

Lake Havasu Unified School District #1 Elementary Handbook 2011-2012

DISTRICT OFFICE
2200 HAVASUPAI BLVD.
928-505-6900
FAX 928-505-6999
www.havasu.k12.az.us

HAVASUPAI ELEMENTARY
880 Cashmere Blvd.
928-505-6040
Fax 928-505-6059

ORO GRANDE ELEMENTARY
1250 Pawnee Drive
928-505-6080
Fax 928-505-6099

JAMAICA ELEMENTARY
3437 Jamaica Blvd. So.
928-854-7280
Fax 928-854-7299

SMOKETREE ELEMENTARY
2395 Smoketree Ave. No.,
928-505-6020
Fax 928-505-6039

NAUTILUS ELEMENTARY
1425 Patrician Drive
928-505-6060
Fax 928-505-6079

STARLINE ELEMENTARY
3150 Starline Drive
928-855-4088
Fax 928-855-1152

TABLE OF CONTENTS	Page #
Admission of Students	4
Age Appropriate Behavior	12
Anti-Hazing	15
Assessment Programs	13
Attendance	5
Bad Weather	4
Bicycle Safety	8
Birthdays	13
Checks	4
Child Abuse/Neglect	36
Child Custody	36
Child Find	41-44
Citizenship/Character Education	12
Communicable Diseases	7
Conduct to and from school	10
Discipline	16-33
District Mission	1-4
Dress Code	7
Drills	14
Due Process	44-45
Early Dismissal for Appointments	5
Emergency Preparedness	14-15
Family/School Compact	47
Food Service	10
<u>Governing Board</u>	
Grading	11
Hair Code	7
Handling Concerns	10
HIPPA	6
Homework	11
Honor Roll/Principal's Honor Roll	12
In District Transfers	5
Lice	7
Lost and Found	14
Medications	6
No Request of Teachers by Parents	4
No Smoking	45

Perfect Attendance	12
Pets	10
PPRA	39
Pre-arranged Absence	5
Release during School Day	5
Reports to Parents	13
Request for Records	39
Retention	13
Safety Issues	36
School Hours	4
School visitors	14
School Wide Rules	8-9
Search/Seizure	45
Student Illness at School	6
Tax Credit	
Technology	34-36
Truancy	6

Lake Havasu Unified School District #1 Mission Statement



LHUSD#1

Lake Havasu City is a community inspired by possibility and rich with promise. Our young city responds to a common purpose: To build a future dependent on our single most precious resource, our youth. The Mission Statement expresses a commitment to children and reflects the unity of purpose **WE** must demonstrate as a school district and a community. The success of our children is the base upon which our future rests.



The term "**WE**" will be capitalized throughout this document to identify the combined effort to educate our youth. "**WE**" represents children, parents, school district personnel, businesses, organizations, city agencies, and YOU. Through this combined effort, **WE** share the responsibility for the development and the well-being of children. **WE** can also share the pride in our successes.

In view of rapidly advancing technology and a continuously changing economy, students shall complete their formal education being able to continuously learn in order to be of value in the modern work place. A "**lifelong learner**" is a person who continues to seek knowledge and self improvement after the goals of formal education are achieved. As a community, **WE** can inspire learning as one of our student's greatest responsibilities by becoming lifelong learners ourselves. **WE** recognize the importance of continuous improvement in ourselves as the foundation of our work with children. As an organization, Lake Havasu Unified School District will model the process of lifelong learning.

STUDENT LEARNING

WE, after examining the critical aspects of learning, found the following four areas to be the building blocks for academic success. Each area is listed separately, although none of them function in isolation. They are interdependent. Combined, these factors enable all children to achieve their full potential. They lay the ground work for nurturing responsible citizens.

BASIC SKILLS

The basic skills of reading, math, and the communication skills of writing, speaking, and listening are the foundation for intellectual development. **WE** must ensure that students are competent in the basic skills to prepare them to work productively and think critically as lifelong learners.

CORE CURRICULUM

The core curriculum is defined as the essential skills within each subject and grade level. The subjects of this curriculum include Language Arts, Mathematics, Science, Physical Education, Technology, Fine Arts and Social Studies. **WE** need students who will enter adulthood with a framework of knowledge in the core curriculum areas. This will ensure that young adults have the capability and sensitivity to understand and to think critically about the issues our society will face.



STUDY SKILLS

Intellectual development is enhanced when students understand their responsibilities in the learning process. Habits that enable learners to be productive must be developed early and maintained throughout the learning process. **WE** must consistently require students to make productive use of valuable time and materials, and follow organizational guidelines. **WE** must provide consistent support to prepare students to develop self discipline and personal motivation.

LIFE SKILLS

To meet the challenges of daily living, **WE** model and reinforce a willingness to work cooperatively toward personal and common goals. **WE** develop the following body of acquired skills and character traits:

- **Honesty, integrity, trust, and respect for the dignity of all.**
- **Problem solving, reasoning, and creative thinking.**
- **Goal setting, responsible decision making, and independent thinking.**
- **Social skills and coping skills.**
- **The development of a healthy life style.**
- **Marketable and technical skills with a productive work ethic.**
- **Effective communication and leadership.**



PHYSICAL ENVIRONMENT

WE must provide an effective environment which supports productive learning. This requires facilities that are clean, safe, and allow for adequate space to provide instruction. The Lake Havasu Unified School District is committed to the proper maintenance of buildings and the efficient use of space within them. An appropriate environment contributes to a successful learning experience.

ROLES AND ASSURANCES IN THE EDUCATIONAL PARTNERSHIP

Nurturing children to their fullest potential is a complex and interdependent task. The lives of children are touched daily by many people. Everyone has an impact on the well-being of children and the quality of their intellectual development. **WE** must work collectively and cooperatively.



The Mission Statement articulates the valuable roles **WE** are challenged to assume. The Lake Havasu Unified School District defines the assurances that our community can expect from all staff members and suggests key ways the community can best influence the education of all children.

THE FAMILY-SCHOOL COMPACT

THE ROLE OF STUDENTS

The Lake Havasu City community provides the opportunity for all children to learn. Students will:

- **Be active participants and take responsibility in the learning process.**
- **Maintain a good attendance record.**
- **Be on time and prepared with materials and assignments.**
- **Comply with discipline guidelines to ensure the learning of all students.**
- **Learn cooperatively and respectfully with others.**
- **Complete assignments in a thorough, legible, and timely manner**
- **Show respect for self, others, property**
- **Ask for help if needed, and do your best to learn**
- **Resolve conflicts peacefully**

THE ROLE OF PARENTS

Parents are a child's first and most lasting teachers. To be effective, the partnership between home and school must be one of mutual assurances. Parents trust staff members to treat their children with care and concern. **WE** expect parents to reinforce the educational process by:

- **Providing for basic physical and emotional needs.**
- **Developing parenting skills and spending supportive time with their children.**
- **Understanding the Mission Statement and the importance of their support in the learning process.**

- **Modeling the importance of education and lifelong learning and a positive attitude toward school.**
- **Holding children accountable for their responsibilities.**
- **Provide a quiet place and specific time to do homework; helping with homework as needed**
- **Encouraging and recognizing educational success.**
- **Supporting the discipline guidelines and dress code to ensure learning of all children.**
- **Accepting the responsibility to seek information and stay informed including reading information sent home and signing and returning papers needing your signature**
- **Communicating with your child's teacher and attending conferences**
- **Participating in classroom learning activities.**
- **Requiring students to attend classes regularly and be on time**

THE ROLE OF TEACHERS

- **Provide quality teaching and leadership**
- **Give homework and assignments that support the curriculum while coordinating with other programs**
- **Give corrective feedback and check assignments**
- **Communicate regularly and hold conferences with parents**
- **Teach state standards and track mastery of students toward proficiency in the standards**
- **Continue efforts to develop professionally**

THE ROLE OF SCHOOL DISTRICT PERSONNEL

The family, school and community partnership is one of mutual assurances. **WE** expect that school personnel will treat each student with dignity and respect by:

- **Supporting the implementation of the Mission Statement.**
- **Demonstrating acceptable behavior for children which is concerned, caring and responsive.**
- **Modeling the concept of lifelong learning.**
- **Maintaining a safe and disciplined learning environment which is fair and respectful to all.**
- **Following the adopted curriculum to assure equal access to information for all students.**
- **Making responsible and efficient use of resources.**
- **Taking the initiative to reach out to parents and the community.**
- **Maintaining open lines of communication within all levels of the district and the community.**
- **Holding themselves accountable for high standards.**



THE ROLE OF THE BOARD OF EDUCATION AND ADMINISTRATION

The school board and administrators have the responsibility to monitor the educational process and work diligently with all entities within the community. **WE** expect them to support the educational process by:

- **Hiring and supporting leadership that will carry out the implementation of the Mission Statement.**
- **Modeling the concept of lifelong learning and supporting personal and professional growth in all staff.**
- **Holding staff accountable for high standards in teaching skills and student achievement.**
- **Monitoring the learning environment to ensure safety and discipline.**
- **Building trust and positive relations with personnel, parents, and community.**
- **Modeling the open and honest communication expected from all constituencies.**
- **Monitoring curriculum and adapting as necessary to meet local, state, and national needs.**
- **Supporting educational issues at the state and federal levels.**

THE ROLES OF CITIZENS, AGENCIES, ORGANIZATIONS, BUSINESSES, AND GOVERNMENT

Many agencies within Lake Havasu City take an active role in the development of children with positive results. The Lake Havasu Unified School District commends these efforts and values these alliances. Citizens and community based

entities have a considerable impact on the range of services and the nature of education which a school system can provide. The Lake Havasu City community will make important decisions concerning the schools. The well-being of children is best served when the decisions made are informed decisions:

- **Support and model the implementation of the Mission Statement.**
- **Follow school happenings and ask questions to seek clarification.**
- **Attend work study sessions held by the board to be involved in the decision-making process.**
- **Attend school board meetings.**
- **visit classes and school functions to understand the nature of the school system's programs.**
- **Become involved in educational activities as volunteers or committee members.**
- **Provide students with the opportunity to gain valuable experience through apprenticeships.**
- **Provide the financial support to allow quality learning experiences for students.**

COMMUNICATION Communication is the cornerstone of the learning results **WE** will accomplish with our children. The responsibility to help all of our children reach their greatest potential is a shared responsibility that can only be achieved by a community working collectively. **WE** are interdependent. The trust and unity of purpose necessary to succeed can be achieved through constructive and accurate communication.

WE will triumph in our efforts with children if **WE** seek and share information. As a community, **WE** must understand that our commitment to the intellectual development of children is only as strong as our willingness to honestly communicate our concerns and solutions. **WE** must work together with mutual belief in good faith and fair dealings.



LHUSD#1 ELEMENTARY HANDBOOK

SCHOOL HOURS

At the six LHUSD#1 Elementary Schools, school begins at 8:00 A.M. and is dismissed at 2:30 P.M. Half Day Kindergarten hours are AM: 8:00 – 10:30 and PM 12:00 – 2:30. (Check the yearly calendar for Early Release Thursdays when school is dismissed at 1:00 P.M.) The first bell rings at 7:55 A.M. Students are tardy if they arrive after 8:00 A.M.

BAD WEATHER

On mornings which may be rainy or extremely windy, students may go inside for shelter. An announcement will be made over the intercom to bring students inside.

CHECKS

Please be aware that if a check is written to the school, Parent Organization, fundraising events, or for any other reason there is a \$25.00 charge on returned checks. Please don't write checks with insufficient funds.

ADMISSION OF STUDENTS

When you register a child in LHUSD#1, you will need acceptable proof of your child's age (certified birth certificate) and a current immunization record. According to policy, a child must be five years of age prior to September 1 of the current school year. Children may be admitted to first grade who are six years of age prior to September 1 of the current school year.

NO REQUEST/NO MOVE POLICY

The teachers who are hired to teach in our Elementary Schools are qualified professionals. We **WILL NOT** honor parent requests that children be placed with certain teachers. We **WILL NOT** honor parent requests to move a child out of one classroom and into another. We strive for the best education for ALL of our students including balanced classes. At each grade level, the teachers work together to plan for an equitable learning experience for the students. **THERE ARE NO EXCEPTIONS TO THIS POLICY.**

IN DISTRICT TRANSFERS

In order to preserve the continuity and integrity of a student's educational experience in our schools a student shall not transfer within our school district more than one time during any given school year. No in-district transfers will be accepted after January 1st of the given school year. If parents move to a different boundary area, parents will be required to provide proof of residence when they register a child for school and when transferring due to a change in attendance area.

