



STEM Academy
PARENT AND STUDENT HANDBOOK
School Year 2022-2023





PARENT AND STUDENT HANDBOOK
School Year 2022-2023

The purpose of this handbook is to inform the students, parents, guardians, teachers, staff, and principals of this school about the shared responsibility in creating and sustaining an environment that enhances student achievement.

Please read these guidelines and expectations to gain a thorough understanding of the details. Adhering to the guidelines, we can work together to ensure this school becomes a safe and supportive environment for the students, parents, teachers, and staff.



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Career Success Schools

Tech High School

3816 N. 27th Avenue
Phoenix, Arizona 85017
Phone: 602-285-5525
Fax: 602-285-0026
Office Hours: 8:00 a.m. – 4:00 p.m.

Robert L. Duffy High School

2550 E. Jefferson Street
Phoenix, Arizona 85034
Phone: 602-393-4200
Fax: 602-393-4205
Office Hours: 8:00 a.m. – 4:00 p.m.

STEM Academy (7-12)

8503 N. 27th Ave
Phoenix, Arizona 85051
Phone: 602-687-8282
Fax: 602-687-8283
Office Hours: 8:00 a.m. – 4:00 p.m.

Sage Campus (Pre K-8th grades)

3141 E. Cheery Lynn Rd
Phoenix, Arizona 85016
Phone: 602-955-0355
Fax: 602-955-4805
Office Hours: 7:30 a.m.-3:30 p.m.

Welcome to Career Success Schools

We are a charter school ready to assist you in being successful by:

1. Providing the credits and other needed requirements for your high school diploma
2. Teaching skills for a career of your choice and preparations to continue your education

It is important that you understand why you are here and what responsibilities you have in working hard and staying focused on helping us meet these two objectives.

Here, you are expected to take responsibility for your education. We will make available to you what we feel are the best practices in education. Best practices means a strong and up to date curriculum, caring and effective teachers, modern equipment, student-centered activities, and a safe and secure learning environment. Our teachers, administrators, and support staff are committed to your success and have designed comprehensive programs that are unlike any school that you have attended.

As a student at a Career Success School, you have an opportunity to take advantage of a unique style of education. We, like other charter schools, are schools of choice. It is your choice to be here. We want you to take ownership of your education and take advantage of the many opportunities open to you at your Career Success School.

Thank you for choosing a Career Success High School.



CAREER SUCCESS MISSION STATEMENTS

School Mission

Our vision is to create innovative pathways leading to meaningful success through personal relationships and customized instruction. We are committed to the relentless pursuit of preparing every student for college/career and life.

Vision Statement

Empowering students with the skills to succeed in life through meaningful connections and relevant learning.

Student Mission Statement



General High School Information

Career Success Schools is a public charter school serving grades 7-12. The coursework is competency and project-based, geared toward practical application of the knowledge and skills learned in the classroom setting. As a Title 1 program, we emphasize skill development in reading and math and are fully aligned with the Arizona College and Career Readiness Standards.

In addition to standard course offerings, students may participate in classes and programs that address career planning, computer competency, and problem-solving skills. All of the courses are meant to help demonstrate to the student the need to graduate from school, pursue post-secondary education, and prepare for long-term self-sufficiency.

Each student will be enrolled in four courses per quarter. For each of these courses the student will earn a half credit, allowing for up to 8 credits per year. This ensures that the students have adequate time to complete tasks and allows students to concentrate on fewer subjects, thus encouraging mastery of state academic standards. A student-teacher ratio of 20:1 or less will be offered to personalize instruction and the development of strong teacher/student relationships.



ARIZONA GRADUATION REQUIREMENTS BY SUBJECT

Subject	Credits
English or English as a Second Language	4 credits
Social Studies	3 credits
Mathematics	4 credits
Science	3 credits
Fine Arts or Career and Technical Education	1 credit
Locally Prescribed Courses/Electives	7 credits
Summary of High School Graduation Credit Requirements — 22 Credits Required	



LETTER FROM THE PRINCIPAL

Dear Students and Families,

My name is Dameon Blair and I am the Principal of STEM Academy 7-12. STEM is the newest edition to the Career Success family of schools and I am honored and excited to lead it. STEM stands for Science, Technology, Engineering and Math and we prepare our students for fantastic careers in those fields. We have a beautiful new building with state of the art equipment. Our middle and high school is a hands-on, project-based learning model to support and re-engage some of our most disengaged learners. At STEM Academy, students not only learn about science, math, social studies and English language arts, they experience them through exploration, critical thinking, and the scientific process.

We are working to partner with our community to create amazing new opportunities for our students to learn about and experience STEM-related careers. We believe in our students and want to give them all the best opportunities to achieve their dreams.

At STEM, we operate as teacher facilitators rather than lecturers. Some of the major activities that teacher facilitators are tasked with are:

- Conducting learner orientation – to include explaining teacher expectations and ensuring the modules continue to be efficient and effective for student collaboration
- Monitoring and evaluating student learning
- Managing student activities
- Managing and supplementing curriculum – including modifying curriculum pacing and supplementing curriculum as necessary.
- Communicating information – to include facilitator-led discussions and feedback
- Managing facilities and environment – ensuring that equipment and materials are available and functioning
- Maintaining records and documenting student progress

Students also experience a shift to become lifelong learners. The responsibility of learning is paramount in this learner-centered environment. That responsibility falls to the learner who will be accountable to partners, responsible for communicating to facilitators on their own behalf, expected to check their ITC accounts to confirm grades are in the system, etc. To help students shift to learners, we support:

- Collaboration – math and science modules allow students to work collaboratively, and identify and solve problems
- Application – hands-on activities are integrated throughout each unit to support the learning concepts
- Career exploration – throughout the module experience students are introduced to a number of careers that use the specific math or science content being learned. Students are encouraged to complete a career overview exercise to determine the necessary education needed to be successful, the basic salary ranges, etc.

I look forward to meeting you all in person soon. Call or email me (602) 687-8282 or aspencer@cssschools.com to schedule a time to come for a tour of our campus and see all the amazing things that are happening at our school.

Kind regards,
Dameon Blair
Principal, STEM Academy



CAREER SUCCESS ORGANIZATION

Governing Board Members

2022-2023

Jean Duffy

Board President

Charter Rep/CEO/Business & Operations Career Success Schools

Kevin Zirk

Board Secretary

Financial Planner – Broker Primerica

Dr. Daniela Bulmini

Accord Healthcare Institute – Educational Director

Ditza Ben Shalom – Pillow

FA Director – SMART

Jeffrey S. Olson

Managing Member – Shefrin, Olson & Olive

District Administration

2022-2023

Jean Duffy

CEO/Charter Representative

Dr. Edith Garcia Macklin

Superintendent

Rosemary Boeing

Comptroller



School's Facemask Policy

STEM Academy 7-12

COVID-19 STUDENT FACE COVERING POLICY

Due to the ever changing nature of the pandemic, Career Success Schools will evaluate guidance in conjunction with the Center for Disease Control and the State Department of Health, to determine appropriate mask policy as needed.

The School may modify or rescind this policy at any time, in its sole discretion, and without advanced notice in order to adapt to changing public health guidance, legal obligations, and operational needs.

This plan may be revised by the School administration as necessary to reflect the most current public health standards, without the need for Governing Board approval of the revised plan.

