



PARENT AND STUDENT HANDBOOK

School Year 2023-2024





PARENT AND STUDENT HANDBOOK
School Year 2022-2023

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

Please read these guidelines and expectations and have a thorough understanding of the details. Adhering to the guidelines we can work together to ensure our schools become a safer and more supportive environment for the students 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 (PreK-8th grades)

3120 N. 32nd Street
Phoenix, Arizona 85018
Phone: 602-955-0355
Fax: 602-955-4805
Office Hours: 7:30 a.m.-3:30 p.m.

Welcome to Career Success Schools...

As our name indicates, we are a charter school whose goal is to assist you in being successful by meeting these objectives:

1. Completing credits and requirements for your high school diploma
2. Learning skills in a career of your choice that will enable you to enter the workforce and/or continue in your education

It is very important that you understand why you are here and what responsibility you have in working hard and staying focused in meeting the above two objectives.

As a student at a Career Success School you will have an opportunity to take advantage of a unique style of education. Our teachers, administrators and support staff are committed to your success and have designed a comprehensive program that is unlike any school that you have attended.

It is expected that you take responsibility for your own education. Charter schools are schools of choice, so it is your choice to be here. We will make available to you what we feel are “best practices” in education with a strong, updated curriculum, caring and effective teachers, modern equipment, student-centered activities and a safe and secure learning environment.

We look forward to having you as a student at Career Success High School. As our Mission Statement indicates we want you to take “ownership” for your education and take advantage of the many opportunities open to you at your Career Success School.

Building a World Class Charter School: A Student Ownership Approach to Learning and Success



CAREER SUCCESS MISSION STATEMENTS

School Mission

Our mission is to assist students in obtaining their high school diploma and to begin work on a career of their choice through actual training, classes and/or activity-based strategies. Self-worth, goal setting, job readiness and life-long learning is addressed with our predominantly at-risk population.

Vision Statement

A clearly documented gain in all appropriate academic skill areas. A personally concentrated set of 21st century vocational skills. A clear awareness of the rights and responsibilities of all-American citizens. A meaningful transition opportunity for further success in life.

Student Mission Statement

With success shaping processes that adheres to excellence, best practices, educational opportunities and service for others, we intend to maintain a community of learners that are preparing to serve, improve and make a difference in the world.

Core Values

We believe the following CSS core values guide the behaviors of all:

Commitment
Continuous Learners
Accountability
Collaboration
Innovation

General High School Information

Career Success High School is a public charter school serving grades 9-12. The academic programs are 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. All instruction is aligned with the Arizona State College and Career Readiness Standards.

In addition to standard course offerings, students will participate in classes that address career planning, computer competency, and problem-solving skills. These courses are designed to demonstrate the need to graduate from high school, pursue post-secondary education, and prepare for long-term self-sufficiency.

Each student will be enrolled in four courses per term. For each of these courses the student will earn a full 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.



HIGH SCHOOL GRADUATION REQUIREMENTS

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	

Percentage	Grade	Definition	Credit Earned
100%-90%	A	Superior Exceeds proficiency of most standards	Course Credit
89%-80%	B	Above Average Demonstrates a clear proficiency of many standards	Course Credit
79%-70%	C	Average Demonstrates a proficiency of standards and skills	Course Credit
69%-60%	D	Below Average Limited proficiency of most standards or skills	Course Credit
59% or below	F	Failure Inadequate proficiency of most standards or skills	No Credit

GRADUATION

- Seniors need to meet graduation requirements of 22 credits before the day of graduation
- Graduates receive their diploma the month they meet all requirements and are welcomed to walk with the graduating class in May
- Graduation caps and gowns must remain intact and not manipulate them in any way.



LETTER FROM PRINCIPAL

Hello Parents/Guardians of Career Success Schools- Robert L. Duffy High School,

My name is Jaime Tejada and I excited to serve as the Principal of Robert L. Duffy High School. I have served students in K-12 schools for 27 years in Central and West Phoenix. Although I was born in New Jersey, I have lived in Phoenix most of my life. I come from a family of immigrants and am proud of my heritage as well as the hard work it takes to be successful

At RLD, we will strive to remove barriers to student success. There is no one way to reach your goal. As part of Career Success Schools, we work on being innovative and creating relevant learning opportunities. We will be supportive of our students and help them be prepared for further education or the work force. We have a vibrant TV and Film Production program that will prepare to work and continue developing their talents in film production, broadcast, and media. We also have developed strong partnerships with local community organizations to provide resource and emotional support to students and families.