CONFIGURATION OF STUDENTS

Students in grades K-5 are placed in self-contained classrooms for the instruction of their core academics. There is a separate teacher for PE, Music and Art. Sixth grade is semi-departmentalized. Students will have core subjects with different teachers according to their specialty and will also be assigned to a homeroom teacher.

Gifted testing is done after AIMS and SAT 10 test results are in for grades 2- through 4 in order to determine placement in grades 3 through 5. There will be a transitioning from the self contained model housed at Starline Elementary to a new model which services gifted students at each school site over the next two years. Students in grades 3 through 5 who are identified as "gifted" through the through the district and State approved process of testing will be clustered together at each grade level with a teacher who has received training to provide for their special needs.

STUDENT ATTENDANCE

Arizona's Compulsory Education Law (A.R.S. 15-802) requires that children be in school unless they are ill or there is a family emergency. The Arizona State Department of Education requires a written note to be kept on file for all absences and tardies. Therefore, after being absent, your child must bring a written note signed by you explaining the absence or tardy.

When a child has been absent, he/she has ONE school day for each day absent in which to make up work. If your child is ill for an extended period of time (more than two days) you may request work to pick up. Homework must be requested by 9:00 A.M. and can be picked up in the office after 2:30 P.M.

Regular attendance is essential to a student's success in school. Persistent absenteeism creates a genuine hardship for a student and is regarded as a very serious problem. Eighteen (18) days of absence within one school year is also cause for consideration for retention.

TARDIES AND LATE ARRIVALS

Parents need to make every effort to have students at school on time. It may become an academic problem which affects a student's grades when a child is habitually late and is missing instruction. Students are to arrive by the first bell (7:55). Students arriving after the second bell at 8:00 a.m. need to report to the office and get a pass to class.

If a student is more than a few minutes late, parents need to come in and sign the child in at the office

PRE-ARRANGED ABSENCE

Parents are discouraged from taking children out of school for trips, vacations, and the like. However, in the event that this cannot be helped, parents may write a note requesting advanced lessons to take with them. It will be at the discretion of the teacher what can be given in advance. Please give the teacher(s) one week advanced notice for this.

EARLY DISMISSALS AND APPOINTMENTS DURING SCHOOL HOURS

Students are to be taken out of school for legitimate reasons only. You will be required to give that reason when signing out your child. Parents are encouraged to make medical appointments at times other than school hours. However, we realize that this is not always possible. If your child is to be dismissed for any reason during school hours, a written note is required. The student will be released from the SCHOOL OFFICE only.

RELEASE/RETURN OF STUDENTS DURING SCHOOL DAY:

If you need to take your student out during the school day you **MUST** come in and sign him/her out at the office.

If a student returns during the school day, you **MUST** come in with your child and sign him/her back in at the office.

TRUANCY

A child between the ages of six and sixteen failing to attend school during the hours school is in session is truant unless excused pursuant to A.R.S. 15-802, 15-803, or 15-901. Truant means an unexcused absence for at least one class period during the day. Unexcused absence for at least five school days within a school year constitutes habitual truancy. Such violation may lead to discipline of the child and/or referral of the parent to the police department. The school will issue letters regarding habitual tardiness and habitual absence. Letters will be sent out after five, ten, and fifteen days of absence during the year. When the number of absent days exceeds 10% of the number of required attendance days prescribed in section 15-802, subsection B paragraph 1, the school resource officer will be contacted and parents can be cited for truancy.

STUDENT ILLNESS/EMERGENCY AT SCHOOL

It is very important that we have current phone numbers where you can be reached in an emergency. **CHANGES IN HOME OR WORK NUMBERS MUST BE GIVEN TO US FOR EMERGENCY USE!**

If your child becomes ill at school or has an accident which we determine is serious enough to go home, you will be called to come and pick up your child. Students are always sent to the school nurse first.

Except for Starline Elementary, the school phone number may appear as UNKNOWN on your Caller ID so you may want to answer if it is during the school day. If we cannot reach you we will leave a message and attempt to contact others on your emergency call list. If you also desire to receive a text message telling you to contact the school you will need to come into the front office and give us your cell number and Carrier Service so that a text can be sent to your cell phone via computer.

If your child is in an emergency situation at school, we will take immediate action to get your child emergency help by professionals.

Parents are discouraged from sending a child who is ill to school. A child who does not feel well cannot profit from instruction and also endangers the health of classmates and teachers.

MEDICATIONS

Children should not be carrying any type of medication. If it is necessary for your child to take medication during school hours please observe the following:

Prescription Medications

- The medication must be given to the school nurse in the prescription container. It will be stored in the nurse's office. Students may not carry medications other than inhalers or epi-pens
- The official school medication form (from the nurse's office) must be completed and signed by a parent.

Over-the-counter Medications

- The medication must be given to the school nurse in the original, properly labeled container. It will be stored in the nurse's office. Students may not carry medications
- The official school medication form (from the health office) must be completed and signed by a parent. Students may not carry medications.

COMMUNICABLE DISEASES

Students with a communicable disease will not be permitted in school until the contagious period is over or until a physician recommends a return. Students must be 24 hours fever free before returning to school.

LICE

Students with pediculosis (lice infestation) will be sent home immediately for treatment. After the first treatment, the parent/guardian must accompany the student to the nurse and stay until the nurse has determined that the child is free from lice. If still infected, the parent/guardian will need to take the child home for further treatment.

STUDENTS WITH INJURIES

Students with splints, casts, crutches or other injuries need a physicians note telling us about physical activity limitations.

HIPAA

All medical and personal information is kept confidential under the guidelines of HIPAA: (Health Insurance Portability and Accountability Act).

DRESS CODE

Student clothing needs to be clean, neat and appropriate for school. Children are active and should dress accordingly.

The following are considered to be potential disruptions to the Elementary School Environment:

- clothing or accessories with suggestive, sexual, or obscene words, phrases, or pictures; advertisement of cigarettes, drugs, alcohol, gang-related emblems, guns, inappropriate pictures or words for a school setting
- tube tops, halter tops, spaghetti straps, clothing with bare sides, see-through clothing
- clothing exposing the midriff or “belly button” or “rear bottom”
- “sagging” or “bagging” of pants or shorts
- underwear showing
- short shorts or skirts (shorts should not be shorter than 6-8 inches above the knee proportionately)
- high heels, platforms, wedgies, flip flops, shoes without backs, bare feet
- untied or excessive shoe laces which may lead to safety concerns
- “undershirts” or tank tops with large armholes where skin shows
- wallet chains or any other kind of chain
- bandanas of any kind
- excessive make up is not appropriate for elementary students K-6
- other distracting accessories, jewelry or facial piercings, hair accessories such as brightly colored extensions
- pajamas/sleepwear/slippers
- tattoos, stamps, or any writing or drawing on skin
- artificial nails (interfere with writing properly)
- hats of any kind inside the building (If hats are worn outside for the sun they must be worn with brim facing forward – not to side nor in back)
- leggings which are tight or form fitting (should be covered by a skirt or long top)
- Hair should be clean and should not cause a distraction to the student or others. Examples of distracting hair may include Mohawk cuts, extreme spikes/other extreme designs and colored hair that would not be a natural hair color including gels or accessories.

In the event that a child is dressed inappropriately for school, parents will be called to bring appropriate clothing or to pick up the child

BICYCLE SAFETY

Bike racks are provided for students. It is up to students to lock them up. The school is not responsible for any stolen or damaged bikes.

For safety reasons, bicycles are to be WALKED on and off of school property

Bicycle Safety Tips

- Parents should make sure children have been taught the proper method for riding a bike.
- Bicycle helmets are recommended to be worn when riding.
- Ride in the same direction as traffic on the right side of the street.
- Never ride double.
- Never cross over to the other side of the street.
- Stop at stop signs.
- Slow down at all intersections.
- Keep your bike in working order.
- Register your bike with Havasu Police Dept.

Razor Scooter Safety

It is illegal to ride razor scooters on the street. They may be ridden on sidewalks only however they cannot be ridden on the sidewalk in a business district.

If this type of scooter is used as transportation to and from school the scooter must be locked up in the bike rack and the school will not be responsible if stolen. If the scooter is small enough to be in a back pack the scooter is not to be taken out until off school property. Just as with bicycles – scooters are not ridden on school property.

SCHOOL WIDE RULES

- Keep hands, feet and body to yourself at all times.
- Run only on playground or field.
- Climb only on designated climbing equipment.
- Keep landscaping and rocks in place.
- Show respect for school property including walls, doors and buildings.
- stay safely away from air conditioning units, pipes, sprinkler heads, etc.
- Use only positive language and gestures.
- Boys and Girls need to refrain from touching or showing affection

PERSONAL ITEMS AT SCHOOL

- The following types of items need to be left at home:
 - skateboards, motorized scooters, Segways, rollerblades, wheel shoes, or roller skates
 - personal games and collections
 - toys of all kinds including electronic toys
 - pagers, tape recorders/players, CD, MP3, IPod, iPad, headphones, personal computers, cameras, laser pointers, walkie-talkies, or any other electronic gadgets including Kindle” or other book readers
- The following are never permitted at school:
 - guns, real, toy or fake; ammunition, knives, any type of weapon
 - gestures that simulate violence of any kind nor pictures that depict violence
 - threats, intimidation or bullying – “kidding” or not
 - buying, selling or trading items at school
 - gum

CELL PHONES

- cell phones must be turned off and out of sight during the school day
- cell phones may NOT be used to take pictures or videos on campus at any time

BATHROOM BEHAVIOR

- use quiet voices in the bathroom
- use the toilets properly and flush
- always be private and proper
- use stall doors properly
- keep the bathroom clean
- wash and dry your hands without playing with soap, water or anything else

LUNCHROOM

- always use hands off rule
- walk in the lunchroom and to the playground
- sit at your assigned area
- raise your hand before getting up
- clean your area and use appropriate trash containers
- keep your food to yourself

PLAYGROUND

- always use hands off rule
- play in designated areas
- rocks and sand are not picked up or kicked
- hold onto playground balls/equipment when WALKING to and from playground
- play only non-tackle games
- no hard balls, league balls, wooden or metal bats
- no gymnastics outside
- play only non-violent games
- unorganized coed touch sports are not permitted unless refereed by an adult

Swings

- sitting position only
- no jumping off or flips off the swings
- no one pushes another on swings
- stay clear of those swinging

Slide

- sitting with feet forward only
- one at a time up steps holding handle
- one at a time down
- no other items on the slide
- stay clear of students getting off slide

Climbing Bars

- hands only
- no one on top, standing, crawling, walking
- no tag, chicken fights or other body contact
- no feet on bars
- go in one direction

Tether Ball

- no hitting rope instead of ball
- no touching pole with your body
- do not touch game ball while in line
- only single hits
- no catching/stopping ball
- never use rope on self or others

CONDUCT OF STUDENTS TO AND FROM SCHOOL

Any inappropriate behavior to and from school can result in disciplinary action by the school and/or police involvement.

FOOD SERVICE PROGRAMS

Aramark administers a nutritious, well-balanced breakfast and lunch program at all of the District schools. The cost for breakfast is \$1.10 cents and lunch is \$1.85. Money can be placed in student accounts and paid in advance for any length of time. **YOU MUST PAY FOR THIS IN THE ARAMARK KITCHEN ONLY.** The front office cannot credit money for ARAMARK. Menu calendars are sent home with each student and are also on the district website.

The Lake Havasu Unified School District cooperates with the National School Lunch and School Breakfast Programs by providing free or reduced price meals for eligible children. Parents must apply for these benefits yearly. Qualification is determined by income or food stamp eligibility. Applications are available in the school office.

Students may also bring lunch from home.

A student who comes to school without lunch money or a lunch from home is given peanut butter and crackers. Lunch money cannot be borrowed from staff members and Aramark does not have charge accounts.

PETS

For safety and health reasons, animals are not permitted at school. Prior approval from the classroom teacher and the principal is needed before bringing a pet to school for show and tell or instruction. On those rare occasions, the pet must be accompanied at all times by a parent or guardian.

NO ANIMALS ARE PERMITTED ON CAMPUS. If you bring a pet when dropping off or picking up a child, the pet **MUST** remain in the car. You may not carry nor leash a pet.