If any part of this policy conflicts with applicable local, county, state law, regulation, or public health guidance, the School will comply with the applicable law, regulation, or public health guidance.



Bell Schedule

Monday – Thursday (1st – 72 days / 2nd – 73 days)

Period 1	8:00-9:30	90 Minutes
Period 2	9:30-11:00	90 Minutes
Advisory	11:00-11:30	30 Minutes
Lunch	11:30-12:00	30 Minutes
Period 3	12:00-1:30	90 Minutes
Period 4	1:30-3:00	90 Minutes

Friday (1st – 17 days / 2nd - 18 days)

Period 1	8:00-8:53	53 Minutes
Period 2	8:53-9:46	53 Minutes
Period 3	9:46-10:39	53 Minutes
Lunch	10:39-11:09	30 Minutes
Period 4	11:09-12:02	53 Minutes

1st semester - 89 Days

2nd Semester – 91 Days

Total – 180 Days



ASSESSMENT CALENDAR

STEM High School

Grade/Subject	Assessment Name	Frequency
7 and 8	NWEA ELA and Math Star Academy Assessments	Quarterly BMA 1: August 3-August 21 BMA 2: November 30- December 17 BMA 3: March 15-April 2
7 and 8 (Computer)	AASA ELA and Math	April 4-29
7 and 8 (Computer)	AASA Writing	January 24-February 18
8 (Computer)	AzSCI	March 21-April 15
9-12	SAVVAS- ELA Pre/Mid/Post	Pre: August 1-5 Mid: Post:
9-12	SAVVAS- ELA Unit Assessments	End of Each Unit
9-12	SAVVAS-Math Pre/Mid/Post	Pre: August 1-5 Mid: Post:
9-12	SAVVAS- Math Unit Assessments	End of Each Unit
9-12 and DRP	AZELLA	Placement: 2 weeks prior to school starting through May 13 Reassessment Window: January 31-March 18
9 and DRP (Computer)	ACT Aspire	
11 and DRP (Computer)	ACT	April 5-7 & April 12-14
11 and DRP (Computer)	AzSCI	March 21- April 15
9-12	NWEA	May 2- May 12



DISTRICT CALENDAR

2022-2023 School Year District Calendar

TECH 9-12
 RLD 9-12
 STEM 7-12
 SAGE PK-8

July 2022 S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							First Semester July 2022 July 4 Independence Day Quarter (1) August 2022 Aug 8 First Day of School for Students September 2022 Sep 5 Labor Day October 2022 Oct 7 End of 1st Term (Quarter) Oct 10-14 Fall Break Quarter (2) November 2022 Nov 11 Veterans Day Nov 23-25 Thanksgiving Break December 2022 Dec 22 End of 2nd Term (Quarter) Dec 23 - Jan 6 Winter Break Second Semester Quarter (3) January 2023 Jan 9 Classes Begin Jan 16 Martin Luther King, Jr. Day Jan 23 100th Day February 2023 Feb 20 Presidents' Day March 2023 Mar 3 End of 3rd Term (Quarter) Mar 13-17 Spring Break Quarter (4) March 2023 Mar 31 Cesar Chavez Day May 2023 May 25 Last Day of Classes May 29 Memorial Day June 2023 June 19 Juneteenth							January 2023 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
August 2022 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31							February 2023 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28							February 2023 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28						
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Color Key Legal Holiday - School & Office Closed No Students / No Teachers - Office Open Summer - Office Open First Day/Last Day of Classes Early Release							Q1 44 Days Q2 45 Days Q3 43 Days Q4 48 Days							Sem. 1 - 89 Days Sem. 2 - 91 Days Student Days 180						



SECTION A: STUDENT AND PARENT RIGHTS AND RESPONSIBILITIES COMPACT

WHAT ARE THE GUIDELINES AND WHY ARE THEY NEEDED?

Career Success Schools are dedicated to partnering with students and parents to provide an environment that is safe, supportive, and conducive to learning. To help promote and maintain this environment, we offer the following guidelines and clarifiers:

- Students and parents have specific rights and responsibilities
- Administrators have the responsibility to address conduct which violates student and parent rights and responsibilities
- Teachers and administrators will provide guidance and instruction to help students resolve discipline problems in a manner that supports student personal, social, and educational development
- Everyone will strive to ensure consistent application of disciplinary action
- The school assures the rights of students and parents if disciplinary action is taken

Disciplinary consequences will be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior. We strive to avoid removing students from classes and activities whenever possible.

All district personnel selecting discipline measures for students will be aware of student disabilities defined under both Section 504 and IDEA. The specific procedures that must be followed for students who are considered disabled under these laws will be addressed, including determining whether the misbehavior is a manifestation of the student's disability.

WHEN DO THESE GUIDELINES APPLY?

- During regular school hours
- While being transported on a school bus or other school sanctioned transportation
- At times and places where the principal or other school official or employee has jurisdiction over students (e.g., field trips, dances, school sporting events)
- When students are going to and from school (i.e. portal to portal)
- During other school-related activities



Additionally, the principal is authorized to begin disciplinary action when a student's misconduct on or off campus has a detrimental effect on other students or the orderly educational process. For example, if the violation is directly connected to a prior violation on campus, or is likely to produce such violations, the principal may act immediately.

2022-2023 SCHOOL-PARENT COMPACT

Career Success Schools believes that education is collaborative involving the school, the student, and parents/guardians. In support of this collaboration, we realize that each party has rights and responsibilities. This section identifies these rights and responsibilities as a set of general guidelines. These lists are meant as guidelines, not to be considered comprehensive or all-inclusive.

Career Success High Schools, the parents of the students (enrolled in classes, participating in activities, using services, and involved with programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA)), enrolled students, and the entirety of school staffs agree that this compact outlines how each party will share the responsibility for improving student academic achievement and develop the means by which the school and parents will build partnerships to help the students achieve Arizona's education standards.

STUDENTS HAVE A RIGHT TO:

- Learn in a safe, clean, orderly, and emotionally positive climate – one that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse
- Receive high-quality instruction that is comprehensible and appropriate to their level of academic and linguistic development
- Be expected to achieve at high levels
- Be taught in ways that are responsive to students' individual needs
- Receive appropriate accommodations and modifications to class and school environments and curriculums to meet individual needs (after the approved supporting documentation has been completed)
- Express their ideas and perspectives on issues and topics relevant to their education, including school policies and procedures
- Participate in school sponsored student activities, including extracurricular activities
- Be treated with respect and as a unique individual with differing needs, learning styles, and abilities in a manner that encourages and enhances self-esteem
- Be treated in a fair and equitable manner by teachers and administrators



- Have school rules and disciplinary actions enforced in a fair, consistent, reasonable, equitable, and non-discriminatory (e.g., age, disability, sexual orientation and gender, the status of a parent, religion, national origin, ethnicity, race, color, pregnancy) manner
- Request an interpreter or translator at any step of a disciplinary process
- Be free from retaliation and fear of retribution from all members of this compact
- Work with teachers and administrators who will follow all district policies related to known allegations of discrimination, harassment, hazing, bullying, and incidents that require mandatory reporting to government agencies
- Be treated in a manner that is respectful of and responsive to their cultural traditions
- Access to instructional materials for supplementary and recreational use, including materials that may be available in other languages
- Access to non-instructional interpretation services when communicating with the School, and in some cases, to translated copies of certain school forms and documents
- Receive a copy of this handbook
- Have access to quality learning resources, including learning technology
- Have access to their formal student records
- Have access to school assignments/homework while serving a disciplinary suspension for the duration of the suspension and have options for alternative instructional opportunities for any remaining suspensions