In order to be successful, we must work together to create a positive culture of learning. Our teachers believe in our students and understand that strong positive relationships are the foundation coupled with a style of individualized instruction that ensures your needs are being met in the classroom. As part of our journey, we must learn to work together in a school community. It's a two-way street in which you as the student and family can partner with us to change our perception of what we can become. Therefore, it is critical that you review the policies and procedures outlined in this handbook.

Our goal is to create an environment of respect, self-worth, caring, and support. RLD's vision is to empower our students with skills to succeed through meaningful connections and relevant learning as our central focus. We also are adopting Restorative Practices to provide an opportunity to communicate and resolve conflict and inequities as a barrier to learning. It is our hope that these practices and all the policies herein will guide our students to successful completion, promotion, and graduation. It is the Comet Way.

If you should have any questions, please stop by or call us at 602-393-4200, myself or staff to set an appointment. We are committed to transparency, resolving concerns, accountability, and collaboration to support each of our students.

Sincerely,

Jaime Tejada
Principal



CAREER SUCCESS ORGANIZATION

Governing Board Members 2023-2024

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

Joni Sucato

Managing Member – Treasurer

District Administration

Jean Duffy, CEO/Charter Representative

Dr. Edith Garcia Macklin, Superintendent

Rosemary Boeing, Comptroller



Distance Learning Plan (In the event of a school closure)

The education and safety of our student and staff is our top priorities. With that in mind and following local safety guidelines, we have worked hard to develop a plan to support students and their continued learning.

During online learning, a Chromebook is available for each student and an internet hotspot as needed. We ask that parents support students in the expectation that they are logging on Monday through Friday and completing the assigned work. Teachers are available to support students that are struggling or having technical difficulties. Daily communication with each teacher is expected to support each student in reaching academic success and to keep an accurate attendance record. The teachers will be using Google Classroom as the primary method for providing work to students. Teacher will also use Google Meets to have live online teaching sessions. Teachers will be using the same curriculum to teach student during online learning that they would use if they were holding in person classes.

Additionally, Career Success Schools will be opening for onsite services at all its schools across the district. This option will not be in-person classes, but an opportunity for students to have a place to work, get extra help or tutoring, and receive special education or English language learning services. Students coming into schools for onsite services will be given free breakfast and/or lunch. Students working remotely may pick up meals at their school location. Please check the following information about your specific school site and call to schedule a time for your student.

Robert L. Duffy High School
2550 E. Jefferson Street, Phoenix, AZ 85034
602-393-4200

Sage Campus, 3141 E. Cheery Lynn Rd, Phoenix, AZ 85016
602-955-0355

STEM Academy*, 8503 N. 27th Ave, Phoenix, AZ 85051
602-687-8282

Tech High School, 3816 N. 27th Ave., Phoenix, AZ 85017
602-285-5525

During online learning students will still be expected to take benchmark assessments and complete all school work. This allows the teacher and the school to track student learning and adjust as necessary. Students that receive special education or English Language services will be supported by the teacher responsible for these services.

Once a quarantine is lifted, classes will resume following an in-person bell schedule. Students will be provided their schedules to help guide them in the transition. In addition, they will be expected to return any technology that has been borrowed. Any broken or lost technology will require a parent-principal conference to resolve any repair costs.



Bell Schedule

Monday – Thursday (1st – 73 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 – 16 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

RLD High School

Grade/Subject	Assessment Name	Frequency	Tracking Tool
9-12	All Subjects Unit Assessments	End of Each Unit	SIMS
9-12	SAVVAS- ELA Pre/ Post	First Quarter Pre: Aug 7-17/Post: Oct 2-6 Second Quarter Pre: Oct 16-20/Post: Dec 11-21 Third Quarter Pre: Jan 8-12/Post: Mar 4- Mar 8 Fourth Quarter Pre: Mar 18-22/Post: May 13-16	SAVVAS Platform
9-12	SAVVAS-Math Pre/ Post	First Quarter Pre: Aug 7-17/Post: Oct 2-6 Second Quarter Pre: Oct 16-20/Post: Dec 11-21 Third Quarter Pre: Jan 8-12/Post: Mar 4- Mar 8 Fourth Quarter Pre: Mar 18-22/Post: May 13-16	SAVVAS Platform
9-12 and DRP	AZELLA	Placement: 2 weeks prior to school starting through May 10 Reassessment Window: January 29-March 15	Pearson
9 and DRP (Computer)	ACT Aspire	April 1-26	TestNav
11 and DRP (Computer)	ACT	March 26-29 and April 9-12 April 1-5 and April 15-19	TestNav
11 and DRP (Computer)	AzSCI	March 18- April 12	Pearson
9-12	NWEA	BMA 1: Aug 7-Aug 17 BMA 2: Nov 27- Dec 14 BMA 3: May 6- May 9	Platform