TELEPHONE

Students may use the school telephone for emergencies – not to arrange social events. Messages may be left with the office when necessary but neither students nor teachers will be called from the classroom.

HANDLING CONCERNS

When you have a concern about any issue, please follow this procedure:

- Go **FIRST** to the person **DIRECTLY** involved.
- Parents are **NOT** to contact the principal unless they have **FIRST** talked with the teacher or staff member involved.
- If the issue has not been resolved, a conference with the principal or teacher and the principal may be scheduled.
- Parents should never go directly to the District without first exhausting **ALL** avenues at the school level.
- For a formal district complaint, the form KLD-E needs to be completed. These are available at the district office.

If you would like to meet with your child's teacher, please contact the school office to set up an appointment for a conference. Teachers cannot talk to you while they are bringing kids in first thing in the morning or when they are teaching or supervising students. Teachers cannot leave their students to take phone calls or see you during class time but they will return your calls as soon as possible. Email is also an option and email addresses are available on the school website.

TEXTBOOKS AND LIBRARY BOOKS

Students are issued textbooks and workbooks. They should have a non-adhesive cover on these books and take good care of them. **PAPER BAGS ARE THE BEST BOOK COVERS.** Loss or damage of any kind will be assessed and the student will be charged the amount for replacing the book.

Students are not allowed to check out another library book until they have returned the due book. Lost or damaged library books will also have to be replaced by the student responsible.

HOMEWORK

Ordinarily, parents should expect students to have homework every day. Such work may include:

- Class work not completed in school
- Long term projects
- Drill and review work
- Outside reading
- Preparation for tests

Homework is meant to be an extension of the learning that takes place in the classroom for practice and reinforcement. Parents can help children by arranging for a quiet place for the student to work, having the supplies he/she will need, and checking to see that work is complete and ready to turn in the next day.

Parents should help children but should never do homework for their children. Assignments always need to be written by the student in his/her own hand.

Often, students need help studying for tests when they don't have written work. This is a good opportunity for parent/child interaction.

Students are responsible for completing work assigned on time, in the prescribed manner, and in acceptable form according to the standards set by individual teachers. At the discretion of the teacher, a student may be kept in from recess to complete assignments that should have been done in class or for homework.

POWERSCHOOL

PowerSchool is the District's student information system. Parents may access the parent portal found at <http://sms.havasu.k12.az.us/public>. The parent portal provides real-time access to student's current grades and attendance through the Internet. Parents will be able to set up their own account and email notifications if so desired. If you have questions or need help please contact the office.

GRADING SCALE

“A” = 100% - 90%, given for work of such character as to merit special recognition. It is the highest grade.

“B” = 80% - 89%, given for work which is above average.

“C” = 70% - 79%, given for work which is average (the lowest recommending grade for employment or college entrance).

“D” = 60% - 69%, given for work which is below average (fulfilling only the minimum essentials).

“F” = 0% - 59%, given to students who fall far short of fulfilling the minimum essentials required.

“I” a conditional grade given to students who fail to fulfill all of the requirements, but whose deficiencies are such that they can be made up. At the end of 10 school days from the issuance of the incomplete, this grade automatically becomes a failure if the student has failed to complete the work assigned. An incomplete cannot be carried into the next school year.

GRADING OF OUT OF DISTRICT TRANSFER STUDENTS

Students who transfer into our elementary schools from outside LHUSD during the school year will not be given a grade on their report card for the particular quarter in which they transferred unless they have been with us for a minimum of 4 weeks.

HONOR ROLL

A student is placed on Honor Roll with all A's and B's on the report card. They may not have any N's or U's.

PRINCIPAL'S HONOR ROLL

A student is placed on Principal's Honor Roll with all A's on the report card. They may not have any N's or U's.

PERFECT ATTENDANCE

This means "perfect". It is the marking of time that the student was in school from start to finish without any absence, tardy, appointment, etc. for any reason. We do not "judge" reasons – we just keep track of the time. Although this is a recognized award, parents should use common sense in striving for this award.

MEETING OR EXCEEDING THE STANDARDS ON STANDARDIZED TESTS

Because the Dual Purpose AIMS tests are so important, we will to recognize those students each year who Meet or Exceed the Standards.

AGE-APPROPRIATE STUDENT BEHAVIOR

Today's society and lifestyles expose our children to many things that are well beyond their years. This in turn may entice them to behave in ways totally inappropriate to the elementary school. Students will not be permitted to demonstrate affection, have boyfriend-girlfriend relationships, nor carry on inappropriate discussions or rumors that revolve around sexual topics. Each year we find that this behavior emerges in various grades but particularly in grades 3-6. In order for students to concentrate and not be the subject of rumor or ridicule, the teachers take close control of monitoring this behavior and disciplinary consequences are a possibility.

CITIZENSHIP AND CHARACTER EDUCATION

It is one of the school district's responsibilities to assist parents in helping students develop acceptable attitudes and behavior. This translates into preparing students for adult citizenship as well as preparing them for jobs and higher education.

For this reason, we believe that it is as important for the school to teach and evaluate citizenship as it is to teach and evaluate academic work. Parents and students should be as interested in citizenship performance as they are in the academic and extracurricular performance.

Students in grades 4-6 will receive letter grades in achievement for each subject and in overall effort and social habits. Students in grades K-3 will also receive letter grades in achievement and S, N, or U in effort and citizenship.

Teachers are expected to keep a log of individual student behavior which justifies the awarding of either a satisfactory or unsatisfactory grade. Attendance may have an impact on citizenship grade. See Student Attendance on page 5

In general, a student with good citizenship:

- Attends school regularly and is seldom tardy (no more than 4 days absent without medical documentation or 4 tardies per quarter)
- Respects school property and observes classroom rules consistently
- Works diligently and uses time effectively – turns assignments in on time
- Displays courtesy and shows respect – complies with guidelines of the school handbook

LHUSD#1 elementary schools recognize students for their good behavior, random acts of kindness, display of the character trait of the month, and good citizenship. A positive recognition system is set up each year and explained to students by their teachers.

REPORTS TO PARENTS

Teachers have different methods for communicating daily or weekly progress with parents. Some use phone calls, progress reports home, homework calendars, daily notes, e-mail and the like.

All teachers send a formal PROGRESS REPORT home mid-quarter. These are signed by parents and returned.

REPORT CARDS are sent home at the end of each quarter (the ninth week of each grading period).

CONFERENCE days are set up each quarter. At the end of the first quarter ALL PARENTS are given the opportunity to come in to conference with their child's teacher(s). After that, conferences are scheduled as needed.

ASSESSMENT PROGRAMS

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is the assessment that all students in K-6 will be given at the beginning, midpoint, and end of the year to assess their reading levels.

DIBELS information will be used by teachers to plan for instruction in reading.

GALILEO is the assessment program used in grades 1-6 to track student mastery of the state standards in preparation for standardized testing. GALILEO assessments are given each quarter to help track student progress and gauge instruction in Reading and Math.

Additional testing may be administered at individual schools.

STATE STANDARDIZED TESTING

A dual purpose Arizona's Instrument to Measure Standards (DPA AIMS) test is given in April to grades 3-6. This test includes both norm and criterion referenced items which address the mastery of the state standards. Results are distributed to parents as soon as they are available.

Students in grade 2 take the standardized Stanford 10 test when the DPA AIMS is given.

STUDENT INTERVENTION/REMEDATION

Failure is not an option. Students often "fail" because:

1. they don't do or turn in their work
2. they lack the skills needed to be successful with a subject.

Students in grades K-6 who need additional help in reading, language arts, or math may have the opportunity to enroll in and attend remediation after school hours at school. Parents may find their own tutoring programs if they so desire.

STUDENT RETENTION

In the state of Arizona, the decision as to whether a child is promoted or retained in his/her current grade is the DECISION OF THE TEACHER. Parents will be involved in meetings with the teacher and administration as soon as it becomes evident that this is a possibility for your child. This may be determined due to academic, age, attendance or social reasons and is always considered only in the best interest of the particular child.

HOUSE BILL 2732 which is now law states that starting in the 2013-14 school year third graders who are not proficient in reading by the end of third grade will not be promoted.

BIRTHDAYS

Because of the District Wellness Program which helps us to fight childhood obesity, parents are DISCOURAGED from bringing treats for birthdays. Parents MAY NOT bring in pizza or other fast foods for the entire classroom or for children other than their own at any time.

If a child is planning a birthday party outside of school, invitations may NOT be passed out at school unless the ENTIRE class is being invited. If so, the teacher will arrange for a time to pass these out.

We will not allow any disruptions of the school day for things such as people in costumes, entertainers, singing telegrams, etc. Please do not have special things delivered to your child at school such as flowers or balloons. If you do, the child will not be able to pick this up until after school to avoid disruption and the level of competition that usually results when parents start doing this.

SCHOOL VISITS

We want parents to feel welcome at their child's school. However, parents as well as any other visitors **MUST** check in at the front office before going anywhere in the building. When parents want to come in to observe a class, advance notice is required.

Other siblings, friends of students and relatives or visitors from out of town will **NOT** be allowed to accompany students during a school day. Please do **NOT** bring preschoolers to play on the playground equipment at times when students have recess.

LOST AND FOUND:

Please mark student belongings with the student's name. When items are left they will be placed in the Lost and Found. Unclaimed items will be given to a charity in October, December, March and May. The school will not be responsible for lost items or lost money.

DRILLS

Fire and other crisis and emergency drills are held frequently throughout the school year. Teachers direct students in the proper procedure for drills early in the school year.

EMERGENCY PREPAREDNESS LETTER Lake Havasu Unified School District No.1

Dear Parents and Guardians:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. In fact, public schools in Arizona are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at the school. Our School District has a detailed disaster plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. Do not attempt to reach your student by cell phone as this may put your student at further risk depending on the emergency and cell phone lines may be needed for emergency communication.
3. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on a School District emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.

- Turn your radio to KBBC 96.7 FM, KZUL 104.5 FM, KJ 93 FM, KNLB 91 FM, or KVEZ FM for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service and internet services are not affected, information will be posted on school website which can be accessed through district website at www.havasu.k12.az.us
- In addition, information regarding day-to-day school operations will be available by calling the District Office at 505-6900.
- Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. These will be identified with signs or posters.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time

that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Should an emergency or disaster situation ever arise while school is not in session requiring a school closure, the following steps will be taken to notify and keep the community aware of status. Radio and local TV stations will be notified. Please turn your radio to KBBC 96.7 FM, KZUL 104.5 FM, KJ 93 FM, KNLB 91 FM, or KVEZ FM for emergency announcements. Turn your television to station Channels 25 or 45 for public announcements. Information will be posted on school website which can be accessed through district website at www.havasu.k12.az.us . Staff will be posted outside of school to communicate school closure. If your student rides a school bus, the bus driver will notify your child at the bus stop. Emergency phone call system will be activated and parents will be notified. In addition, school marquis will be used to communicate closure.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

For more information on how your family can be better prepared for emergencies at home, please contact Mohave County Public Health Department or log on to www.HealthELinks.com.

ANTI HAZING POLICY

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of this policy a

person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

Definitions

"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 an educational institution.

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 similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

DISCIPLINE

Discipline should not automatically be equated with punishment. Discipline is a structure within which students know and understand the limits of their behaviors and the accountability for the choices they make. The administration and teachers make every attempt to be clear about student behavior expectations and the possible consequences for not following these expectations. When a behavior problem arises with a student, we handle it accordingly. As a rule, the teachers manage the discipline of students under their supervision and enlist the help of the principal for more serious or repeated misbehavior.

Under the laws of "FERPA" (Family Education Rights and Privacy Act of 1977) WE CANNOT DISCLOSE ANY INFORMATION REGARDING DISCIPLINE OF A STUDENT TO ANYONE EXCEPT THE PARENTS/GUARDIANS OF THAT STUDENT. So, please don't ask, "And what happened to the other child?" and expect us to tell you.

In accordance with in loco parentis and district policy (J-3400-JIH), principals have the right and responsibility to address student behavior and conference with the student without parents being present.

Breaking classroom, school, or district rules as well as any behavior which is inappropriate CAN result in any of the following disciplinary actions. (The age and past record of the student is always taken into account.)