STUDENTS HAVE A RESPONSIBILITY TO:

- Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors
- Conduct themselves appropriately and respectfully while on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, so as not to interfere with the rights of another student to learn and to contribute to a safe and orderly environment that is conducive to learning
- Participate fully in the classroom, curriculum, and learning process during the entire class period
- Make positive contributions to an environment that allows fellow students to have equal access to educational opportunities
- Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing, and bullying
- Attend school daily according to school district adopted calendar; arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments
- Makeup work resulting from an absence
- Strive for academic growth and achieve their personal best

- Display behavior that does not compromise the safety of other students and/or staff
- Immediately report discrimination, harassment, hazing, bullying, and other criminal activities to a teacher or school administration
- Follow discipline adopted guidelines
- Protect and take care of the school's property
- Abide by the school policies and regulations
- Assist staff in running a safe school, and in helping maintain the safety and cleanliness of the school environment

PARENTS AND GUARDIANS HAVE A RIGHT TO:

- Know whether the student's teacher
 - Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
 - Is teaching under emergency or another provisional status through which state qualification or licensing criteria have been waived
 - Is teaching in the field of discipline of the certification of the teacher
- Know whether the child is provided services by paraprofessionals and, if so, the paraprofessional's qualifications.
- To request any of the information listed above in this subsection from a school's front office
- Receive official reports at the end of each block, and when requested, of the student's academic progress, attendance and behavior
- Conference with teachers, counselors, and the administration
- Receive explanations from teachers about their student's grades and disciplinary procedures
- Access and review school records pertaining to their student
- Receive a copy of this handbook
- Receive an oral and a written notification anytime a student receives in-school suspension or is sent home for any safety or disciplinary reasons (including suspensions)
- Request an interpreter or translator at any step of the disciplinary process
- Request a review of all disciplinary actions relating to their student
- Non-instructional (not related to academic instruction) interpretation services when communicating with the School, and in some cases, to translated copies of certain school forms and documents
- Direct their student's education, upbringing, and moral or religious training



- Make healthcare decisions for their minor child
 - Be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent unless the incident has first been reported to law enforcement and notification of the parent would impede law enforcement or child protective services investigations
- Appropriately express their ideas and perspectives on issues and topics relevant to their child's education, including school policies and procedures
- Be treated in a respectful manner
 - Privacy (See "Notification of Privacy Rights of Parents and Students on page 30)
 - To have opportunities to volunteer and participate in their child's class and to observe classroom activities. (Parents/guardians must schedule with the teacher and the principal to attend classroom activities. All visitors must check with the front desk at the start of each visit)

PARENTS AND GUARDIANS HAVE A RESPONSIBILITY TO:

- Communicate and collaborate with teachers to support student achievement
- Attempt to participate and be active at their student's school
- Be partners with school staff by sharing appropriate ideas for improving student learning
- Be partners with school staff by helping to prevent and resolve student discipline problems
- Assume responsibility for the student's timely regular attendance
- Promptly provide the School with explanations for student absences or tardiness
- Ensure student compliance with school and district policies and regulations
- Reinforce the importance of students' adherence to values and behaviors described in the parent and student handbook

ADMINISTRATORS WILL:

- Model appropriate behavior and expect appropriate behavior from students and teachers
- Hold students and teachers accountable for student learning
- Expect parents/guardians to be collaborative partners regarding student achievement
- Communicate positive core values and behavioral expectations,
- Explain this handbook in an age-appropriate manner
- Make decisions regarding students and staff for safety reasons
- Discipline students in accordance with guidelines



SECTION B: GENERAL INFORMATION

VISITORS

Visitors are not permitted on campus during the school day unless they are on school-related business. All visitors must sign into the office and receive a visitor's badge before being directed to the appropriate area.

EQUAL EDUCATIONAL OPPORTUNITIES AND ANTI-HARASSMENT

It is the policy of the Career Success Schools to prohibit discriminatory harassment based on:

actual or perceived race	creed	home language
skin color	citizenship status	parental status
national origin	marital status	public assistance status
religion/religious beliefs	familial status	limited English
sex	pregnancy	family background
gender	political beliefs/affiliation	social background
gender identity	disability	cultural background
sexual orientation	genetics	
age	veteran status	

Additionally, discriminatory harassment is prohibited for any other reason not related to the student's capabilities and discriminatory harassment based on association with anyone identified by these standards.

Career Success Schools shall investigate all complaints, formal or informal, verbal or written, of discriminatory or other harassment, and shall take appropriate action against anyone who is found to have violated this policy.



Title IX- SEXUAL DISCRIMINATION POLICY AND SEXUAL HARASSMENT GRIEVANCE PROCEDURES

The United States Department of Education's Title IX regulations prohibit discrimination based on sex (including gender-based and sexual harassment discrimination) in school educational programs and activities, including employment. Career Success Schools is committed to maintaining an academic and work environment free from sexual discrimination and harassment. Career Success Schools encourages all students and employees who believe they have been subjects of discrimination based on their sex, whether by students or by Career Success Schools employees, to utilize this procedure. For more information, please read the full policy located under the Title IX heading at www.cssschools.com

Jeremy Howell, the Career Success Schools designated and authorized Title IX coordinator and compliance officer, should be contacted for any actual or perceived violation.

Jeremy Howell
8537 N. 27th Avenue
Phoenix, AZ 85051
602-396-7896
jhowell@cssschools.com

ACADEMIC INTEGRITY POLICY

Career Success Schools expect all students to abide by ethical academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. CSS's Academic Integrity Policy covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class. The purpose of CSS's Academic Integrity Policy is to prepare students for the reality created by the technology explosion, for the world of college and career, where cheating and plagiarism have dire consequences.

Plagiarism is not the same as cooperation or collaboration. Teachers often expect, even encourage, students to work on assignments collectively. This is okay, as long as whose work being presented is clearly communicated.

- **Collaboration** is to work together (with permission) in a joint intellectual effort.
- **Plagiarism** is to commit literary theft; to steal and pass off as one's own ideas or words. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by citing the source. Even if you revise or paraphrase the words of someone else, if you use someone else's ideas you must give the author credit. Some Internet users believe that anything available on-line is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else's words or ideas without giving credit to the originator is stealing.

- **Cheating** includes, but is not limited to, copying or giving an assignment to a student to be copied (unless explicitly permitted by the teacher). Cheating also includes using, supplying, or communicating in any way unauthorized materials, including textbooks, notes, calculators, computers or other unauthorized technology, during an exam or project.
- **Forgery or stealing** includes, but is not limited to, gaining unauthorized access to exams or answers to an exam, altering computer or grade-book records, or forging signatures for the purpose of academic advantage.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from others.

Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties, as outlined below.