2023-2024 School Year Student Calendar

July 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 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		

September 2023						
S	M	T	W	T	F	S
						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

October 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				

November 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		

December 2023						
S	M	T	W	T	F	S
						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						

Career Success Schools
8537 N 27th Avenue
602-341-6393
Phoenix, AZ 85051

First Semester

July 4	Independence Day
Jul 24-Aug 4	Teacher In-Service (Duty Day)
Aug 7	First Day of School for Students
Sep 4	Labor Day
Sept 7	End of 1st Progress
Oct 6	End of 1st Term (Quarter)
Oct 9-13	Fall Recess
Nov 10	Veterans Day
Nov 17	End of Progress 2
Nov 22-24	Thanksgiving Break
Dec 21	End of 2nd Term (Quarter)
Dec 22-Jan 5	Winter Break

Second Semester

Jan 1	New Years Day
Jan 8	Classes Begin
Jan 15	Martin Luther King, Jr. Day
Jan 23	100th Day
Feb 19	Presidents' Day
Mar 3	End of 3rd Term (Quarter)
Mar 11-15	Spring Break
Apr 1	Cesar Chavez Day
Apr 12	End of Progress 4
May 23	Last Day of Classes
May 24	Teacher In-service (Duty Day)
May 27	Memorial Day
Jun 19	Juneteenth

January 2024						
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 2024						
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	

March 2024						
S	M	T	W	T	F	S
						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						

April 2024						
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					

May 2024						
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	

June 2024						
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						



**CAREER
SUCCESS
SCHOOLS
SINCE 2000**

Color Key

 	Legal Holiday - School & Office Closed
 	No Students / No Teachers - Office Open
 	No Students - Teacher Work Day
 	Summer - Office Open
 	First Day of Classes
	Half Day
 	Last Day of Classes

40th Day Oct 2nd
100th Day Jan 23

Sem 1 = 89 days	Term 1	44 Days
	Term 2	45 Days
	Term 3	43 Days
Sem 2 = 91 days	Term 4	48 Days
	Total	180 Days



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 have provided the following guidelines and provided clarity by:

- Specifying the rights and responsibilities of students and parents
- Describe conduct which violates those rights and responsibilities
- Provides guidance and instruction to help students resolve discipline problems in a manner that supports their development
- Strives to ensure consistent application of disciplinary action.
- Assures the rights of students and parents when disciplinary action is taken

Disciplinary consequences must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior. We at Career Success Schools strive to avoid removing students whenever possible.

All district personnel administering discipline to students will be informed if a student has a disability under either Section 504 or IDEA. There are specific procedures that must be followed for students who are considered disabled under federal law, 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 the school bus or other school district-sanctioned transportation
- At times and places where the principal or other school official or employee has jurisdiction over students
- During school-sponsored events
- During field trips
- When students are going to and from school ("portal to portal")
- During other school-related activities



Additionally, the principal is authorized to begin disciplinary action when a student's misconduct away from school has a detrimental effect on other students or on the orderly educational process, i.e., if the violation is directly connected to prior violations at school, or if the violation threatens to produce further violations at school.

Career Success Schools believes that educating a student is a collaborative effort among the school, student, and parent/guardian. To support this collaboration, we realize that each party has rights and responsibilities. The following identification of these rights and responsibilities is a set of general guidelines. Please note that this list is not comprehensive or all-inclusive.

2023-2024 SCHOOL-PARENT COMPACT

Career Success High Schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

STUDENTS HAVE A RIGHT TO:

- Learn in a safe, clean, orderly and 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 to meet individual needs, (as supported by documentation).
- Express their ideas and perspectives on issues and topics relevant to their education, including school policies and procedures.
- Participate in 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 that are enforced in a consistent, fair and reasonable manner.
- Be free to request an interpreter or translator at any step of the disciplinary process.
- Be free from retaliation, fear of retaliation, sex discrimination and sexual harassment at school, including dating abuse.