- Warnings
- Missing recess
- Losing privileges/exclusion from special events, parties, field trips, etc.
- "Time Out" or "detention" which can be held during snack recess and/or lunch/lunch recess
- Before or After school detention
- Parent contact
- Conference with teacher
- Conference with teacher and principal
- Conference with principal
- Conference with parent/teacher/principal
- Behavior contracts
- In school suspension
- Out of school at home suspension
- Long term suspension (Governing Board action)
- Expulsion (Governing Board action)
- Restitution (money, time, or work to make up for offense)
- Criminal actions will involve the LHC Police Department

GLOSSARY OF PROHIBITED ACTIONS IN LHUSD#1

Aggression:

Verbal Provocation: Use of language or gestures that may incite another person or other people to fight.

Minor Aggressive Act Student engages in non-serious but inappropriate physical contact, i.e., hitting, poking [pulling] or pushing (SWIS™). Other behaviors that may be considered under this violation are running in the building, hallways, or corridors, pulling a chair out from underneath another person, or other behaviors that demonstrate low level hostile behaviors.

Disorderly Conduct

13-2904. Disorderly conduct; classification

A. A person commits disorderly conduct if, with intent to disturb the peace or quiet of a neighborhood, family or person, or with knowledge of doing so, such person:

1. Engages in fighting, violent or seriously disruptive behavior; or
2. Makes unreasonable noise; or
3. Uses abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person; or
4. Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession; or
5. Refuses to obey a lawful order to disperse issued to maintain public safety in dangerous proximity to a fire, a hazard or any other emergency; or
6. Recklessly handles displays or discharges a deadly weapon or dangerous instrument. (Possession of a deadly weapon or dangerous instrument must also be reported as a weapon violation to ADE and to local law enforcement.)

**Aggravated assault

A.R.S. §13-1204. Aggravated assault; A person commits aggravated assault if the person commits assault as defined in section 13-1203 under any of the following circumstances: 1. If the person causes serious physical injury to another, 2. If the person uses a deadly weapon or dangerous instrument, 3. If the person commits the assault after entering the private home of another with the intent to commit the assault, 4. If the person is eighteen years of age or older and commits the assault upon a child the age of fifteen years or under, 5. If the person commits the assault knowing or having reason to know that the victim is a peace officer, or a person summoned and directed by the officer while engaged in the execution of any official duties, 6. If the person commits the assault knowing or having reason to know the victim is a teacher or other person employed by any school and the teacher or other employee is upon the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.

Other Aggression

Defined by school district policy.

Recklessness

Unintentional, careless behavior that may pose a safety or health risk for others.

*Endangerment

13-1201. Endangerment; classification

A. A person commits endangerment by recklessly endangering another person with a substantial risk of imminent death or physical injury.

B. Endangerment involving a substantial risk of imminent death is a class 6 felony. In all other cases, it is a class 1 misdemeanor.

*Fighting

Mutual participation in an incident involving physical violence, where there is no major injury. (US Department of Education, Office of Safe and Drug-Free Schools Uniform Management Information and Reporting System guidelines, 10/06) Verbal confrontation alone does not constitute fighting.

*Assault

A.R.S. §13-1203. 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.

Alcohol, Tobacco, and Other Drugs

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.

Drug Violation

The 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. Category includes over-the-counter medications if abused by the student. This category does not include tobacco or alcohol. **“Drug”** means any narcotic drug, dangerous drug, marijuana or peyote (A.R.S. §13-3415).

“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 (A.R.S. §13-3415 F. 1.).

Tobacco Violation

The possession, use, distribution or sale of tobacco products on school grounds, at school-sponsored events and on school-sponsored transportation. (Paraphrased from: A.R.S. §36-798.03)

A person who knowingly sells, gives or furnishes cigars, cigarettes or cigarette papers, smoking or chewing tobacco, to a minor, and a minor who buys, or has in his possession or knowingly accepts or receives from any person, cigars, cigarettes or cigarette papers, smoking or chewing tobacco of any kind, is guilty of a petty offense (A.R.S. §13-3622).

Arson

*Arson of a structure or property

A.R.S. §13-1703. Arson of a structure or property: A person commits arson of a structure or property by knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion.

**Arson of an occupied structure

A.R.S. §13-1704 Arson of an occupied structure A person commits arson of an occupied structure by knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion.

A.R.S. §13-1701, 2. Occupied structure means any structure as defined in paragraph 4 in which one or more human beings either is or is likely to be present or so near as to be in equivalent danger at the time the fire or explosion occurs. The term includes any dwelling house, whether occupied, unoccupied or vacant.

Attendance Policy Violation: Violation of state, school district, or school policy relating to attendance.

Tardy: Arriving at school or class after the scheduled start time.

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. Students who leave without permission create a serious legal liability problem for the district.

*Unexcused Absence

When a student is not in attendance for an entire day and does not have an acceptable excuse.

Truancy

The state of Arizona requirement for school attendance and definitions for truancy are as follows:

A.R.S. §15-803. School attendance; exemptions; definitions

A. It is unlawful for any child between six and sixteen years of age to fail to attend school during the hours school is in session, unless either:

1. The child is excused pursuant to A.R.S. §15-802, subsection D or A.R.S. §15-901, subsection A, paragraph 6, subdivision (c).
2. The child is accompanied by a parent or a person authorized by a parent.
3. The child is provided with instruction in a home school.

B. A child who is habitually truant or who has excessive absences may be adjudicated an incorrigible child as defined in A.R.S. § 8-201. Absences may be considered excessive when the number of absent days exceeds ten per cent of the number of required attendance days prescribed in A.R.S. §15-802, subsection B, paragraph 1.

C. As used in this section:

1. "Habitually truant" means a truant child who is truant for at least five school days within a school year.
2. "Truant" means an unexcused absence for at least one class period during the day.
3. "Truant child" means a child who is between six and sixteen years of age and who is not in attendance at a public or private school during the hours that school is in session, unless excused as provided by this section

Other Attendance Violation

Defined by school district policy. Users can add other violations specific to their policies. For example, this line might be used to record truancy at the level that is required for county court referral.

Harassment, Threat, and Intimidation

*Harassment, Nonsexual

[A.R.S. §13-2921. Harassment; classification; definition](#)

A. A person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:

1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses.
2. Continues to follow another person in or about a public place for no legitimate purpose after being asked to desist.
3. Repeatedly commits an act or acts that harass another person.
4. Surveils or causes another person to surveil a person for no legitimate purpose.
5. On more than one occasion makes a false report to a law enforcement, credit or social service agency.
6. Interferes with the delivery of any public or regulated utility to a person.

Note: Bullying and Sexual Harassment are types of Harassment. Indicate harassment if the violation is not specifically Bullying or Sexual Harassment, or if the specific type of Harassment is not known.

*Bullying

Bullying is repeated acts over time that involves a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).

*Threat or Intimidation

When a person indicates by word or conduct the intent to cause physical injury or serious damage to a person or their property. (Paraphrased from A.R.S. §13-1202)

[A.R.S. §13-1202. Threatening or intimidating](#)

A. A person commits threatening or intimidating if the person threatens or intimidates by word or conduct:

1. To cause physical injury to another person or serious damage to the property of another; or
2. To cause, or in reckless disregard to causing, serious public inconvenience including, but not limited to, evacuation of a building, place of assembly or transportation facility; or
3. To cause physical injury to another person or damage to the property of another in order to promote, further or assist in the interests of or to cause, induce or solicit another person to participate in a criminal street gang, a criminal syndicate or a racketeering enterprise.

B. Threatening or intimidating pursuant to subsection A, paragraph 1 or 2 is a class 1 misdemeanor, except that it is a class 6 felony if the offense is committed in retaliation for a victim's either reporting criminal activity or being involved in an organization, other than a law enforcement agency, that is established for the purpose of reporting or preventing criminal activity. Threatening or

intimidating pursuant to subsection A, paragraph 3 is a class 4 felony.

Hazing

A.R.S. §15-2301. Hazing prevention policies; definitions

B. Violations of hazing prevention policies adopted pursuant to this section do not include either of the following:

1. Customary athletic events, contests or competitions that are sponsored by an educational institution.
2. Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

C. For purposes of this section:

2. "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: (a) 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 an educational institution.

(b) The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.

3. "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

Lying, Cheating, Forgery or Plagiarism

Cheating

Merriam Webster Dictionary Online:

1 : to deprive of something valuable by the use of deceit or fraud 2 : to influence or lead by deceit, trick, or artifice

Forgery

Merriam Webster Dictionary Online:

falsely and fraudulently making or altering a document

Lying

Merriam Webster Dictionary Online:

1 : to make an untrue statement with intent to deceive 2 : to create a false or misleading impression

Plagiarism

Merriam Webster Dictionary Online:

to steal and pass off the ideas or words of another as one's own

School Policies, Other Violations of: This category comprises misbehavior defined in district policy but not captured elsewhere.

Defiance, Disrespect Towards Authority, and Non-Compliance

Student engages in refusal to follow directions, talks back, or delivers socially rude interactions (SWIS™)

Combustible

Student is in possession of substance or object that is readily capable of causing bodily harm or property damage, i.e., matches, lighters, firecrackers, gasoline, and lighter fluid (SWIS™).

Contraband

Items stated in school policy as prohibited because they may disrupt the learning environment.

Disruption

Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; or sustained out-of-seat behavior (SWIS™)

Dress Code Violation

Student wears clothing that does not fit within the dress code guidelines stated by school or district policy

Gambling

To play games of chance for money or to bet a sum of money.

Language, Inappropriate

Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way

Negative Group Affiliation

Specific attitudes and actions of a student affiliated with a negative group typically include most of the following:

- May or may not have a recognized leader.
- Do most things together, especially socially.
- Stick together on issues.
- Act bored, disinterested, or imposed upon by teacher ideas, suggestions, or requirements.
- Involve themselves in each other's problems; therefore, perpetuate each other's problems.
- Claim loyalty and righteousness if reprimanded. All the interference they cause is in the name of friendship.
- Likely to confront authority as a group when one member has been disciplined.
- Usually uncooperative, and possibly hostile.
- As a group, likely to be either very good or very poor students.
- Conduct themselves as though no other individuals exist in the school, including other students.
- Not objective. They turn-off to everything, sometimes without even knowing what they are doing.

Parking Lot Violation

As defined by school policy.

Public Display of Affection

Holding hands, kissing, sexual touching, or other displays of affection in violation of school policy

Other Violation of School Policy

Defined by school district policy.

School Threat (Threat of destruction or harm) or Interference with or Disruption of an Educational Institution: **Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff (National Forum on Educational Statistics, Safety in Numbers).**

A.R.S. §13-2911. Interference with or disruption of an educational institution

A. A person commits interference with or disruption of an educational institution by doing any of the following:

1. Intentionally, knowingly or recklessly interfering with or disrupting the normal operations of an educational institution by either:

(a) Threatening to cause physical injury to any employee or student of an educational institution or any person on the property of an educational institution.

(b) Threatening to cause damage to any educational institution, the property of any educational institution or the property of any employee or student of an educational institution.

2. Intentionally or knowingly entering or remaining on the property of any educational institution for the purpose of interfering with the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.

3. Intentionally or knowingly refusing to obey a lawful order given pursuant to subsection C of this section.

B. To constitute a violation of this section, the acts that are prohibited by subsection A, paragraph 1 of this section are not required to be directed at a specific individual, a specific educational institution or any specific property of an educational institution.

J. For the purposes of this section:

3. "Interference with or disruption of" includes any act that might reasonably lead to the evacuation or closure of any property of the educational institution or the postponement, cancellation or suspension of any class or other school

activity. For the purposes of this paragraph, an actual evacuation, closure, postponement, cancellation or suspension is not required for the act to be considered an interference or disruption.

****Bomb Threat**

Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device.

Chemical or Biological Threat

Threatening to cause harm using dangerous chemicals or biological agents.

****Fire Alarm Misuse**

Intentionally ringing fire alarm when there is no fire.

***Other School Threat**

The incident cannot be coded in one of the above categories but did involve a school threat.

Sexual Offenses

Note: Consider age and developmentally appropriate behavior before using this category.

Pornography

Pornography is the sexually explicit depiction of persons, in words or images, created with the primary, proximate aim, and reasonable hope, of eliciting significant sexual arousal on the part of the consumer of such materials.