Range of Possible Consequences		
Copying class work or homework	Restorative Conversation Zero on assignment Parent notification	Referral to administration Suspension Behavior contract
Plagiarism or cheating on an Exam or assignment	Restorative Conversation Counselor notification Zero on the exam Parent / student / teacher / counselor conference	Referral to administration Suspension Behavior contract
Forgery or stealing	Restorative Conversation Restitution (if possible) Zero on assignment or exam	Referral to administration Suspension Behavior contract

STUDENT ATTENDANCE

Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary reasons such as illness or doctor's appointments that cannot be scheduled outside of school hours. All other absences will be considered unexcused. It is appreciated when parents/guardians notify the school prior to the absence/tardy with a phone call, note, or email saying that his/her child will be unable to attend or will be late to school within the next twenty-four hours. The call, note, or email must address the date, times, and reason for the absence/tardy.

It is the school's practice that unless a student is emancipated or enrolled themselves in school, they may not sign themselves out without parental consent, even if they are 18 years of age.

A.R.S. §15-901(A)(1) states that students may be withdrawn after ten consecutive unexcused absences. Arizona Statute does not allow for students to be withdrawn prior to the 10th day of an unexcused absence.

Appointments During School Time

Please schedule appointments before or after school so as not to disrupt learning. If it is necessary to leave campus during the school day, the student must have parental permission and notify the attendance office before the early departure occurs. Students 18 years of age will not be able to sign themselves out. Any student that leaves school without permission is breaking the law and Career Success Schools policy. Parents will be notified if a student leaves school without permission.

TARDINESS

Tardiness can have a negative impact on student achievement. Students are required to be present in their classrooms and ready to learn at the beginning of each class period. Frequent and excessive tardies can result in a loss of class credit. Students must sign in at the attendance desk if they are tardy.

GUIDELINES FOR STUDENT DRESS

Career Success Schools believes in wearing clothing that promotes character traits desirable for the workforce environment. During your time with Career Success, you will learn about the work world. A key factor to success is learning to dress appropriately and professionally. The following parameters have been given to assist you in this learning.

- Pants should be fitted and not saggy or baggy
- No bandanas or hair nets of any kind
- Attire and accessories should not display or imply gang-affiliation of any kind



- Attire and accessories should not display or imply the use of drugs, alcohol, tobacco, profanity, sexual or sexist words or images, and anything with connotations implying items on this list
- Shirts and other clothing should appropriately cover and not be revealing
- Clothing that exposes any skin below the chest and above the hips (midriffs), or exposes any part of clothing traditionally considered to be undergarments should not be seen
- Clothing with thin spaghetti style straps is not allowed
- Hats and hoodies are not to be worn inside the school without the permission of the principal.

In the case of a dress code violation, the school will loan an appropriate article of clothing to the student for the day.

MEDICATION

All student medications (prescription and non-prescription) must be released to the front office staff, where it will be locked away until (1) needed by the student and (2) a parent has provided a written request for a student to be given the medication during school hours. The request shall state the name of the student, medication, dosage, frequency, prescriber's name, and diagnosis/indication for use.

There are two exceptions. First, self-administer prescription medication for breathing disorders (e.g., asthma), Second, self-administer prescription medication for anaphylaxis (severe allergic reaction). Students may keep such medications on their person after the school has been informed in writing, as described above.

In emergency situations, the following may be administered by school personnel without parental consent:

1. Epinephrine auto-injectors;
2. Inhalers;
3. Naloxone hydrochloride, or any other opioid antagonist drugs that are approved by the FDA.

MAKE-UP WORK

It is the student's responsibility to complete schoolwork missed due to absences. Teachers will provide makeup assignments for excused absences upon request. All assignments must be completed within two school days of your child returning to school. The work is not offered to students with unexcused absences.

TRANSPORTATION

Career Success Schools STEM Academy provides transportation for students who live within the limits of the bus route. The front office also offers monthly city bus passes for students who



require it. Lost or stolen bus passes will not be replaced. Please discuss transportation needs with our office staff at the time of enrollment or at registration.

BULLYING, INTIMIDATION, AND HARASSMENT

Bullying is a form of harassment. Bullying is the repeated intimidation of students by the real or perceived threat of physical, verbal (including verbal taunts, name-calling, and put-downs), written, electronically transmitted (including cyberbullying), or emotional abuse, attacks on the property of another (including the extortion of money or possessions and spray-painting derogatory terms on a student's locker or vehicle). Any students who engages in any act of bullying while at school or any school function connected with or to any Career Success Schools sponsored activity or event or while en route to or from school is subject to disciplinary action.

STUDENT USE OF CELL PHONES AND ELECTRONIC DEVICES

For this policy, "electronic devices" is defined but not limited to include battery-powered instruments that transmit voice, text, or data from one person to another immediately or with a delay. This definition includes but is not limited to:

cell phones	e-book readers	digital scanners
Mp3 players	portable game consoles	laptop computers
iPods	cameras	tablet computers

Students may possess and use electronic devices only in compliance with the following conditions:

- Electronic devices are to be turned off and kept out of view, in a student's pocket, or a carrying bag during the school day
- Electronic devices shall not be turned on or used during instructional time, except as authorized by the teacher

In all other circumstances in which personal electronic devices are found active, the following procedures will take place:

- The student will be directed to put the device away during a first offense
- The teacher will ask for the device; if the student has to be asked to surrender the electronic device a second time, the teacher has the discretion to give the electronic device back to the student at the end of the period or the end of the school day.
- The teacher will also contact parents/guardian
- The teacher will call for administration if the student doesn't comply which will result in confiscation of device, and removal of the student for defiance



OTHER INFORMATION

Drug & Tobacco Policy

Career Success is a drug, tobacco, and alcohol-free campus. This policy includes any sort of vape device regardless of contents. Resource and referral information is available for anyone that needs assistance.

Media Recording

We respect the confidentiality of all students and staff; therefore, media recordings are prohibited on campus unless it is for educational purposes and has been pre-approved by the classroom teacher and/or administrative staff.

Personal Property

Any personal property, including cell phones and electronic devices and materials used in classroom demonstration(s), brought onto, or left on school premises, is brought and left at the sole risk of the property owner. The school does not carry insurance to cover such losses.

Breakfast & Lunch Program

The school offers free lunch and breakfast to all students.

Career Success App

There is also an app that can be downloaded to smartphones. You should search for *Flyer School* from your cellphone's app store to find the app. Download the Flyer app then search for Career Success Schools within it for access to many parent resources. The app will also notify you regarding important events and activities at Career Success Schools.

Reporting Child Abuse

State law mandates all employees to report reasonably suspected cases of neglect, non-accidental injury, or sexual offenses against children to Child Protective Services or local law enforcement agencies. State law protects people who are required to report reasonably suspected abuse from civil or criminal liability. Reports of child abuse are confidential records.



Campus Security and Safety

CSS provides a safe and secure environment and maintains a “closed” campus. “Closed” means that no student is authorized to leave the campus during regular school hours. Additionally, individuals who are not employees or students of the school are not authorized to be on the school campus during school hours except by express permission of the school administration. Parents and guardians are always welcome on the campus and are required to check-in at the front office. Visitors are required to wear a visitor’s badge while at the school.

Special Education

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

The Individuals with Disabilities Education Act Amendment of 1997 (IDEA) is a federal special education law that requires school districts, charter schools, and other public education agencies (hereafter referred to as the “school”) to provide a free, appropriate public education to eligible children with disabilities.

This free, appropriate public education refers to special education and related services, described in an Individualized Education Program and provided to the child in the least restrictive environment.