- Receive fair, equitable, non-discriminatory disciplinary actions that are aligned with discipline
- 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. Such known allegations/incidents must be reported to site administration immediately.
- 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 (SRR).
- 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 in an appropriate and respectful manner 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.
- Make up 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.
- Follow discipline adopted guidelines

- Protect and take care of the school's property.
- Abide by the school policies and regulations.
- Assist the school staff in running a safe school, and to help 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 other provisional status through which State qualification or licensing criteria have been waived; and
 - 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, their qualifications. If you would like any of the information listed above, please contact your school's front office.
- Receive official reports quarterly (or more frequently) of the student's academic progress, attendance and behavior.
- Request and be granted conferences with teachers, counselors and/or the principal.
- Receive explanations from teachers about their student's grades and disciplinary procedures.
- Access and review school records pertaining to their students.
- 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 and/or disciplinary reason, (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 health care 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 a law enforcement or child protective services investigation.
- Express appropriately 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 observe classroom activities. Please check in at the front desk when you are able to spend time at school to volunteer).

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 and by helping to prevent and/or 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 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, and to explain in this handbook an age-appropriate manner
- Make decisions regarding student's and/or 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 IN TO THE OFFICE TO RECEIVE A VISITOR BADGE and to be directed to the appropriate area.

PARENT CLASSROOM VISITS, TOURS OR OBSERVATIONS

Parents of Enrolled Students

In accordance with Arizona law, parents of students enrolled at the school may request to visit, tour, or observe their child's classroom (a "campus visit"), subject to the following parameters:

- All campus visit requests must be received by the school at least 24 hours in advance of the proposed visit, provided that the school, in its sole discretion, may waive the 24-hour advance notice requirement on a case-by-case basis.
- Campus visit requests will be promptly reviewed by the principal, with input from the classroom teacher.
- Campus visit requests will be approved unless they threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.

During any approved campus visit, parents will be subject to all policies applicable to campus visitors generally, including safety requirements for providing identification, signing in and out of the campus, and if applicable, being accompanied by school staff.

Parents of Potential Students

In accordance with Arizona law, parents who wish to enroll their child in the school may request a campus visit, subject to the same parameters set forth above for parents of enrolled students. In addition, parents of potential students will be required to be accompanied at all times during any campus visit by a current staff member.

Scheduling

Approved campus visits will be scheduled at a mutually convenient time for the school and the parents, and may be limited to a specific time frame, at the school's discretion. Health and Safety Parameters. For purposes of this policy, the following requests threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff, and are therefore not allowed:

- Requests for campus visits during state testing, other testing periods, or at other times that would clearly interfere with educational instruction or disrupt the educational environment.
- Requests for campus visits by parents who have demonstrated failure to abide by Parent Behavioral Expectations (set forth below), or who have otherwise failed to abide by campus visitation policies of the school.
- Requests that, for other reasons, threaten to interfere with the physical, intellectual, social, or emotional health and/or safety of students and staff.



Parent Behavioral Expectations

During any campus visit, parents are expected and required to comply with all campus visitor procedures and to comport themselves at all times with appropriate decorum and in a manner that is respectful and conducive to an environment in which the educational objectives of the school can be effectively administered. Consistent with this 2 Updated December 2023 expectation, any parental behavior that constitutes harassment, bullying, or verbal or physical abuse of staff or students, or that otherwise disrupts the educational environment is expressly prohibited.

In addition, parents may not interfere with instruction or distract from the instructional environment, nor may parents help their child with their schoolwork during a campus visit, unless specifically allowed by the classroom teacher.

Parents who disregard these behavioral expectations while on school grounds will be ejected from campus; may be prohibited from future campus visits or subject to other limitations on future campus visits; and may be subject to other consequences under applicable law or policy.

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, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, parental status, status with regard to public assistance, limited proficiency in English, or family, social or cultural background, or any other reason not related to the student's individual capabilities or on the basis of association with others identified by these categories. 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

Title IX of the Education Amendments of 1972 and the Title IX regulations prohibit discrimination on the basis of sex, including gender-based and sexual harassment discrimination, in the School's educational programs and activities, including employment. Career Success Schools is committed to maintaining an educational and working environment free from sex discrimination and harassment and encourages any student or employee who believes they have been subjected to discrimination on the basis of 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.csschools.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
602-341-6393
[Jhowell@csschools.com](mailto:jhowell@csschools.com)

The Title IX Coordinator is designated and authorized to coordinate Career Success School's compliance with Title IX.

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. 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.

Religious Purpose Absences

The School shall excuse students for religious purposes, including participation in religious exercises or religious instruction. In order for a religious purpose absence to be excused under this policy, the parents of the student must give their written consent to the absence and any religious instruction or exercise must take place at a suitable place away from School property.