Indecent Exposure or Public Sexual Indecency

13-1402. Indecent exposure; exception; classification

A. A person commits indecent exposure if he or she exposes his or her genitals or anus or she exposes the areola or nipple of her breast or breasts and another person is present, and the defendant is reckless about whether the other person, as a reasonable person, would be offended or alarmed by the act.

B. Indecent exposure does not include an act of breast-feeding by a mother.

13-1403. Public sexual indecency; public sexual indecency to a minor; classifications

A. A person commits public sexual indecency by intentionally or knowingly engaging in any of the following acts, if another person is present, and the defendant is reckless about whether such other person, as a reasonable person, would be offended or alarmed by the act:

1. An act of sexual contact.
2. An act of oral sexual contact.
3. An act of sexual intercourse.
4. An act of bestiality.

B. A person commits public sexual indecency to a minor if the person intentionally or knowingly engages in any of the acts listed in subsection A and such person is reckless about whether a minor under the age of fifteen years is present.

***Harassment, Sexual**

U.S. Department of Education, Office of Civil Rights, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, Title IX, January 2001:

Sexual harassment is unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature.

Because sexual harassment of students is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972, it is governed by this statute and corresponding guidance. Title IX applies to any public or private school receiving federal funding.

Does not include legitimate nonsexual touching or other nonsexual conduct, for example, a high school athletic coach hugging a student who made a goal or a kindergarten teacher's consoling hug for a child with a skinned knee.

Relevant factors in determining whether behavior rises to the level of sexual harassment include:

- The degree to which the conduct affected one or more students' education
- The type, frequency and duration of the conduct
- The identity of and relationship between the alleged harasser and the subject or subjects of the harassment
- The number of individuals involved
- The age and sex of the alleged harasser and the subject or subjects of the harassment
- The size of the school, location of the incidents, and the context in which they occurred

Technology, Improper use of

Computer	Defined by school district policy.
Network Infraction	Defined by school district policy.
Telecommunication Device	Defined by school district policy.
Other Technology	Defined by school district policy.

<p>Theft: Indicate whether School Property or Non-School Property; dollar amount is recorded on the incident description page. <u>A.R.S. §13-105.11</u> (See definition of Extortion, Burglary-First Degree and Armed Robbery below) Dangerous instrument: Anything that under the circumstances in which it is used, attempted to be used, or threatened to be used is readily capable of causing death or serious physical injury.</p>	
Petty Theft	Arizona law does not differentiate between petty and grand theft but school administrators may want to consider thefts under \$100 as petty.
Theft	<p>Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possessions. <u>ARS §13-1802. Theft: classification</u> A. A person commits theft if, without lawful authority, the person knowingly:</p> <ol style="list-style-type: none"> 1. Controls property of another with the intent to deprive the other person of such property; or 2. 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 3. 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 4. Comes into control of lost, mislaid or mis-delivered 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 5. Controls property of another knowing or having reason to know that the property was stolen; or 6. 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.
*Extortion	<p><u>ARS §13-1804. Theft by extortion: classification</u> A. A person commits theft by extortion by knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following:</p> <ol style="list-style-type: none"> 1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. 2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection. 3. Cause damage to property. 4. Engage in other conduct constituting an offense. 5. Accuse anyone of a crime or bring criminal charges against anyone. 6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt or ridicule or to impair the person's credit or business. 7. Take or withhold action as a public servant or cause a public servant to take or withhold action.

	8. Cause anyone to part with any property.
--	---

Trespassing: To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus or function (SDFS Terms and Definitions).

A.R.S. §13-1503. Criminal trespass in the second degree: A person commits criminal trespass in the second degree by knowingly entering or remaining unlawfully in or on any nonresidential structure or in any fenced commercial yard.

Vandalism or Criminal Damage: Willful destruction or defacement of school or personal property (National Forum on Educational Statistics, Safety in Numbers).

A.R.S. §13-1602. Criminal damage: A person commits criminal damage by recklessly:
 Defacing or damaging property of another person; or 2. Tampering with property of another person so as substantially to impair its function or value; or 3. Parking any vehicle in such a manner as to deprive livestock of access to the only reasonably available water. 4. Drawing or inscribing a message, slogan, sign or symbol that is made on any public or private building, structure or surface, except the ground, and that is made without permission of the owner.

Examples: Destroying school computer records, carving initials or words in desk top, spray painting on walls, or damaging vehicles.

Note: When using this code record the cost of repairing or replacing the damaged property under "Cost."

Graffiti or Tagging	Writing on walls, drawings or words that are scratched, painted, or sprayed on walls or other surfaces in public places (MSN Encarta Online Dictionary).
*Vandalism of personal property	Willful destruction or defacement of personal property.
*Vandalism of school property	Willful destruction or defacement of school property.

Weapons and Dangerous Items:

A.R.S §13-3101. Definitions

A. In this chapter, unless the context otherwise requires:

1. "Deadly weapon" means anything that is designed for lethal use. The term includes a firearm.
3. "Explosive" means any dynamite, nitroglycerine, black powder or other similar explosive material, including plastic explosives. Explosive does not include ammunition or ammunition components such as primers, percussion caps, smokeless powder, black powder and black powder substitutes used for hand loading purposes.
7. "Prohibited weapon" means, but does not include fireworks imported, distributed or used in compliance with state laws or local ordinances, any propellant, propellant actuated devices or propellant actuated industrial tools that are manufactured, imported or distributed for their intended purposes or a device that is commercially manufactured primarily for the purpose of illumination, including any of the following:
 - (a) Explosive, incendiary or poison gas:
 - (i) Bomb.
 - (ii) Grenade.
 - (iii) Rocket having a propellant charge of more than four ounces.
 - (iv) Mine.
 - (b) Device that is designed, made or adapted to muffle the report of a firearm.
 - (c) Firearm that is capable of shooting more than one shot automatically, without manual reloading, by a single function of the trigger.

- (d) Rifle with a barrel length of less than sixteen inches, or shotgun with a barrel length of less than eighteen inches, or any firearm that is made from a rifle or shotgun and that, as modified, has an overall length of less than twenty-six inches.
- (e) Instrument, including a nunchaku, that consists of two or more sticks, clubs, bars or rods to be used as handles, connected by a rope, cord, wire or chain, in the design of a weapon used in connection with the practice of a system of self-defense.
- (f) Breakable container that contains a flammable liquid with a flash point of one hundred fifty degrees Fahrenheit or less and that has a wick or similar device capable of being ignited.
- (g) Chemical or combination of chemicals, compounds or materials, including dry ice, that is placed in a sealed or unsealed container for the purpose of generating a gas to cause a mechanical failure, rupture or bursting of the container.
- (h) Combination of parts or materials that is designed and intended for use in making or converting a device into an item set forth in subdivision (a) or (f) of this paragraph.

Table 5-Report of Children with Disabilities Subject to Disciplinary Removal 2005-2006 School Year - **Dangerous Weapon** – A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such a term does **NOT** include a pocket knife with a blade of less than 2½ inches in length (18 U.S.C. Section 930(g) (2)).

<p>**Firearm (Including Destructive Devices)</p>	<p><u>A.R.S §13-3111. Minors prohibited from carrying or possessing firearms; exceptions; seizure and forfeiture; penalties; classification</u></p> <p>A. Except as provided in subsection B, an un-emancipated person who is under eighteen years of age and who is unaccompanied by a parent, grandparent or guardian, or a certified hunter safety instructor or certified firearms safety instructor acting with the consent of the un-emancipated person's parent or guardian, shall not knowingly carry or possess on his person, within his immediate control, or in or on a means of transportation a firearm in any place that is open to the public or on any street or highway or on any private property except private property owned or leased by the minor or the minor's parent, grandparent or guardian.</p> <p><u>A.R.S. §13-3101. Definitions</u></p> <p>4. "Firearm" means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition.</p> <p>The following is paraphrased from: 18 USC 921 Firearm: Any weapon, including a starter gun, which will be or is designed to or may be readily converted to expel a projectile by the action of an explosive. This includes the frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device. This definition does not include antique firearms.</p> <p>Other Firearms –Firearms other than handguns, rifles or shotguns including:</p> <ul style="list-style-type: none"> • Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; • The frame or receiver of any weapon described above; • Any firearm muffler or firearm silencer; • Any destructive device, which includes: Any explosive, incendiary, or poison gas <ul style="list-style-type: none"> ○ Bomb; ○ Grenade, ○ Rocket having a propellant charge of more than four ounces, ○ Missile having an explosive or incendiary charge of more than one-quarter ounce, ○ Mine or Similar device • Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter (Continued on next page)
---	---

	<ul style="list-style-type: none"> • Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. <p>(This definition does not apply to items such as toy guns, cap guns, bb guns, and pellet guns.)</p> <p>Destructive Device: A category of firearm that includes an explosive, combustible or poisonous gas. This includes bombs, grenades, mines and rockets. Any type of weapon (other than a shotgun or a shotgun shell which is generally recognized as particularly suitable for sporting purposes) which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant; and which has any barrel with a bore of more than one-half inch in diameter, and any combination of parts either designed or intended for use in converting any device into a destructive device or from which a destructive device may be readily assembled. The term “destructive device” shall not include any device which is designed or redesigned for use as a weapon.</p> <p><u>A.R.S. §13-105.11</u></p> <p>Dangerous instrument: Anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</p>
--	---

**Firearms	Handgun or Pistol	
	Shotgun or Rifle	
	Starter Gun or Pistol	
	Destructive Device (Including Bombs and Grenade)	
	Other Firearm or Destructive Device	
**Other Weapons	Billy Club	
	Brass Knuckles	
	Knife with blade length at least 2.5 inches	
	Nunchakus	
*Dangerous Items¹	Air Soft Gun	
	B.B. Gun	
	Knife with blade length less than 2.5 inches	
	Laser Pointer	
	Letter Opener	
	Mace	
	Paintball Gun	
	Pellet Gun	
	Razor Blade or Box Cutter	
	Simulated Knife	
	Taser or Stun Gun	
	Tear Gas	
Other Dangerous item		
Simulated Firearm	Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm.	

¹ A dangerous item used to cause bodily injury to, threaten, or intimidate another person may be classified as a dangerous instrument. (See A.R.S. definition for dangerous instruments listed above) and must be reported to law enforcement.

DISCIPLINARY ACTIONS

No Action	
No Action Taken	No action was taken by the LEA in response to the incident.
Actions Within Due Process	
<p>The right to due process in disciplinary proceedings is applicable in all instances where the behavior of the student is being evaluated for possible suspension or expulsion. The student must always be treated with fundamental fairness, has a right to be fully informed about his/her alleged breach of behavior and must be provided with an opportunity to respond to such charges.</p>	
Appeal Review	<p>When an appeal under Sec 615(k)(3) has been requested by either the parent or the LEA , the state or LEA shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.</p> <p>IDEA 2004 [615(k)(4)(B)]</p>
Disciplinary Hearing	An official meeting that is held to gather facts about a disciplinary action imposed on a student. This hearing is often done with a designated disciplinary hearing committee, one or more hearing officers, or school board
Individualized Education Program (IEP) Team Meeting	<p>The IDEA federal regulations mandate that certain disciplinary actions by schools trigger the need for an IEP team meeting when:</p> <ul style="list-style-type: none"> • A student is suspended for ten consecutive days in a school year; • A student is considered for expulsion. <p>The IDEA regulations are not fully included here, but in brief, they require that, IEP team meetings held to address disciplinary issues must perform these tasks:</p> <ul style="list-style-type: none"> • Review the child's IEP to determine if it contains all of the required parts. • Determine if the IEP is appropriate, given the child's behavioral needs. • If the IEP is not appropriate, the team must develop appropriate goals, objectives, a behavior intervention plan, and support services such as counseling, referral to area mental health services, or other appropriate service to address any deficient areas on the plan. • Determine if the educational setting is appropriate for the child. Does he need a more structured environment, an alternative program, day treatment, or other program? If the setting is not appropriate, the team must provide an appropriate placement. • Determine if the child's behavior is related to his disability. If the child's behavior is related to his disability, schools are not to continue suspending or expelling the student without providing special education services that are required by the IEP. Instead, they must focus on providing an appropriate program to accommodate the disability. Schools are required to provide a full continuum of educational placements to meet a broad range of needs. (About.com: Learning Disabilities) <p>Schools must ensure that regardless of suspensions or expulsions:</p> <ul style="list-style-type: none"> • Special education students receive the same services that regular education students receive during suspension or expulsion; • Special education services receive services required by the IEP; and • Services are provided in appropriate settings. <p>Special circumstances exist when students are disciplined for weapons, assault with serious bodily injury, or drugs and different rules will apply.</p>