Children with disabilities and their parents are guaranteed certain educational rights, known as procedural safeguards, from birth through age 21. IDEA and its implementing regulations also provide methods to help you assure that your input is considered. If your child is having difficulty in school, please check with the teacher to determine what interventions have been tried to help your child succeed. If the interventions are unsuccessful, a referral for special education evaluation may be necessary. You may contact the school administrator if you wish to make a referral personally.

If special education disabilities are suspected, we are required to evaluate your child to identify and document whether your child has any disabilities that affect his or her learning and, if so, to determine what special education and related services are required. The evaluation will be done only after we have explained what we plan to do during the evaluation. We will use tests and procedures selected specifically for your child. This evaluation will be conducted according to federal and state requirements and will include information you provide. Following the evaluation, we will provide you the complete results within 60 calendar days of your written consent.

Exceptional Student Service Records are destroyed three years after the student leaves the Career Success High School. You may obtain a copy of your child’s record before the child is withdrawn.



CHILD FIND INFORMATION

Career Success Schools actively seek children, birth through age 21, who may benefit from special education services. We use this notice as one means of annually informing our staff, the public, and all parents/guardians of our responsibility to make Free Appropriate Public Education (FAPE) available to all high school age students with disabilities.

In order to provide FAPE:

- Screening for possible disabilities will be completed within 45 calendar days after notification to the responsible public agency by the parents/guardians of the child or after any student enrolls in our schools without appropriate records of screening, evaluation, and progress. A Child Study Team (CST) will look at the child's ability in the areas of academics, vision, hearing, adaptive living, communication, social/emotional, and motor skills.
- Should CST identify a potential disability, an initial comprehensive evaluation of a child being considered for special education will be completed, at no cost to the parents /guardians, as soon as possible, and within 60 calendar days from receipt of written informed consent of the parents/guardians.
- In the case of a student who is identified with a special education need, a reevaluation of that need is conducted every 3 years, or more frequently if requested by the student's parents/guardians, or a teacher. The reevaluation process need not include formal assessments.
- Some students who are not eligible for special education services may be eligible for support under Section 504 of the Rehabilitation Act of 1973. If eligible, district staff and the parents/guardians may develop a written plan to assist the student.
- The Career Success personnel will also assist parents/ guardians who seek services for their pre-high school age children who might qualify for special education services.

McKinney-Vento Homeless Act & Foster Care Students

The [Every Student Succeeds Act](#) (ESSA) contains key [provisions and assurances](#) to promote educational stability and success for homeless and students in foster care. ESSA requires state and local educational agencies to collaborate with child welfare agencies to effectively address the educational needs of homeless children and those in foster care.

Career Success Schools have an obligation to continue to enroll homeless students and students in foster care as an ESSA "school of origin." The school of origin is defined as the school that the student attended when they first experienced homelessness or foster care. The ESSA "school of residency" is defined as the neighborhood school identified by the attendance area in which the student is currently residing. Therefore, all students who present themselves as homeless students or students in foster care will be immediately enrolled with this school as either their "school of origin" or their "school of residency."

When a Career Success School is the "school of origin," the students have the right to remain in that school the entire time that they are homeless or in foster care. All homeless and foster care students will be allowed to participate in any programs for which they are eligible, including Title I, National School



Lunch Program, Head Start, Even Start, etc. Students may remain enrolled until the end of the academic year in which they move into permanent housing.

Transportation Services: A McKinney-Vento eligible student or foster care student attending his/her “school of origin” has a right to transportation to and from the “school of origin.”

Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless student or youth in foster care, you may file a complaint with the school district. The school district must respond quickly and in writing. During the dispute, the student will be immediately enrolled in the school and provided transportation until the matter is resolved. The McKinney-Vento Liaison will assist you in making decisions, providing notice of any appeal process, and filling out dispute forms. You have the right to appeal the school’s findings to the state level.

CLOTHING & FOOD CLOSET

Career Success Schools maintains a closet with a variety of men’s and women’s clothing and toiletries for our youth. Students may browse the clothing if they need clothing for any reason. The student should let a staff member know about their needs, and we will escort them to the clothing closet.

STUDENT MATERIALS

At a minimum, each student must come to school each day with loose leaf paper, a pen, two or more pencils, erasers, and a folder for each class enrolled. Students are also encouraged to bring a calculator, a highlighter, a spiral notebook for each class, and any additional materials recommended by the teachers. The school will provide each student with a Chromebook.

FIRE DRILLS/EVACUATION & LOCKDOWNS

The school will have practice fire drills and practice lockdowns. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. All drills will be practiced with students regularly.

TRANSCRIPTS

All official transcripts must be mailed directly from/to the Registrar’s office. Unofficial transcripts will be provided to the student upon request. We will need 24 hours to process any request.

DROPOUT RECOVERY PROGRAM

This program is for students who are 16-21 years old, have been out of school for 30 days or more, and have not yet earned their diploma. Dropout Recovery Program (DRP) is a high school curriculum with highly-qualified teachers and mentors. The purpose of DRP is to motivate and



support students to stay on target toward the goal of achieving a diploma. DRP serves students who are not able to attend school daily.

CREDIT RECOVERY / EDGENUITY

Edgenuity is an accredited online software program that Career Success Schools uses with students who need credit recovery or a class to graduate that is not offered during the current block. The format of Edgenuity allows students to spend more time on what they need and less time on content they've already mastered. Students are quizzed before each lesson to assess mastery of the content. Educators can customize the courses to best serve the needs of each student.

COSMETOLOGY (Tech Campus)

Cosmetology is a state-licensed program that prepares students for the Arizona State Cosmetology Licensing exam by teaching the skills and providing the training required to meet state requirements and pass the licensure exam.

Students must be at least 16 years old, with ten high school credits, two of which are in English Language Arts to enroll. If students are 18 years old, there are no credit requirements to enroll.

Students must be enrolled full time and complete 1,600 of training before they are eligible to take the Arizona State Cosmetology License exam. There is a minimal fee for supplies. Job placement information is made available to students throughout the enrollment in this program. Program availability may vary by Career Success Schools location.

CHILD CARE – PLAY CENTER (Tech Only)

Young parents can bring their children to the Play Center while they are attending classes. A fee of \$10.00 a week and is due each Monday. The children will be cared for by their parents and other young parents under the supervision of a Career Success teacher. Only parents with a child in the Play Center are allowed in the Play Center. Program availability and open space may vary by Career Success Schools location.



Computer, Internet and Telecommunications Safety

All students attending the Career Success will be required to use an individual login and password combination to access any computer on the school campus. It will be the responsibility of each student to log on to the computer when directed by a teacher or other school staff. It will also be the student's responsibility to log off or shut down that computer as directed by a teacher or staff member.

The use of Career Success's computer equipment is a privilege, not a right. Students are to use only their own assigned login credentials when accessing computers or any electronic device. Students are not to use another's login information nor to provide their credentials to any other student. Repeated abuse may lead to disciplinary action for each student involved, including suspension, expulsion, and actions related to locking the accounts.

Career Success Schools reserves the right to monitor users' online activities and to access, review, copy, store, and delete any electronic communication or files accessed on Career Success Schools (CSS) computers. CSS may also disclose them to others, including police, as it deems necessary. Users should have no expectation of privacy regarding their use of computer or internet access at the Career Success property, network, internet access, or files, including email. Career Success employs a computer monitoring system that monitors student computer activity in real-time, records all keystrokes, and allows teachers and staff to copy, control, or shut down the student's workstation at any time.