Other Excused Absences

Excused absences are an absence due to illness, doctor appointment, bereavement, family emergencies, and out-of-school suspensions. Family vacations are recognized by the School as an excused absence. A maximum of 5 days of a family vacation will be recognized as an excused absence and days exceeding 5 days will be unexcused

Parents must notify the School in advance or at the time of any absence for it to be considered as an excused absence, except for excused absences due to family vacations, for which advance written notification must be received by the School in advance of the absence for it to be considered an excused absence. The School will document the date, reason, and person reporting the absence, and the documentation will be maintained by the School for not less than four years after the fiscal year it was created or received.

If an absence occurs for any reason that is not specifically designated as an excused absence by this policy, the absence will be counted as an unexcused absence. Students absent for ten consecutive school days, except for excused absences, will be withdrawn from the School effective the last day of attendance or reported excused absence, as required by state law. Excused absences due to out-of-school suspensions will not exceed 10% of the instructional days scheduled for the school year. Students with chronic health problems, as defined by Arizona law, may be exempt from this excused absence policy.

Procedures and Implementation

The Principal may develop and enforce procedures for the implementation of this policy,



including requirements for parental notification to the School of absences.

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

STUDENTS LEAVING CAMPUS

It is school's practice that, unless a student is emancipated or enrolled themselves in school, they many NOT sign themselves out without parental consent, even if they are 18 years of age. This will also include lunch periods. Robert L Duffy High School is a closed campus and no students will be permitted to leave campus throughout the day for lunch, breakfast, etc. Any early sign out by a student needs to occur throughout parental consent.

TARDINESS

Tardiness can have a negative impact on student achievement. Students are required to be present in their classrooms and ready to learn prior to the start of class each class period. Frequent and excessive tardies can result in a loss of class credit. The School administration at RLD will take steps and measures to address excessive tardiness up to and including parent conferences, attendance plans, assigned consequences, and ultimately loss of credit.

STUDENT IDENTIFICATION

Students will be provided a student ID to wear while they are on campus. This is a safety feature that will provide us a way to ensure that only our students will be allowed on campus. Students will be required to wear these ID s throughout the school day. **The first ID will be free.** Any following IDs will be charged at \$5 per ID.

GUIDELINES FOR STUDENT DRESS

CSS believes an important skill is wearing clothing that promote character traits that are desirable for the workforce environment. During your time with Career Success you will be learning about the world work. A key factor to success is learning to dress appropriately for the occasion and situation. To assist you with learning the following parameters should be practiced on a daily basis:

- Pants should be fitted and not saggy or baggy. No bandanas, hair nets of any kind, head coverings that create a classroom disruption shall be worn. Additionally, students should not cover their faces with a hoody or other item. If we cannot see your eyes or your face then it will be disruptive. All final decisions will be made at the discretion of the administration.
- Attire and accessories should not display gang-affiliation of any kind or imply the use of drugs, alcohol or tobacco; profanity; sexual or sexist connotations
- Shirts and other clothing should appropriately cover and not be revealing. No midriffs, spaghetti straps or undergarments should be seen.

MEDICATION

All medications (prescription and non-prescription) must be given to the front office staff where it is locked up until needed. Parents must provide a written request for a student to be given prescription or non-prescription medication during school hours. This will include Tylenol or Ibuprofen as well. The request shall state the name of student, drug, dosage, frequency, prescriber's name, and diagnosis/indication for use. Medicine will be locked in the front office of the school. Your student may not keep the medication on his or her person, with the exceptions of:

- self-administer prescription medication for breathing disorders (e.g., asthma)
- self-administer prescription medication for anaphylaxis (severe allergic reaction) provided all requirements for prescription medications, as described above, are complied with.

In emergency situations the following may be administered by school personnel without parental consent but with a prescription:

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 collect and complete schoolwork missed due to absences. Teachers will provide make-up assignments for excused absences upon request. All assignments must be completed within two school days of your child returning to school unless absence was of longer duration.

TRANSPORTATION

Career Success does not provide school wide transportation for students. Robert L Duffy High School has a limited bus service area for morning pick up and afternoon drop off. Students must sign a permission form to ride the bus and agree to the behavior expectations when riding the bus. The front office offers bus passes for students that require it on a weekly basis and are not able to utilize the limited bus service. **Lost or stolen bus passes are not replaced.**

Students should be aware that it is a privilege to ride the school bus. Students are to obey the bus driver and rules at all times. Students who disobey these rules will be reported to the principal, may be denied the privilege of riding the bus, and may be subject to further disciplinary action. Students being transported are under the authority of the bus driver. A time schedule shall be posted, and it shall be followed.