Manifestation Determination	<p>Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:</p> <ul style="list-style-type: none"> • If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or • If the conduct in question was the direct result of the LEA's failure to implement the IEP. (OSEP)
Placement Review Committee	<p>ARS 15-841. <u>Responsibilities of pupils; expulsion; alternative education programs; community service; placement review committee</u></p> <p>J. Each school shall establish a placement review committee to determine the placement of a pupil if a teacher refuses to readmit the pupil to the teacher's class and to make recommendations to the governing board regarding the readmission of expelled pupils. The process for determining the placement of a pupil in a new class or replacement in the existing class shall not exceed three business days from the date the pupil was first removed from the existing class. The principal shall not return a pupil to the classroom from which the pupil was removed without the teacher's consent unless the committee determines that the return of the pupil to that classroom is the best or only practicable alternative. The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal. The faculty members of the school shall select a third teacher to serve as an alternate member of the committee. If the teacher who refuses to readmit the pupil is a member of the committee, that teacher shall be excused from participating in the determination of the pupil's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that pupil's readmission.</p>
Board Review	<p>School boards have the right to review student disciplinary actions imposed by a disciplinary hearing committee.</p>

<p>Removals</p> <p>Any instance in which a child is removed from his/her educational placement for disciplinary purposes, including in-school suspension, out-of-school suspension, expulsion, removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removal by hearing officer for likely injury to self or others. USED Office of Special Education Programs (OSEP)</p>
<p>Expulsion</p> <p>ARS 15-840. <u>Definitions</u></p> <p>"Expulsion" means the permanent withdrawal of the privilege of attending a school unless the governing board reinstates the privilege of attending the school.</p> <p>ARS15-841. <u>Responsibilities of pupils; expulsion; alternative education programs; community service; placement review committee</u></p> <p>B. A pupil may be expelled for continued open defiance of authority, continued disruptive or disorderly behavior, violent behavior that includes use or display of a dangerous instrument or a deadly weapon as defined in section 13-105, use or possession of a gun, or excessive absenteeism. A pupil may be expelled for excessive absenteeism only if the pupil has reached the age or completed the grade after which school attendance is not required as prescribed in section 15-802. A school district may expel pupils for actions</p>

other than those listed in this subsection as the school district deems appropriate.	
G. A school district or charter school shall expel from school for a period of not less than one year a pupil who is determined to have brought a firearm to a school within the jurisdiction of the school district or the charter school, except that the school district or charter school may modify this expulsion requirement for a pupil on a case by case basis. This subsection shall be construed consistently with the requirements of the individuals with disabilities education act (20 United States Code sections 1400 through 1420).	
*Expulsion with Services	The student was expelled from and is no longer enrolled in his or her regular school setting. Arrangements made for the provision of educational services.
*Expulsion without Services	The student was expelled from and is no longer enrolled in his or her regular school setting. Total cessation of educational services.
Suspension	
ARS 15-840. <u>Definitions</u> 2. "Suspension" means the temporary withdrawal of the privilege of attending a school for a specified period of time.	
*In School Suspension	Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.(OSEP)
*Out of School Suspension	Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). (OSEP)
*Long Term Suspension	Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes for a period of eleven days or more. (OSEP)
*Short Term Suspension	Instances in which a child is temporarily removed from his/her regular class. This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continue to receive services according his or her IEP. (OSEP)
*Suspension With Services	Instances in which a child is suspended and receives educational services.
*Suspension Without Services	Instances in which a child is suspended and does not receive educational services.

Other Removals or Reassignments	
*Removal by students IEP team to an Interim Alternative Educational Setting	Interim Alternative Educational Setting – An appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur. A unilateral removal is an instance in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student’s placement. (OSEP)
*Removal by hearing officer for likely injury to self or others	Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer’s determination that maintaining the child’s current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting. (OSEP)

*Reassignment to a Different Class	Student removed by school administration from one class and placed in another class with a different instructor
*Reassignment to Another School within District	The student was reassigned to another school facility or program within the district that allowed him/her to continue to participate in the general curriculum at a school setting, including students receiving prescribed special education services who continued to receive these services.
Action Completed in One Day	
Confiscation of Contraband	Taking away an item(s) defined as prohibited by school or district policy.
Demerit	A mark against a student for misconduct, as defined by district policy
Drug Test	A drug test is commonly a technical examination of urine, semen, blood, sweat, or oral fluid samples to determine the presence or absence of specified drugs or their metabolized traces (Wikipedia).
*Law Enforcement Contacted	Local law enforcement agency contacted by school or district officials. This includes contacting of school resource officer (SRO).
Parent Conference	School administrator formally meets with the parent or guardian of the student.
Parent Notification	Parent or guardian is contacted by phone, personal contact, letter or certified letter.
Referred to Outside Agency	Student is provided information for additional services within the community and it is suggested that the student seek the identified services.
Student Conference	School administrator formally meets with the student.
Student Verbal Apology	An oral expression of contrition and remorse for something done wrong.
Student Written Apology	A written expression of contrition and remorse for something done wrong.
Warning	A verbal or written notification to the student of inappropriate behavior or actions on the part of the student and the potential consequences if it is repeated.
Withdrawal from School	Student withdraws from school prior to action being imposed or completed.
Other Action Completed in One Day	
Action Completed in One or More Days	
Behavior Contract	A written agreement between a school official, student and often a parent, that includes how the student will behave and what the appropriate consequence or reinforce will be for compliance or non-compliance.
Behavior Intervention Group: Anger Management Group	<p>Individualized or group counseling that provides the participant with a safe, supportive environment that enables them to learn:</p> <ul style="list-style-type: none"> • when their anger is harmful versus when it is beneficial • what triggers their anger • how they typically respond when angry and the resulting consequences • alternate ways for expressing their anger more appropriately • strategies for managing their anger including self-talk, personal time-outs,

	problem solving, and relaxation techniques (Paraphrased from Wiktionary)
Behavior Intervention Group: Drug Prevention Group	A facilitated discussion among a group of people where the primary focus of the facilitator is to reduce the likelihood that group participants will be involved with illicit or illegal drugs.
Behavior Intervention Group: Other Group	Defined by the Local Education Agency (LEA).
Behavior Intervention Plan	A written, specific, purposeful and organized plan which describes positive behavioral interventions and other strategies that will be implemented to address goals for a student's social, emotional and behavioral development. (National Association of Social Workers)
Community Service	Unpaid work that benefits the school, neighborhood, or community in meaningful ways by providing necessary and productive labor, ideally providing students with an opportunity to learn a variety of skills and give back to the community in a meaningful way. (Community Service as an Alternative to Suspension toolkit – University of Arizona)
Detention	A form of punishment in which students are made to stay in class at a break or at school outside of normal school hours
Functional Behavioral Assessment	A comprehensive and individualized strategy to identify the purpose or function of a student's problem behavior(s); develop and implement a plan to modify variables that maintain the problem behavior; and teach appropriate replacement behaviors using positive interventions. (OSEP)
Meeting with School Counselor	School counselor formally meets with the student.
Peer Mediation	<p>The goal of peer mediation is to reduce conflict and provide children with problem-solving skills. Trained peer mediators create a safe atmosphere, allowing disputing students to tell their stories and assisting them in working out a mutually acceptable agreement. Since a solution is not forced on the students, the disputants feel empowered to take responsibility for their actions and to deal constructively with their immediate and future disagreements.</p> <p>The conflicts that lend themselves to peer mediation include interpersonal disputes like friendship issues, verbal harassment, spreading rumors, physical aggression, or other bullying behaviors. Assault or other criminal activities are not referred for peer mediation.</p> <p>Peer mediators are trained students who are taught communication and mediation skills. The youngest peer mediators in most programs are fourth graders, although younger students have been trained in some schools. Trained mediators reportedly exhibit increased self-control, self-confidence, and problem-solving skills which they use not only at school, but at home and with friends outside of school. Both mediators and disputants learn to communicate more effectively and solve problems without violence (Leah Davies, M.Ed., Solutions Through Peer Mediation)</p>
Privileges Suspended	For a specified period of time, the student is not a recipient of privileges (such as using the parking lot, attending school sponsored events, participating in extracurricular activities etc).
Restitution	Repaying or compensating for loss or damage. (Webster's II New College Dictionary)
Saturday School	A student is required to attend a structured classroom setting on Saturday for a predetermined length of time.
Teen Court	Teen Court is a unique justice program for first time offenders of misdemeanor crimes. It is designed to give youth who have broken the law and admitted their guilt, a second chance. Those who are accepted into the program must go "to a sentencing trial" in a real courtroom with teens serving as prosecuting and defense attorneys. An adult judge presides and a teen jury determines the sentence, which includes mandatory community service and jury duty in future Teen Courts. Upon successful completion of the program charges against the defendant are dismissed (Colorado Springs, Teen Court)

Threat Assessment	A process that involves identifying, assessing, and managing individuals that might pose a risk of violence to identified or identifiable target (U.S. Secret Service & U.S. Department of Education, Threat Assessment in Schools).
Work Detail	Assignment for a predetermined length of time to a specific clean up or public service duty.
Other Action Completed in One or More Days	
Victim Related Actions	
Meeting with School Counselor	School counselor formally meets with the student.
Referred to Outside Agency	Student is provided information for additional services within the community and it is suggested that the student seek the identified services.
Victim Notified of Right to Transfer	
Other Action	

DISTRICT DISCIPLINE MATRIX

PROBLEM	MINIMUM CONSEQUENCES	MAXIMUM CONSEQUENCES
Alteration of Record	Parent Conference/Suspension Possible Police Involvement	Expulsion
Arson	Suspension Police Involvement	Expulsion
Bus Violation	Parent Notification Detention	Suspension of Bus Privileges
Cell Phone violation	Student Conference/Parent Notification	Suspension of Privilege to have cell phone
Disorderly conduct, Profanity, Obscene Behavior	Parent Notification/Detention Possible Police Involvement	Expulsion
Disrespect/Noncompliance	Detention/Suspension	Suspension
Dress Code Violation	Student Conference	Suspension
Drug/Alcohol Violation	Suspension Police Involvement	Expulsion
Explosive Device Violation	Parent Conference/Detention/Expulsion Police Involvement	Expulsion
Extortion	Parent Conference/Detention/Expulsion Possible Police Involvement	Expulsion
Fighting	Student Conference Possible Police Involvement	Expulsion

Forgery	Parent Notification/Detention/Suspension Possible Police Involvement	Expulsion
Gambling	Student Conference Possible Police Involvement	Expulsion
Inappropriate Language	Parent Notification/Detention	Expulsion
Insubordination	Detention	Expulsion
Intimidation	Parent notification/Detention	Expulsion
Leaving Campus without permission	Parent Notification/Detention Possible Police Involvement	Expulsion
Loitering	Student Conference Possible Police Involvement	Expulsion
Lying	Student Conference/Detention	Expulsion
Physical Assault	Parent Notification/Detention Police Involvement	Expulsion
Possession of Drug including Tobacco Paraphernalia	Parent Conference/Suspension Police Involvement	Expulsion
Scholastic Dishonesty	Parent Conference/Loss of Credit	Expulsion
Substance abuse/paraphernalia	Parent conference/Suspension Police Involvement	Expulsion
Tardiness	Student Conference	Detention
Theft	Parent Notification/Suspension Possible Police Involvement	Expulsion
Threats/Verbal Abuse	Student Conference/Detention/Suspension Possible Police Involvement	Suspension
Trespassing	Student Conference Possible Police Involvement	Suspension
Truancy	Suspension Possible Police Involvement	Expulsion
Unauthorized Presence in Hall or on Campus	Student Conference Possible Police Involvement	Suspension
Vandalism	Restitution/Detention Possible Police Involvement	Expulsion
Verbal/Physical Assault on non-student	Parent Conference/Suspension Possible Police Involvement	Expulsion
Weapon Violation	Parent conference/Detention/Suspension/ Expulsion	Expulsion

DISTRICT TECHNOLOGY GUIDELINES**USE OF TECHNOLOGY RESOURCES IN INSTRUCTION**

Message from the Arizona Attorney General, Terry Goddard (Goddard)

The Internet can be a terrific tool, providing access to a wealth of information and interactive learning experiences. But the Internet can also be dangerous. While social networking sites such as MySpace, Facebook, and Internet chat rooms allow young people to stay in touch, plan events and get the latest gossip, they can also lead to trouble. Many teens use these sites to post pictures and personal information. They use blogs as their personal diaries which the world can see.