The following rules apply to all students for all CSS computers at all times.

- NO personal storage devices, cellphones, or music players may be connected to ANY computer at any time
- The use of proxy servers is strictly prohibited. At no time should you ever attempt to subvert the firewall settings of CSS
- No streaming or downloading of music
- No downloading of images for personal use. Only images needed for coursework and that do not violate copyright laws may be put on school computers
- Only class related videos may be viewed and only when instructed to do so as part of an assignment. No other videos, music or otherwise, may be viewed at any time while using computers or networks
- No accessing of social media unless specifically directed to do so by an instructor for educational purposes
- No using the internet to search for information related to drugs, gangs, violence, sex, fighting (human or animal), weapons, defamatory, or offensive material at any time
- No use of any instant messaging or chat service is allowed on any computer unless specifically approved by an instructor for educational use

Classroom teachers may add additional rules as needed to ensure student safety and an effective learning environment.



SEARCHES

In order to ensure the safety and well-being of all students and staff, the school staff has the right to search and seize property when there is reason to believe that some material or matter detrimental to the health, safety, or welfare of the student(s) exists. These searches may include personal property such as backpacks, book bags, clothing, electronic devices, or other items carried by the students.

Please Note: Career Success High School has a policy that allows the administration to examine the personal belongings of a student thought to be in possession of weapons or drugs or if the use of drugs is suspected.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights concerning the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day STEM Academy 7-12 ("school") receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write to the school principal (or appropriate school official), clearly identify the part of the record they want to be changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed



by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school's board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service functions for which the school would otherwise use its employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as:

an attorney	therapist	another
auditor	a parent	volunteer
medical consultant	a student	

Parents or students volunteering to serve on an official committee (such as a disciplinary or grievance committee) and those assisting a school official in performing his or her tasks may also be included. A school official has a legitimate educational interest in PII if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Note that FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The School may disclose PII from the education records of a student

without obtaining the prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student’s State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))



Restorative Practices and Agreements

It is well known that a student who is not in class is not learning. The goal of implementing restorative practices and agreements are to return our students to their classrooms after difficult violations of behavior expectations. Through these practices, we will reduce the number of suspensions, detentions, and the overall amount of time students spend outside class and away from learning. By understanding and adhering to these agreements with their school communities, students will restore their place in school and have a chance to repair the relationships that they may have jeopardized by not meeting school behavior expectations.

Using restorative practices and agreements accompanied with the use of Positive Behavior Interventions and Supports (PBIS), we will strive to create an environment where students have a chance to acknowledge their behavior and form a plan of guidance with an administrator.

These plans will help the student gain their school community's respect, trust, and praise.

What are Restorative Practices?

Restorative practices are an effort made because of the belief that those affected by harm can work together to repair it. We believe this collaboration leads to real accountability of all parties and a better understanding of how we, as a school community, can do better, together.

These practices are meant to restore a student's right to learn and a teacher's right to teach.

What are Restorative Agreements?

To learn from their actions students will sit with an administrator and complete a restorative agreement which addresses the expectation they are not meeting, addresses who it's affecting, and asks them to create a plan to repair any relationships damaged. Students are to take ownership of this agreement and plan and are expected to sign and date the document along with the administrator that helped them.

When are restorative practices and agreements used?

Action level one the minor offenses which include: provocation, recklessness, inappropriate language, and any violations of school policies described on any school expectation matrix.

All level one actions are redeemable and can be learned from. These acts have not caused any physical harm but have damaged the relationships and trust within their school community. Through restorative practices and associated agreements, students can easily find themselves back in a setting where they can be rewarded and acknowledged for positive behavior.



What happens when a restorative agreement is broken?

Completion of a restorative agreement addresses a single action level one action. A violation of a restorative agreement is treated as the same action happening a second time. Repeated violations of an action level one offense escalate it to action level 2. A parent notification and conference request will immediately be scheduled when an agreement is broken. During the conference, the parent or guardian will have an opportunity to see the breached agreement. Those present in the conference can then formulate a new plan with both family and school guiding and helping the student. The plan will allow the student to return to the classroom and have another chance to become a positive and productive student.

See Next Page for Restorative Agreement Template

Restorative Agreement

This agreement will teach students how to interact and manage their relationships in their school community and understand how their actions impact us all. Our plan is to acknowledge how the student will stay in school, contribute to their own success, and help the school be a part of a safe and positive learning environment.

<p><u>Becoming aware of my impact.</u></p> <ul style="list-style-type: none"> ● <i>How does the action affect those around me?</i> ● <i>Who did it affect?</i> 	
<p><u>Obligation to take responsibility for action(s).</u></p> <ul style="list-style-type: none"> ● <i>What were you obligated to do at the moment?</i> ● <i>Obligations to self?</i> ● <i>Obligations to the community?</i> 	
<p><u>Take steps to make things right.</u></p> <ul style="list-style-type: none"> ● <i>What is your plan to restore the relationship(s) with those affected and to restore your student rights?</i> ● <i>Who can you identify as someone to help complete those steps?</i> 	

Student Name (Print) _____

Student Signature _____

Administrator signature _____

Date: ___/___/___

STUDENT CONDUCT AND CONSEQUENCES

The Arizona Department of Education has developed a list of violations as well as a list of possible actions a school district may take in response to a violation. Career Success Schools has categorized these possible actions into five levels depending on the severity of the violation. A major consideration in the application of the Student Conduct Violations and Consequences is to identify the most appropriate disciplinary action necessary to bring about positive student behavior. Actions are not to be considered in isolation but rather as part of the overall goal of creating inclusive and supportive environments for students.

1. CONDUCT WHICH MUST BE REPORTED TO LAW ENFORCEMENT

In addition to disciplinary action at the school level, certain criminal behavior must be reported to appropriate law enforcement agencies. Principals are required to report the following incidents:

<ul style="list-style-type: none"> ● Use or threat to use a deadly weapon or dangerous instrument ● Aggravated Assault resulting in serious physical injury ● Possession, use, sale, or attempted sale of illegal drugs and paraphernalia 	<ul style="list-style-type: none"> ● Sexual Assault ● Armed Robbery ● Kidnapping ● Bomb threat ● Arson of an occupied structure
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Assault of a staff member is considered an Aggravated Assault and is charged as a class 3 felony. A.R.S. § 13-1204.

Additionally, pursuant to A.R.S. § 13-3620, school personnel are required to immediately report any reasonable belief of non-accidental physical injury, neglect, or sexually related offense against a minor.

Additionally, principals or designees may report to law enforcement agencies other potentially disruptive incidents when necessary to maintain safety or seek restitution. When appropriate, school officials utilize supports and interventions that provide guidance and structure to the student and help them to improve their behavior without involving law enforcement.

Incidents that may be reported to law enforcement when necessary to maintain safety or seek restitution include, but are not limited to, the following:

- Possession, sale, or distribution of dangerous substances including alcohol and tobacco
- Demonstrations by students which is likely to create unsafe conditions
- Setting off a false fire alarm
- Threats to cause harm
- Bomb Threats
- Vandalism
- Assault (fighting)

2. DUE PROCESS

Any student whose conduct may warrant suspension or expulsion will be provided due process. This is a legal safeguard that protects the rights of students and their parents and is constitutionally guaranteed.