ATHLETICS

Participation in athletic programs is a privilege. It is crucial to have good representatives who are leaders both on campus and in the community. Students are expected to always exhibit high standards of behavior, leadership, and sportsmanship. In order to participate in sports, students must be passing all classes. Career Success complies with state statute regarding NO PASS, NO PLAY. Students and parents need to refer to the athletic handbook for further policies and regulations.

Academic Eligibility Policy

- Students must maintain a passing grade (60% or greater) in all core class and no “N’s” in specials or elective classes.
- Academic eligibility will be checked on the Thursday of every week. A student who is failing a class becomes ineligible the day following the grade check.
- Students who participate on the team and playing will be responsible to communicate with their teacher and obtain any work missed as a result of participating on the team. Teachers will work with students to provide them an additional period to submit or make up any work due on the day of the excused absence from class.
- Students who become ineligible at the grade and attendance check may continue to practice with the team; however, they are prohibited from playing in any games until they are passing all classes.
- Students may not participate in athletic events or practice if they are absent the day of practice or event. They must be present for 80% or more of the academic week. Sickness and unforeseen circumstances will be taken into consideration.

Safety and Transportation

- Students must submit a signed of the Participation Waiver, Transportation Waiver, Athletic Code of Conduct Agreement which are contained in this packet but can also be obtained at each individual school’s office.
- Students will be provided transportation from the school campus to the game site on game days. Transportation will be provided for away games by a CSS designated coach/staff member. Students who are being picked up by a parent or guardian after a game or practice need to be off-campus 15 minutes after the end of practice or arriving back to school from a game. Coaches are not able to transport students in their own vehicles at any time.
 - Students agree to abide by safety and behavior expectation for riding any CSS bus. Any violation of these rules and expectations may result in a student being suspended from the game or team play.

HAZING

The Arizona legislature has issued a mandate (A.R.S. 15-2301) to “every public educational institution in this state.” Hazing of any type will not be tolerated, whether it is gender based,

racial, or in the form of initiation. Such behavior disrupts the education process and climate of the school and must be reported to the Administration.

This prohibition includes:

- Any solicitation to engage in hazing.
- Aiding and abetting another person that is engaged in hazing
- “Hazing” means any intentional, knowing or reckless act committed by a student whether individually or in concert with other persons, against another student, and in which both of the following apply:
 - The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with CSS.
 - The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.
- “Organization” means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.
- The fact that a person consents to being “hazed” does not constitute a defense to violation of this policy.
- All students, teachers and staff shall take reasonable measures within the scope of their individual authority/ability to prevent violations of this policy. 7 The following procedures are to be employed by students, teachers and staff in reporting violations of this policy, or for filing complaints for violations of this policy:
 - Standard administrative procedures will apply for all teachers and staff, as directed by the administration and include the appropriate due process provided and implemented by school administration for investigation of reports of violations of this policy.
 - The principal/athletic director will be responsible for remediation.
 - Penalties and sanctions for violation of this policy shall be imposed in accordance with standard CSS due process procedures.
 - The appeals process for those who are subjected to disciplinary action under this policy shall follow current district disciplinary guidelines. Violations of these hazing procedures may result in notification to the appropriate law enforcement agencies.

BULLYING, INTIMIDATION AND HARASSMENT

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

STUDENT USE OF CELL PHONES AND ELECTRONIC DEVICES

For the purpose of this policy, “electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, e-book readers, portable game consoles, cameras, digital scanners, lap top computers, tablet computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

Students may possess and use cellular telephones and/or other electronic signaling devices only under the following conditions and guidelines:

1. Cell phones and/or electronic devices are to be kept out of view, in a student’s pocket, or a carrying bag during the school day.
2. Such 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:

- Student will be directed to put the device away for first offense
- Teacher will ask for the device; if the student has to be asked a second time the device may be given back at the end of the period or the end of the day (at teacher’s discretion)
- Teacher will also contact parents/guardian
- Teacher will call for administration if the student does not comply with their request which will result in confiscation of device, and removal of the student from the class for defiance, and a parent conference.

OTHER INFORMATION

Drug & Tobacco Policy

Career Success is a drug, tobacco, and alcohol-free campus. This policy includes any sort of vape resources. Resource and referral information is available for anyone that needs assistance. Smoking or vaping are not tolerated on school grounds. Students in violation of this policy are subject to due process and applied consequences.

Appointments During School Time

Please schedule personal, doctor, and dentist appointments before or after school so as to not 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 CSS policy. *Parents will be notified if a student leaves school without permission.*



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 a teacher and/or administrative staff.