Unfortunately, sexual predators are lurking on the Internet. Even the smartest students may not realize that everyone with Internet access, including predators, can see the pictures and personal information they post and use them for sinister purposes.

Cyberbullying is another hazard on social networking sites. Kids no longer need muscles to bully and torment their peers. Some young people use Web sites, cell phones, instant messaging, chat rooms, blogs and other cyberspace options to harass, threaten and ridicule. What may start as a joke, once launched into cyberspace, can be very serious. The impact on the victim can be devastating and even tragic. The bully may have committed a crime, exposed their parents to liability and/or damaged their own prospects for college or a job.

As parents, we must strengthen our efforts to shield our children from the dangerous side of the Internet. There are many things parents can do to protect their children and reduce online risks. I urge you to review both sections of the Internet Safety Guide for Parents booklet (http://www.havasu.k12.az.us/pdf/InternetSafety_ParentsWeb.pdf) and use it as a starting point to talk with your child about the Internet. Half is targeted to teens but may be appropriate for younger children as well. Please also visit www.azag.gov and my MySpace page at www.myspace.com/arizonaag for updated tips or to ask me a question about Internet safety. I am confident we can make online experiences safer and more productive. Be sure your teens "Surf Safe, Surf Smart"

Goddard, Terry. *Internet Safety_ParentsWeb*. July 2008. 13 April 2009

<http://www.havasu.k12.az.us/pdf/InternetSafety_ParentsWeb.pdf>.

Appropriate use of Electronic Information Services

Acceptable use of the electronic information services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research, and educational goals of Lake Havasu Unified School District. The user must:

- Use the EIS for educational purposes only
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material
- Abide by all copyright regulations
- Not reveal home addresses or personal phone numbers
- Understand that electronic mail is not private
- Not use the network in any way that would disrupt the use of the network by others
- Understand that many services and products are available for a fee and acknowledge the responsibility for any expenses incurred without district authorization
- Not use the EIS for commercial purposes
- Follow Lake Havasu Unified School district's code of conduct
- Not attempt to harm, modify, or destroy software or interfere with system security

In addition, acceptable use for Lake Havasu Unified School District employees is extended to include requirements to:

- **Maintain supervision of students using the EIS**
- **Agree to directly log on and supervise the account activity when allowing others to use a personal account**
- **Take responsibility for personal accounts**
- **Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal accounts by unauthorized persons**

Each user will be required to sign an EIS user's agreement. A user who violates the provisions of the agreement will be denied access to the information services and may be subject to disciplinary action. Lake Havasu Unified School District may log the use of all systems and monitor all system utilization. Accounts may be closed and files may be deleted at any time. The district is not responsible for any service interruptions, changes or consequences.

Details of the user agreement shall have been discussed with each potential user of the electronic information services. When the signed agreement is returned to the school, the user may be permitted use of EIOS resources through the school equipment.

The Electronic Information Services User Agreement and Student Release will be distributed to your child. Both forms need to be completed each time a student changes schools.

Lake Havasu Unified School District Student Information Technology (IT) Use Agreement

Lake Havasu Unified School District uses technology in all aspects of instruction which includes Internet use, email, computer, educational software, etc. While the District will take all responsible precautions to protect your student, realize the District cannot prevent access to all controversial materials. The District may log and monitor all system utilization. We expect your student to follow District policy regarding acceptable use of computers and IT regardless of the source. Anyone who misuses, abuses, or chooses not to follow these guidelines and procedures will be denied access to the District's technology services and may be subject to disciplinary action. The following are NOT permitted:

1. Submitting, accessing, downloading, publishing, or displaying offensive messages or pictures or illegal material.
2. Cyber Bullying/Bullying of any type including but not limited to: harassing, insulting or attacking others, including the use of profanity or obscene language.
3. Damaging, modifying or hacking computer systems, networks, and software.
4. Plagiarizing and/or violating copyright laws and regulations.
5. Using school computers or networks for personal gain or unlawful activities.
6. Using and sharing of passwords of others or interfering with other security systems.
7. Accessing any non school-sanctioned electronic communication such as email, chatrooms, etc.
8. Using school computers, networks, or IT devices without authorization or in an inappropriate manner.
9. Uploading, downloading, or installing any program not approved by the administration.
10. Revealing personal information such as name, address, etc. to unauthorized parties.

I have read and agree to abide by the IT use policy of the School District and network etiquette. I am responsible to report any misuse of technology to the district including the report of Cyber Bullying incidents. I understand any violation of the policy is unethical and may result in loss of access to school computers/IT devices, removal from class for no credit, disciplinary action and involvement of law enforcement agencies when state or federal laws are violated.

Print Student's Name

Student's Signature

Grade

Date

Parent/Guardian Cosigner

LIABILITY

Lake Havasu City's schools belong to you and your neighbors, the people who support and pay for them. Unfortunately, occasional vandalism at our schools has become a fact of life. People who damage school property will be held liable for those damages, according to state law. In the case of minor children, their parents are liable.

As a taxpayer, you've already done your part to financially support the public school. We don't want you to have to "contribute" again because of your child's misbehavior. So we ask you to help us by teaching your child respect for public property.

Video cameras can be positioned on school grounds. If a student is caught vandalizing District property they will be prosecuted.

Family Education Rights and Privacy Act of 1977 Lake Havasu School District Students Records Policy

Type of records directly related to the students, which are maintained by the schools.

The District maintains at each School the records on each student enrolled at that school. A 'Student record' generally includes: standardized achievement test scores; grades; attendance date; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and records of behavior patterns or disciplinary actions.

Name of custodian or agent to contact to review records

Principals, counselors, teachers, and other district employees who have legitimate educational interest in the records of a student may review and receive copies of the records which are necessary to the furtherance of that interest. A record need not be kept of request for access to student records made by these District employees or of transfer of records to other schools of the District. In addition to the employees of the District who have a legitimate interest in a student's records, parents, guardians, and the student are the only persons who have general access to the records maintained. Under restricted conditions, which require the completion of a request form that remains permanently with the records, certain other individuals can review a student's record. These include:

State and federal officials for audit purposes

Accrediting representatives for accrediting purposes

Research representatives for limited research, however the results of the research will not identify the students

School officials of other school districts or universities or colleges in which the student has indicated an interest in enrolling, provided the parent or student, if 18, received notice

Courts and other bodies issuing orders or subpoenas, provided the parent and student receives notice before compliance;

No other persons are allowed to review a student's records without either the parents or guardian's permission or that of the student if over 18 years of age.

CHALLENGING THE CONTENT OF RECORDS

Parents of students under 18 and students over 18 may challenge the content of a student's records to insure that the records are not inaccurate, misleading or otherwise a violation of the privacy or other rights of the student. The hearing procedure provided by the District provides an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise

inappropriate data and/or the opportunity for the parents or students to enter an explanatory statement concerning the records. Although improperly recorded grades may be challenged, parents and students are not allowed to contest the grade given a student's performance in a course through this process.

COST OF PROVIDING COPIES OF RECORDS

A person who requests copies of District records for a purpose other than the transaction of official business of the District shall pay the actual cost of reproducing the records. A charge of 50 cents per page will normally be made; however, if the actual cost of reproducing the record exceeds this standard fee for any record, the custodian or designated agent shall require payment of the actual cost.

DIRECTORY OF INFORMATION

According to the Family Educational Rights and Privacy Act (FERPA), a Federal law, Lake Havasu Unified School District #1 may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from your child's educational records in certain school publications such as:

- a playbill or other program
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets showing weight and height of team members

According to state and federal law directory information may be publicly released to educational, occupational or military recruiting representatives without parent permission. If the Governing Board permits the release of directory information to persons organizations who inform students of educational or occupational opportunities, by law the District is required to provide the same access on the same basis to official military recruiting representatives for the purpose of informing students of educational and occupational opportunities available to them, unless you request in writing that the school not release the student's information without your prior signed and dated written consent. If you do not object to the release of any and all of the directory information in writing, then the District must provide military recruiters, upon request, directory information containing the student's names, addresses, and telephone listings.

If you do not want any or all of the directory information about your child to be released to any person or organization without your prior signed and dated written consent, you must notify the District in writing or by signing and dating the form found in the back of this handbook and checking off any or all of the rejected information. It must be returned to the Principal within two (2) weeks of receiving the form. If the School District does not receive this notification from you within the prescribed time, it will be assumed that your permission is given to release your son's/daughter's designated directory information.

Lake Havasu Unified School District #1 has designated the following information as "directory information".

- The student's name
- The student's address
- The student's telephone listing
- The student's electronic mail address
- The student's date and place of birth
- The student's grade level
- The student's major field of study
- The student's dates of attendance
- The student's enrollment status (part or full time)

- The student's participation in officially recognized activities and sports
- The student's weight and height if a member of athletic team
- The student's honors and awards received
- The student's most recently attended educational agency or institution
- The student's photograph

REQUEST FOR RECORDS:

Educational records requested by other schools in writing will be forwarded to those schools in which the student seeks or intends to enroll. Federal Law 99.31 – No parent signature required for educational records to be sent to another educational agency. “

PPRA: PROTECTION OF PUPIL RIGHTS AMENDMENT

PPRA affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”)if the survey is funded in whole or in part by a program of the U.S. department of Education

Political affiliations or beliefs of the student or student's parent;

Mental or psychological problems of the student or student's family;

Sex behavior or attitudes;

Illegal, anti-social, self-incriminating, or demeaning behavior;

Critical appraisals of others with whom respondents have close family relationships;

Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

Religious practices, affiliations, or beliefs of the student or parents; or

Income, other than as required by law to determine program eligibility

Receive notice and an opportunity to opt a student out of:

Any other protected information survey, regardless of funding;

Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and

Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

Protected information surveys of students;

Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

Instructional material used as part of the educational curriculum.

Parents/eligible students who believe their rights have been violated may file a complaint with: The Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Avenue, SW; Washington, D.C. 20202-4605

STUDENT RIGHTS

The elementary schools of the Lake Havasu School District are dedicated to providing an educational program consistent with the needs of the students, the desires of the community, and the demands of a democratic society. Specifically, the school will provide each student with opportunities and challenges. Each student will be encouraged to grow academically, to realize his self-worth, undertake personal accountability, and appreciate and respect others and their property. The school program is designed to challenge the creativity, intellectual interests, and esthetics appreciation of each student.

We further believe that inherent in the educational system are the concepts of rights and responsibilities. Students can expect certain rights, but at the same time must accept the responsibilities that go with those rights.

A "right" is something which belongs to you and cannot be taken away by anyone. Your classmates, teachers, and other staff members have the same rights.

HERE ARE YOUR IMPORTANT RIGHTS

YOU HAVE THE RIGHT TO BE AN INDIVIDUAL AT SCHOOL

This means you should not be treated unfairly because you are tall or short, boy or girl, or because it takes you a little longer to get the right answer.

YOU HAVE THE RIGHT TO BE RESPECTED AND TREATED WITH KINDNESS AT SCHOOL.

This means that others should not laugh at you, make fun of you or hurt your feelings. No one is to embarrass you in front of the class.

YOU HAVE THE RIGHT TO EXPRESS YOURSELF.

This means that you may talk freely about your ideas and feelings when appropriate.

YOU HAVE A RIGHT TO A SAFE SCHOOL.

This means that your school should provide safe classrooms, equipment and rules to ensure your safety at school.

YOU HAVE THE RIGHT TO HAVE A TEACHER AND STAFF MEMBERS WHO CARE.

This means each day the student learns, grows, and feels like a real human being. There are some things you should do without being told. Some of these things you do for others and some of these you do for yourself.

HERE ARE YOUR IMPORTANT RESPONSIBILITIES

YOU HAVE A RESPONSIBILITY TO ALLOW OTHERS TO WORK WITHOUT BEING BOTHERED

This means that you quietly make good use of your time and do not bother others.

YOU HAVE A RESPONSIBILITY TO COMPLETE YOUR CLASSROOM ASSIGNMENTS

This means that you do your best with your class assignments and homework, being sure to have them in on time.