Due process steps include:

- Oral or written notice to the student of the charges against the student
- An opportunity to present the student's side of the story in an informal hearing or meeting
- The allowance, for safety considerations, for a student to be removed from the school prior to an informal meeting is allowable. A meeting will be scheduled as soon as possible.
- Give adequate notification for a meeting
- The parents will be informed in writing of all suspensions and have the right to a conference with the principal
- A right to appeal disciplinary decisions to the Superintendent.

3. DUE PROCESS FOR STUDENTS WITH 504 PLANS OR IEPs

Students with disabilities under Section 504 or IDEA may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed.

A manifestation determination conference must be held prior to the 11th day of suspension. If the manifestation determination conference concludes that the student's behavior is a manifestation of the student's disability, then no further disciplinary action can be taken. The 504 or IEP team should convene to develop an appropriate behavior plan for the student.

If the manifestation determination conference concludes that the student's behavior is not a manifestation of the student's disability, Career Success Schools may impose appropriate long-term suspension or expulsion it would impose under the same circumstances if a non-disabled student were the offender. Career Success Schools have no obligation to continue to provide educational services to a 504 student during the period of a long-term suspension or expulsion.

4. IN-SCHOOL INTERVENTION/SUSPENSION

In-School Intervention/Suspension is an alternative to short-term suspension, which allows students to continue receiving classroom instruction from content certified teachers in a classroom on campus, when available. The students will continue their core curriculum. Teachers are required to provide work for the students in a timely manner.

5. OUT OF SCHOOL SUSPENSIONS

Short-Term Suspension: A principal may suspend a student from school from one (1) to ten (10) school days due to misconduct, depending on the severity of the misconduct. However, it is the goal of Career Success Schools through restorative practices to limit exclusionary consequences through the use of intervention(s).

Make-up Work (Short-Term Suspension): If students are suspended, they are entitled to an opportunity to complete their coursework to ensure that they do not fall behind academically. The student is allowed access to class assignments and to make up tests upon return to school. Homework must be made available for the parent to pick up at the school office. Or, when feasible, homework shall be made available online. School administrators will assist parents and students with the shared responsibility to make arrangements to obtain such assignments and homework and to have completed assignments returned to the school for grading and credit. One set of assignments must be completed and returned before another set of assignments can be picked up. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school.

During the term of the suspension, the student is to remain away from all Career Success Schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal.

Long-Term Suspension: Long-term suspensions of more than 30 days are imposed for Level 4 and 5. The Principal in consultation with the Superintendent may take this action when all other disciplinary strategies have failed or when they have at least considered those alternatives and rejected them as inappropriate in a given situation.

Make-up Work (Long-Term Suspension): If students are suspended, they are entitled to an opportunity to complete their coursework to ensure that they do not fall behind academically. The principal will assist parents and students with the shared responsibility to make arrangements to obtain such class assignments and homework and to have completed assignments returned to the school for grading and credit. One set of assignments must be completed and returned before another set of assignments can be picked up at the school office. Or, when feasible, homework shall be made available online. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school. Homework will be made available by the student's teachers for the remainder of the grading period. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal's designee.

6. APPEALS

Students and parents/guardians have the right to appeal short-term and long-term suspension decisions.



ACTION LEVELS

When considering actions, the Career Success Schools strive to keep students in their classroom whenever possible. Disciplinary actions must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior. Principals may exercise reasonable discretion in deciding which violation occurred.

The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies maximum action for violations assigned to that level. Multiple actions may be applied to a single violation. (For all violations, parent notification and student conference are mandatory.)

L e v e l 1	Restorative Agreement with school administrator which may include any of the following: <ul style="list-style-type: none"> ● A written agreement ● Student Conference ● Confiscation of Contraband ● Student Verbal Apology ● Student Written Apology ● Warning 	<ul style="list-style-type: none"> ● Detention (before/after school; lunch) ● Privileges Suspended ● Restitution ● Time Out (not to exceed 30 minutes) ● Reflective Essay ● Community Service (not work detail) 	*Some actions may not be available at all sites
L e v e l 2	Any Action from the prior level(s) may also be imposed. Parent Notification and Conference Request Combination of two or more of the above actions		
L e v e l 3	Any Action from the prior level(s) may also be imposed Short-Term in school Action		
L e v e l 4	Any Action from the prior level(s) may also be imposed In school suspension/intervention or Out of school suspension Out of School Suspension – Long-Term (11-30 Days)		
L e v e l 5	Any Action from the prior level(s) may also be imposed Out of school suspension – long-term (11-180 Days) Expulsion		

- All parent conferences will be made in a timely manner. Parents may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parents cannot participate in a conference.
- A student who willingly assists or forces another student to commit a violation of these guidelines will be held equally accountable for the violation.
- Attempted violations may require actions. Administrators will determine the appropriate level of action to take for an attempted violation.
- Administrators may apply an action that is one level higher than that listed, but only after receiving written approval from the Superintendent.
- When determining the appropriate level of action to take, administrators shall consider a student’s claim of self-defense, defense of others or defense of property.
- Students will not receive any suspension for attendance violations.
- Law Enforcement may be contacted in cases of vandalism where Career Success is seeking restitution for damage to school property

VIOLATIONS

The Arizona Department of Education has identified the following violations:

1. AGGRESSION

Violation	Action Level
Provocation (verbal or nonverbal) Use of language or gestures that may incite another person or other people to fight.	1
Recklessness Unintentional , careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act Student engages in intentional, non-serious but inappropriate physical contact such as, but not limited to hitting, poking, pulling, pushing, tripping, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile conduct.	2
Other Aggression Includes other acts of aggression not specifically listed within the Aggression section including, but not limited to, intentional, serious and inappropriate physical contact including, but not limited to, any example listed under “Minor Aggressive Act” that may result in a serious physical injury	3
Disorderly Conduct Engaging in any one of the following acts where there is clear evidence the student intended to disturb, or knew that he or she disturbed, the peace or quiet of a school, neighborhood, family or person: 1. Engaging in violent or seriously disruptive behavior. 2. Using abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person. 3. Making any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession. 4. Refusing to obey a lawful order to disperse issued to maintain public safety. 5. Recording/distributing fights on any social media outlet.	4

Endangerment of Students recklessly puts themselves or another person at substantial risk of imminent death or serious physical injury through acts such as, but not limited to: rock throwing, skateboarding on campus, etc.	4
Fighting Mutual participation in any form of physical altercation or aggression.	4
Assault A person commits assault by: (1) Intentionally, knowingly or recklessly causing any physical injury to another person; or (2) Intentionally placing another person in reasonable apprehension of imminent physical injury; or (3) Knowingly touching another person with the intent to injure, insult or provoke such person. (see A.R.S. § 13-1203)	4
Aggravated Assault A person commits aggravated assault if the person: 1. Causes serious physical injury to another. 2. Uses a deadly weapon or dangerous instrument. 3. Commits the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part. 4. Commits the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Commits assault and the person is in violation of an order of protection. 6. Commits the assault knowing or having reason to know that the victim is any of the following: law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, teacher or any school employee on school grounds, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds. (see A.R.S. § 13-1204)	5 Mandatory report to law enforcement
Parking Lot Violation Student displays inappropriate behaviors involving a motor vehicle including, but not limited to, unsafe driving in the parking lot, parking in unauthorized areas, parking in fire lanes or disabled persons space/area, parking in two or more parking spaces with one vehicle, excessive audio or radio sound, blocking driveway or access, and/or littering	1
Other Violation of School Policies and Regulations Other violations of written school policy or regulation.	1
Language (verbal or nonverbal), Inappropriate Student delivers verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way.	1
Language (verbal or nonverbal), Inappropriate continued, repetitive Student delivers verbal or nonverbal messages that include swearing, name calling, or use of words or gestures in an inappropriate way or direct profanity at staff member	3
Contraband Items stated in school policy as prohibited because they may disrupt the learning environment	2
Combustible Student is in possession of a substance or object that is readily capable of causing bodily harm or property damage. (e.g., matches, lighters)	2
Disruption Student engages in behavior causing a substantial interruption in a class or activity including, but not limited to, loud talking, yelling, or screaming; noise with materials; throwing objects; or out-of-seat behavior.	2