Personal Property

Any personal property, including cellphones and electronic devices or any materials for classroom use or demonstration(s), brought on, or left on school premises is at their own risk. The school does not carry insurance to cover such losses.

Breakfast & Lunch Program

The school offers free lunch and breakfast to all students.

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 from civil or criminal liability protects people who are required to report reasonably suspected abuse. Reports of child abuse are confidential records.

Campus Security and Safety

CSS provides a safe and secure environment and maintains a “closed” campus. No student is authorized to leave the campus during regular school hours. Other 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. We have enhanced the front entryway with an electronic buzz-in feature. Visitors are required to wear a visitor’s badge while at the school.

SCHOOL SAFETY

The purpose of this school safety policy is to generally set forth the principles by which the School responds to threats against the School and its students, employees, and volunteers. Given the sensitivity of the subject matter contemplated by this policy, this is intentionally a nonexhaustive consideration of the School’s safety protocols; therefore, this policy supplements but does not replace any other safety protocols or applicable state or federal laws governing the School’s obligations to maintain a safe learning environment.

In order to comply with A.R.S. § 15-153, the School’s Principal or their designee, will report to local law enforcement any suspected crime against a person or property that (i) is a Serious Offense or involves a Deadly Weapon or Dangerous Instrument or Serious Physical Injury; or (ii) any conduct that poses a threat of death or Serious Physical Injury to a School employee, student, or



other person on the School's property (collectively, "Suspected Criminal Conduct"). All capitalized terms in this paragraph have the meaning set forth in Arizona law.

In accordance with applicable state and federal law, including FERPA, the School's Principal or their designee, will notify the parent or guardian of each student who is involved in Suspected Criminal Conduct. School employees are expected to report and document any Suspected Criminal Conduct by immediately notifying any member of the School administration of the incident and promptly preparing a written report of the incident and providing the report to a member of the School Administration. The School may, in its discretion, discipline any School employee who the School believes failed to properly report and document Suspected Criminal Conduct, and the School will maintain a record of such disciplinary action.

In accordance with applicable law, the School will, upon reasonable request, make such a disciplinary record available to a public school considering hiring that employee. In accordance with A.R.S. § 15-186.01, if the School determines a student has been harassed, threatened, or intimidated on School grounds or in a manner that substantially disrupts the School's learning environment, the School's Principal or their designee, will notify the parent or guardian of that affected student. Threatening or intimidating behavior and harassment have the meanings set forth in A.R.S. § 15-186.01.

MOMENT OF SILENCE

In compliance with Arizona law, all classroom teachers will incorporate a moment of silence into each school day as follows:

- The moment of silence must be at least 1 minute and no more than 2 minutes long.
- The moment of silence must take place at the beginning of each school day.
- Teachers and other school staff are legally prohibited from suggesting how students might use the moment of silence, even generally.
- If students ask how they should use the moment of silence, teachers and other staff will instruct them to discuss the issue with their parents.
- Students who engage in any activities that interfere with other students' participation in the moment of silence in any way, including through verbal or non-verbal behavior, will be subject to student discipline. Questions regarding whether an activity interferes with another students' participation should be raised with the Principal.

Teachers or other staff who fail to comply with the law and this policy will be subject to discipline, up to and including termination of their employments.

Each year, the school will notify parents, either in the parent/student handbook or in some other way, that they should discuss the moment of silence with their child, including how they might best use the time.



Special Education

IDEA

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

The Career Success actively seeks 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 school without appropriate records of screening, evaluation, and progress in school. The 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. 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, but time may not exceed 60 calendar days from receipt of informed written parents/guardians consent.



- 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 teacher. The re-evaluation 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](#) to promote educational stability and success for homeless or foster care students. ESSA requires state and local educational agencies to collaborate with child welfare agencies to effectively address the educational needs of children in foster care.

Career Success Schools have the obligation to enroll homeless students as a “school of origin.” The school of origin is defined as the school that the student attended when first experiencing homelessness. The 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 will be immediately enrolled.

When Career School Schools are the school of origin, the students have the right to remain in the school the entire time that they are homeless. All homeless 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., and 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, you may file a complaint with the school district. The school district must respond quickly, and it must be in writing. During the dispute, the student must 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 a decision to the state level.

CLOTHING & FOOD CLOSET

CSS/Robert L. Duffy 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. Let our Registrar/Community Liaison know about the student’s need, 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 taken. Students are also encouraged to bring a calculator, a highlighter, a spiral notebook for each class, and any additional materials recommended by their individual teachers. The school will provide each student with access to a Google 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 on a regular basis.

