's Campus

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

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

## Class Attendance Waiver – Sex Education

Per Arizona law, students are not required to participate in sex education classes or programs. There is no penalty for opting out.

- If you do not want your child to participate, contact the school leader or principal
- A written opt-out may be required

## 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.

## Student Computer and Internet Usage Policy

Pinnacle Charter Schools provides **Electronic Information Services (EIS)** to support educational instruction, research, and school operations. 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

All users must follow the school's guidelines and procedures to ensure EIS is used appropriately, ethically, and in alignment with Pinnacle's academic mission.

### Privacy on School Computers

Students should have no expectation of privacy when using Pinnacle's technology systems. This includes—but is not limited to—school-issued devices, network usage, browser history, email, and shared files.

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

### Internet Usage Guidelines

Students and users may not access any website or content that:

- Is unrelated to school coursework
- Contains nudity, pornography, or profane language
- Promotes violence, disruption, or hate speech
- Encourages illegal or illicit drug use
- Promotes alcohol or tobacco use
- Involves pirated content or software downloads
- Teaches or encourages hacking or cybersecurity violations
- Encourages gang activity or racial, sexual, or religious discrimination
- Hosts chat rooms or unsafe/unmonitored social interactions

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

## EIS Liability Disclaimer

- Pinnacle Charter Schools is not responsible for any interruptions in service or loss of data
- The school assumes no liability for the content accessed through EIS, or any information that is lost, altered, or misused
- Accuracy of Information retrieved via the Internet cannot be guaranteed
- Users are responsible for evaluating and verifying online content independently

## Enforcement of EIS Policy

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

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

Users who misuse, abuse, or fail to comply with these guidelines will face appropriate disciplinary action—up to and including long-term suspension.

## 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:

1. **Purpose**  
This handbook gathers essential school policies into a single resource for easy reference.
2. **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.
3. **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.
4. **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.

## 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

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

### 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:

- No expectation of privacy on school systems
- Prohibited use of websites promoting violence, hate, drug use, or hacking
- All school activity may be monitored for safety and policy compliance

## Notice of Non-Discrimination

Pinnacle Charter Schools do not discriminate on the basis of race, color, national origin, sex, disability, age, gender identity, sexual orientation, or any other legally protected category in any program or activity.

Inquiries may be directed to:

**Pinnacle Charter Schools Title IX Coordinator**

2224 W. Southern Avenue, Suite 1, Tempe, AZ 85282

Email: [info@mgrmedu.com](mailto:info@mgrmedu.com)

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



## 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.**

## Information for Adult Learners (18+)

### **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.