<p>Defiance or Disrespect Towards Authority and Non-Compliance Student engages in repeated behavior including, but not limited to, refusal to follow directions, talking back, or swearing at a staff member or delivers socially rude interactions.</p>	4
<p>Negative Group Affiliation / Illegal Organization Anti-social organizations, secret societies, criminal street gangs, and other sets of individuals that are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.</p>	2

2. DRUG VIOLATIONS

<p>Drug Violation Definitions Drug Violation: Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.</p> <p>Possession: knowing exercise of dominion or control over an item.</p> <p>Use: the act of using or being under the influence.</p> <p>Sale: to transfer or exchange an item to another person for anything of value or advantage, present or prospective.</p> <p>Share: to allow another person to use or enjoy something that one possesses.</p>

Violation	Action Level
Over the Counter Drugs, Inappropriate use of Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a healthcare professional.	
Possession	2
Use	2
Sale	3
Share	3
Inhalants Inhalants include medications, anesthetics, or other compounds in vapor or aerosol form, taken by inhalation This does NOT include e-cigarettes or hookah sticks, or items such as markers, glue, etc.	
Possession	4
Use	4
Sale	5
Share	5
Substance Represented as an Illicit Drug A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.	
Possession	4
Use	4
Sale	5

Share	5
Prescription Drugs, Inappropriate use of Medicines obtained with the lawful prescription of a healthcare professional. Inappropriate use includes any use other than that described by the prescription.	Mandatory report to law enforcement
Possession	4
Use	4
Sale	5
Share	5

Illicit Drug Illicit drugs include dangerous drugs, narcotic drugs, marijuana, and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc.	Mandatory report to law enforcement
Possession	4
Use	4
Sale	5
Share	5
Alcohol Violation The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.	
Possession	4
Use	4
Sale	5
Share	5

Tobacco Violation The possession, use, distribution or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches and hookah sticks), at school-sponsored events and on school-sponsored transportation. (see A.R.S. §36-798.03).	
Possession	2
Use	2
Sale	3
Share	3
Possession of Drug Paraphernalia Drug paraphernalia means all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter . (see A.R.S. § 13-3415)	Mandatory report to law enforcement
Possession	4
Use	4
Sale	5
Share	4

3. ATTENDANCE POLICY VIOLATION

Violation	Action Level
Other Attendance Violations Examples: leaving school, without signing out in the main office; leaving school at lunch, without a pass; obtaining a pass to go to a certain place and not reporting there; becoming ill and going home or staying in the restroom, instead of reporting to the nurse's office; or coming to school, but not attending classes.	1
Tardy Arriving at school or class after the scheduled start time.	1
Leaving School Grounds without Permission Leaving school grounds or being in an "out-of-bounds" area during regular school hours without permission of the principal or principal designee. (For safety students who leave campus during school day may be searched before reentering campus.)	3

4. HARASSMENT AND THREAT, INTIMIDATION

Violation	Action Level
Threat or Intimidation When a person indicates, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device. (see A.R.S. § 13-1202).	3
Bullying Bullying is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, social networking-such as, but not limited to "Twitter"); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).	4

5. SCHOOL THREAT OR INTERFERENCE

<p>Definitions</p> <p>Threatening an educational institution (School Threat) means to interfere with or disrupt an educational institution by doing any of the following:</p> <ol style="list-style-type: none"> 1. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution. 2. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational

institution, the property of any employee of an educational institution or the property of any person attending an educational institution.

3. Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.

4. Refusing to obey a lawful order to leave the property of an educational institution.

NOTE: “interference with or disruption of” includes only those acts that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation or suspension is not required).

Violation	Action Level
Fire Alarm Misuse Intentionally ringing a fire alarm when there is no fire.	4
Bomb Threat Threatening to cause harm by using or threatening to use a bomb, or arson-causing device.	5
Chemical or Biological Threat Threatening to cause harm using dangerous chemicals or biological agents.	5
Other School Threat The incident cannot be coded in one of the above categories but did involve a school threat.	5

6. TECHNOLOGY, IMPROPER USE OF

Violation	Action Level
Telecommunication Device Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the Career Success Schools under the following conditions and guidelines: (1) Cell phones and/or electronic devices are to be kept out of view in a student’s locker, pocket, or a carrying bag; (2) Such devices shall not be turned on or used during instructional time, except as authorized by the teacher; (3) The principal shall establish additional guidelines appropriate to campus needs; (4) Students violating the policy may have the electronic device confiscated and be subject to disciplinary action. Any search of the contents of an electronic device shall be by an administrator in accordance with the Guidelines for Examples: use of telecommunication devices (cell phones, pagers, etc.) for non-instructional purpose	2
Computer Examples: use of school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of an administrator, vandalism of computers or computer equipment.	3
Network Violation Examples: use of computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.	4

7. THEFT

Violation	Action Level
Petty Theft Thefts for cash, or property, valued under \$100.	3
Theft – School Property or Non-School Property A person commits theft if, without lawful authority, the person knowingly: b. Controls property of another with the intent to deprive the other person of such property; or c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant’s possession for a limited, authorized term or use; or d. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or e. Comes into control of lost, mislaid or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person’s own or another’s use without reasonable efforts to notify the true owner; or f. Controls property of another knowing or having reason to know that the property was stolen; or g. Obtains services known to the defendant to be available only for compensation without paying or an agreement to pay the compensation or diverts another’s services to the person’s own or another’s benefit without authority to do so. (see A.R.S. § 13-1802)	4
Burglary or Breaking and Entering Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard or a nonresidential structure or in a fenced commercial property with the intent to commit any theft or any felony therein. (see A.R.S. § 13-1506 - § 13-1507)	4
Robbery A person commits robbery if in the course of taking any property of another from his person or immediate presence and against his will; such person threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property. (see A.R.S. § 13-1902)	4



ACKNOWLEDGEMENT FORM

Career Success Schools strive to be the best charter school organization in the state of Arizona. We can accomplish this mission by working as a team with students, faculty, staff, parents and the community. We believe that our students are the most critical members of our team. Your success as a valued member of the school community can be measured when:

- **You take responsibility for your actions**
- **You help create a positive school culture and climate**
- **You show pride in your school**
- **You always do your best**

With your commitment to positive outcomes, we will continue to grow and excel.

This form must be signed and dated by you and your parent/guardian and returned to your school within 5 days of receipt.

I acknowledge that I have read and reviewed the information in this handbook with my child.

PARENT/GUARDIAN SIGNATURE & DATE

STUDENT SIGNATURE & DATE