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 that are 16-21 years old and have been out of school for 30 days or more and have not yet earned their diploma. It is a high school program with highly-qualified teachers and mentors to motivate students and support them to stay on target toward their goal of earning a diploma. It serves students that are not able to attend school daily but are motivated to earn their diploma.

CREDIT RECOVERY / EDGENUITY

Edgenuity is an accredited online software program that Career Success Schools uses with students that need credit recovery or a class to graduate that is not offered the semester needed. 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 need of each individual student.

COSMETOLOGY (IF APPLICABLE)

Cosmetology is a state licensed program that prepares students for the Arizona State Cosmetology Licensing exam by aligning the training and skills required to our State requirements. Students must be at least 16 years old, with ten high school credits, two of which are in English Language Arts. If students are 18 years old, there are no credit requirements. 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.
(Check program availability at your CSS location)

CHILD CARE – PLAY CENTER (IF APPLICABLE)

Young parents can bring their child to the Play Center while they are attending classes. The fee is \$10.00 a week and is due each Monday. The child/infant will be cared for by mother, other young parents, and supervised by a Career Success teacher. Only parents with a child in the Play Center are allowed in the Play Center. (confirm openings are available at select CSS locations)



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's campus. It will be the responsibility of each student to log on to the computers when directed by a teacher or other school staff using their student login and password combination. It will also be the student's responsibility to log off or shutdown that computer when directed.

The use of Career Success's computer equipment is a privilege, NOT a right. Students are to use *ONLY* their assigned login credentials when accessing computers or any electronic media. Students are *NOT* to use another student's login information or provide their credentials to any other student. Abuse of the rules may result in the restriction or cancellation of a student's account. Repeated abuse may also lead to disciplinary action for both students, including suspension or expulsion.

Career Success High School reserves the right to monitor users' online activities and to access, review, copy, store, and delete any electronic communication or files accessed on CSS computers and 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, and/or internet access or files, including email.* Career Success employs a computer monitoring system that monitors student computer activity real time, records all keystrokes, and allows teachers and staff to copy, control, or shutdown the student's workstation at any time.

The following rules apply to all students for ALL Career Success computers at all times.

- NO personal storage devices, cellphones, or music players may be connected to ANY computer at any time.
- Use of proxy servers is STRICTLY prohibited. At no time should you ever attempt to subvert the firewall settings in place at 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 instructor for educational purposes only.
- 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 the instructor for educational use only.

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 health, safety, and welfare of the student(s) exists. This would 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 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 with respect to 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 Robert L. Duffy ("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 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 of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 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 board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own 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, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.



[Optional] 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: 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. A school may disclose PII from the education records of a student without obtaining 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 postsecondary 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

The goal of implementing restorative practices and agreements in the 2022-2023 school year is to return our students to their classrooms and reduce the number of suspensions, detentions, and overall time out of their classrooms. Through agreements with their school communities and restoring their place in the school students have a chance to repair the relationships that they may have jeopardized by not meeting school behavior expectations. Accompanied with the use of PBIS (Positive Behavior Interventions and Supports) systems in each Career Success School we will strive to be an environment where students have a chance to acknowledge their behavior and form a plan of guidance with an administrator to gain their school communities respect, trust, and praise.

What are Restorative Practices?

Restorative practice is an effort made towards the belief that those affected by harm can work together to repair it and that this collaboration leads to true accountability and a better understanding of how we as a school community can work better together. Our practices will restore our student's right to learn and teacher's right to teach.

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 has 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 make-up 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 strives to 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.)

Level 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
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Level 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
Level 3	Any Action from the prior level(s) may also be imposed Short-Term in School Action
Level 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)
Level 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 parent 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 Students recklessly put 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	5 Mandatory report to law enforcement

teacher engaged in any authorized and organized classroom activity held on other than school grounds. (see A.R.S. § 13-1204)	
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 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
Disruption-Repetitive/Sustained 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.	3
Defiance or Disrespect Towards Authority and Non-Compliance Student engages in repeated behavior including, but not limited to, refusal to follow directions, or, talking back, or swearing at a staff member or delivers socially rude interactions.	4
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.	2

2. DRUG VIOLATIONS

<p>Drug Violation Definitions</p> <p>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>

Sale: to transfer or exchange an item to another person for anything of value or advantage, present or prospective.

Share: to allow another person to use or enjoy something that one possesses.

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 health care 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 health care 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

<p>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).</p>	
Possession	2
Use	2
Sale	3
Share	3
<p>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)</p>	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 student 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 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: <ul style="list-style-type: none"> 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