YOU HAVE A RESPONSIBILITY TO MAKE SCHOOL A GOOD PLACE TO BE

This means being thoughtful, respectful, and courteous to others

YOU HAVE A RESPONSIBILITY TO TAKE CARE OF PROPERTY

This means that you take care of school property and the property of others

YOU HAVE THE RESPONSIBILITY TO COME TO SCHOOL

This means that you come to school every day on time, unless you are sick or excused.

YOU HAVE A RESPONSIBILITY TO TAKE SCHOOL MESSAGES HOME

This means that it is important for you to take all school messages to your parents.

YOU HAVE A RESPONSIBILITY TO PRACTICE GOOD PERSONAL CLEANLINESS

This means that you come to school clean.

CHILD FIND POLICIES

All individuals with disabilities aged birth (0) through twenty-one (21) years within the District's jurisdiction are to be located, identified and evaluated including children attending religious or private schools who are in need of special education and related services.

Using awareness strategies, it shall be this School District's responsibility to disseminate to the public, parents, teachers and private schools the "Child Find" procedures for identification and implementation of services for individuals with possible disabilities aged birth (0) through twenty-one (21) years.

If you know of such a child or young adult living within the boundaries of our school district, please contact us at

2200 Havasupai Blvd.
Lake Havasu City, AZ 86403
Phone: 928-855-2431
Fax: 928-855-5908

Procedures and Guide Steps for a Parent, Educator or Agency making a referral for Evaluation under the "Child Find" guidelines for Individuals ages Birth to 21 Years.

Public schools and the Arizona Early Intervention Program are responsible for "finding" eligible children and providing services needed for them to reach their potential while fulfilling educational needs.

When children are "found", they are referred to a specialist to screen for development. The screening helps "identify" any areas of concern that need to be evaluated further. In order to receive early intervention or special education services, a child must be evaluated to confirm they have a delay or disability that falls under state definitions.

If needed, the child is evaluated using state criteria for specific delays or disabilities. If eligible, the Arizona Early Intervention Program or a public school system will offer early intervention or special education services according to the child's needs.

Lake Havasu Unified School District #1 Child Find Procedures

Screening and evaluation processes are available at no cost to parents who believe their child (0 - 21 years) may be in need of early intervention services.

Early intervention supports and services assist families of children who are eligible by helping children ages birth to three years develop to their full potential. Screening and evaluation procedures for infants and toddlers (birth to age 3) are provided by the Arizona Early Intervention Program (AzEIP). The AzEIP Service Coordinator, may be reached at 928-680-4141.

Preschool special education services for children ages 3 - 5 years provide special strategies to help children reach developmental milestones. Requests for screening and evaluation for children ages 3 years to 5 years may be referred to the Special Services Department, Lake Havasu Unified School District #1 at 928-855-2431.

Special education services for school-aged students in kindergarten through the age of 21 years provide specialized instruction and services to assist student in the educational environment. Requests for evaluation and screening for school-aged students (Kindergarten - 21 years) must be made in writing to the school principal of the school the student attends. Parents of non-public school student, including home schooled and private schooled may ask for evaluation, whether or not their student is enrolled in the District's public school program. If a school-aged student is home or private schooled, the request must be made in writing to the Director of Special Services at the District Office.

If an individual qualifies, special services may include Psycho-Educational, Speech, Hearing, Vision, Occupational, or Physical evaluations. Services in any of these areas may be appropriate.

Signs to look for

The intent of Child Find is that all children from birth through age 21 with delays or disabilities are identified, located and evaluated to receive the supports and services they need. Below is a list of signs to look for (broken up into 3 categories), to possibly identify an individual that may need services provided by this School District and/or Arizona Early Intervention Program.

Birth - 3 Years

Physical 1: Find in gross developmental lag 2: Sensory difficulties;

Cognitive: developmental lag regarding thinking/solving skills;

Language/Communication Lag: Regarding skills in receiving information (receptive) and expressing information (expressive);

Social/Emotional: internal and external adaptation to environmental stimuli;

Self-help: adaptive development to complete basic needs.

3 - 5 Years

Thinking/Cognitive Skills

Unable to remember shapes, colors, or numbers

Not able to match objects or colors

Appears unaware of or unable to anticipate what comes next regarding a familiar event or daily routine

Difficulty with simple problem-solving

Physical/Motor Development

Unsteady gait and difficulty maintaining balance

Unable to climb

Muscles too hard, too soft or often twitching

Trouble doing activities such as play-dough, or puzzles

Vision

Prefers to be too far or too near to objects or tasks

Tips head to be able to see things

Frequently blinks

Tearing or red swollen eyes.

Hearing

Does not respond to sound or appears to tune out noise

Pulls on ears or has drainage from ears

Social/Emotional/Adaptive Behavior

Unable to adjust to new situations and people

Demanding and unable to be redirected

Exhibits many fears and prefers to play alone

Unable to do simple self-care tasks such as: drinking from a cup; eating with a spoon; caring for own toilet needs; washing hands and dressing self

Speech/Language Development

Unable to verbalize simple needs and wants

Unable to ask who, what, when, and where questions

Unable to follow simple two to three word directions

Unable to say or sing simple nursery rhymes and songs

Speech that is not understood by an unfamiliar listener

Kindergarten - 21 Years

Vision

Holds printed materials very close or very far away

Tilts head or squints when looking at print or distance objects

Unable to see at distances others can see

Unable to locate objects on a table

Rubs eyes, complains of headaches

Eyes red, asymmetrical dilation, or other physical differences

Hearing

Unable to hear sounds others hear

Does not respond to loud or voice range noises

Repeated hits self on side of head

Complains of ringing, buzzing

Drops sounds out of words (doesn't pronounce s, c etc.)

Speaks in very loud voice

Communication

Does not pronounce words completely or correctly
Unable to repeat directions
Mistakes sounds: can not distinguish between pen and pin, get and got, ilk and elk
Uses whole sentences when could use one word
Uses only one or two words to communicate
Unable to follow multi-step directions
Unable to talk about actions or behaviors
Academics
Difficulty understanding key content
Extreme difficulty learning to read, write or do mathematics
Extreme difficulty understanding what is read or how to apply mathematics
Lack of memory for skills from day to day
Difficulty with abstract reasoning
Extreme difficulty with organizing self in time and space, understanding time
Lack of work completion
Social/Emotional Behavior
Inability to develop positive relationships with peers or adults
Aggressive behavior
Ritualistic or bizarre behaviors
Extreme sadness or anxiety
Extreme inattention/off task behaviors
Lack of response to typical discipline
Physical Development
Difficulty holding pencil, tying shoes, or doing puzzles
Difficulty catching a ball, throwing a ball, or kicking a ball
Difficulty standing up or sitting down
Difficulty with walking, running, skipping or hopping
Weakness in arms or legs
Unable to bend at any natural joint (elbow, knee, waist, etc.)

YOUR RIGHTS – DUE PROCESS

This pamphlet has explained the major disciplinary problem areas and the actions that will result for those students who cannot live by the rules. All students are entitled to due process. This means there are certain procedures which school officials must follow prior to taking appropriate disciplinary action. There are also procedures which students must follow if they do not agree with the school's actions.

Hopefully students will never be in a situation where they need the protection of Due Process. If, however, students do become involved in situations where a suspension or expulsion might result, both students and their parents will be given a more detailed description of the Due Process Procedure. The following summary is only to acquaint students and parents that such a procedure exists.

The school principal has the right to suspend a student for a period of up to ten days. In cases of this type, an informal hearing between the principal, student and any other appropriate person will be conducted. If after the hearing is completed, the principal decides that a suspension is necessary, it will become effective immediately. The principal will notify parents of the action taken.

The school principal has the right to recommend to the district superintendent that a student should be expelled (expulsion). In cases of this type, a hearing will be conducted before the Governing board.

In all cases, except for suspension, the student will remain in school until all appeal opportunities have been exhausted or the parents agree to the school district's action.

If a student has violated a school rule, and is subject to a suspension or expulsion, both the student and parent will be formally notified. Part of the notification process will include instructions regarding the Due Process Procedure.

A student may present witnesses at Board hearings. The student may only be represented by an attorney at a hearing before the Governing Board. In a hearing before the Governing Board, cross examination of witnesses is permitted.

POLICE INVOLVEMENT

School officials are not required to initiate or complete Due Process Procedures prior to notifying police authorities. If police authorities are notified, parents will be contacted by telephone or certified letter. Any action taken by police authorities will be in addition to action taken by the school.

NO SMOKING ON CAMPUS

No one – adult or student may smoke on any school campus. According to A.R.S. 13-3411, schools are high profile enforcement areas. Violations in this area will be aggressively prosecuted.

SEARCHES AND SEIZURE

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all of its students.

School administrators may conduct searches when they have reason to suspect that the health, safety, or welfare of students may be in danger. Any administrator making a search or seizure will follow these guidelines:

General searches of school property (including personal items found on school property) may be conducted at any time when, in the administrator's judgment, there is a reasonable cause to believe that something that violates a law or school rule is on school property. This search of school property may be made without the student being present.

Illegal items (firearms, explosive devices, weapons, drugs) or other possessions reasonably determined to be a threat to the safety, security of others, or might possibly interfere with school purposes, may be seized by school employees.

Items which are used to disrupt or interfere with the educational process may be temporarily removed from a student's person.

A student's person may be searched by the administration or his/her designee when there is a reasonable cause to believe that the student has on his/her person illegal items or other items that may interfere with school purposes. This search shall take place in the presence of a witness. At all times a student search will be carried out by an administrator or designee of the same sex as the student being searched.

The school maintains ownership of student lockers, desks, or other areas where students store belongings. The school may and will search these areas on a periodic basis to protect the health, safety and welfare of all students.

Motor vehicles parked on school property may be searched by school administrators when there is reasonable cause to believe the health, safety, or welfare of students might be in jeopardy.

APPENDIX

Parent-Student Compact form

[Tax Credit Information](#) (Get a dollar to dollar credit against your Arizona income tax and you decide how your money is spent.)

[Governing Board Information](#)

[District calendar](#)

Individual School Procedures for items listed below are available from your school:

- Office hours
- Arrivals
- Dismissals
- Calling in absences
- Communication
- School Organizations
- Parking lot procedures/maps
- Map of school
- School Supply List

ELEMENTARY SCHOOL

FAMILY/SCHOOL COMPACT

A compact is a voluntary agreement between two groups that firmly unites them. The purpose of the elementary school compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and quality education. It is imperative that each person assume his or her responsibilities.

PARENT RESPONSIBILITIES:

- Provide a quiet place to do homework
- Set aside a specific time to do homework
- Study area should be well-lighted and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Contact classroom teacher directly regarding any concerns
- Look over homework assignments to check for my child's understanding
- Sign and return all papers that require a parent's or guardian's signature
- Encourage and model positive attitudes toward school
- Ensure that my child is at school daily and arriving on time
- Attend parent/teacher conferences
- Encourage my child to dress according to the school's dress code
- Encourage my child to follow the rules and regulations of the school by reading and abiding by them

SCHOOL RESPONSIBILITIES:

- Solicit parents and community input regarding the education of the students it serves
- Offer flexible scheduling of parent meetings, training sessions, assemblies, school functions to maximize parent participation
- Notify parents of school events in a timely, efficient manner
- Respect the cultural differences of students and their families
- Provide a safe, pleasant, caring atmosphere

TEACHER RESPONSIBILITIES:

- Provide quality teaching and leadership
- Assign homework as necessary

- Explain assignments clearly and provide homework that supports the curriculum
- Coordinate with other programs to make sure nightly assignments do not exceed time limits
- Give corrective feedback
- Recognize that students are accountable for every assignment
- Check that homework has been completed
- Hold at least one parent/teacher conference per child per year
- Continue efforts to develop professionally
- Provide curriculum that promotes literacy through the study of literature, math and the arts

STUDENT RESPONSIBILITIES:

- Ask the teacher any questions about any assignments: in class or for homework
- Complete assignments in a thorough, legible, and timely manner
- Take home materials and information needed to complete assignments
- Return homework on time
- Comply with all school rules
- Attend school daily and be on time
- Show respect for myself, other people, and property
- Accept responsibility for my own actions
- Do my best to learn
- Resolve conflicts peacefully

We, the parties signed below, have read and agree to strive to meet our responsibilities as set forth in the Family/School Compact for elementary School 2011-2012.

Student's Printed Name:
Student's Signature:
Parent's Signature:
Teacher's Signature:
Principal's Signature:

