

Lake Havasu Unified School District #1 Elementary Handbook 2017-2018

DISTRICT OFFICE
2200 HAVASUPAI BLVD.
928-505-6900
FAX 928-505-6999
www.havasuk12.az.us

HAVASUPAI ELEMENTARY

880 Cashmere Blvd.
928-505-6040
Fax 928-505-6059
Principal: Claude Sanders

ORO GRANDE ELEMENTARY

1250 Pawnee Drive
928-505-6080
Fax 928-505-6099
Principal: Brett Bitterman

JAMAICA ELEMENTARY

3437 Jamaica Blvd. So.
928-854-7280
Fax 928-854-7299
Principal: Andrea Helart

SMOKETREE ELEMENTARY

2395 Smoketree Ave. No.
928-505-6020
Fax 928-505-6039
Principal: Connie Hogard

NAUTILUS ELEMENTARY

1425 Patrician Drive
928-505-6060
Fax 928-505-6079
Principal: Ruben Gonzalez

STARLINE ELEMENTARY

3150 Starline Drive
928-505-1490
Fax 928-505-1499
Principal:

The mission of Lake Havasu Unified School District is to nurture all our children to their fullest potential, to develop their skills in all major aspects of learning, to create lifelong learners who think critically, and to engage the entire community in this unity of purpose.

Preparing for tomorrow, one student at a time

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MISSION STATEMENT OF LAKE HAVASU UNIFIED SCHOOL DISTRICT #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 five 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, mathematics, and the communication skills of writing, speaking, and listening are the foundation for intellectual development and lifelong learning.

CORE CURRICULUM

Our curriculum is defined as the essential skills within each subject and grade level. The subjects of this curriculum include Language Arts, Mathematics, History/Social Studies, Science, Fine Arts, Career and Technical Education, Physical Education, and Technology. Students entering adulthood need a framework of knowledge in the foundational curriculum areas to be successful and to think critically about the issues our society will face.

STUDY SKILLS

The development of study skills and self-discipline are integral and indispensable elements of a quality educational process.

LIFE SKILLS

To meet the challenges of daily living, we model and reinforce a willingness to work cooperatively toward personal and common goals. We strive to 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.
- * Development of a healthy life style.
- * Development of a productive work ethic.
- * Effective communication and leadership.

PHYSICAL ENVIRONMENT

We are committed to the proper maintenance of buildings and the efficient use of space within them. An appropriate environment contributes to a successful learning experience.

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.
Every Thursday is Early Release with dismissal 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 and/or a sign posted to bring students inside.

TARDIES AND LATE ARRIVALS:

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.

Parents need to make every effort to have students at school on time. Tardy students are not only missing important instruction, they also may be a disruption to the instructional process in the classroom. Tardiness becomes an academic problem which affects a student's grades when a child is habitually late and is missing instruction. Excessive tardies (4 or more per quarter) will affect a student's citizenship grade and honor roll eligibility. Students who have an unexcused tardy (more than three times in a quarter) may serve an office detention starting with the fourth for each subsequent tardy.

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, unexcused or excused is also cause for consideration for retention.

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 district will issue letters regarding habitual tardiness and habitual absence. Letters may be sent out after five, ten, and fifteen days of absence during the year. When the number of excused and unexcused 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.

PRE-ARRANGED ABSENCE:

Parents are encouraged to take vacations, trips etc. during the scheduled school break times. In the event that parents do not follow this policy, these absences may be considered unexcused. 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:

Thank you for taking your students 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.

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 or a valid exemption. According to policy, a child must be five years of age prior to September 1 of the current school year to be admitted to Kindergarten. Children may be admitted to first grade who are six years of age prior to September 1 of the current school year. Proof of Arizona residency is required by submitting one form of identification and completing the required State of Arizona Residency Form. Passports may not be used for this identification.

KINDERGARTEN INFORMATION:

According to policy, a child must be five years of age prior to September 1 of the current school year to be admitted to Kindergarten. We will make no exceptions to this policy.

The State of Arizona only funds half day kindergarten programs. However, LHUSD#1 offers full day, tuition free kindergarten for students who are five prior to September 1 of the current school year. One of the ways we are able to pay for the enrichment of the full day program is through your Tax Credit donations. By using Tax Credit your state income tax money stays in Lake Havasu and is used by LHUSD#1. By designating your tax credit to Kindergarten or no preference, you are helping to make sure we are able to offer full day Kindergarten. Please see the Tax Credit form in the Appendix of this Handbook.

PLACEMENT OF KINDERGARTEN STUDENTS:

Some students, due to maturity, behavior, or stamina issues are not developmentally ready for a full day of Kindergarten. If, within the first three weeks of school we find your child is not ready for a full day of Kindergarten we will either ask you to consider waiting another year or in some cases provide your child with a shortened day with the goal of full day Kindergarten either later in the year or the following year. Some Special Education students may also have this recommendation in their IEP or 504 Plan. For a list of resources that may help you in the transition to full day Kindergarten, please see the Appendix of this Handbook.

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:

The elementary schools serve grades Kindergarten through six and for the most part are self-contained. Some grade level classes are semi-departmentalized in which students will have core subjects with different teachers according to their specialty and will also be assigned to a homeroom teacher. There is a separate teacher for PE, Music and Art which is shared among three schools. Each school has Art, Music or PE for 12 weeks.

GIFTED TESTING AND PLACEMENT:

Students in grades 3 through 6 who have qualified on a State approved assessment and are identified as “gifted” through the district and State approved testing process have the option of attending a self-contained gifted class at Starline Elementary School with other qualified students. Teachers of gifted classes have received specialized training and maintain an appropriate endorsement in gifted education to provide for their rigorous academic needs.

SICK DAY GUIDELINES:

District policy requests a child stay home if he or she:

- Has a fever of 100.4 degrees or higher
- The fever should be gone for 24 hours without medication before returning to school
- Has been vomiting or has diarrhea
- Keep child home 12-24 hours after the last vomiting or diarrhea episode
- Has symptoms that keep him or her from participating in school such as:
- Very tired or lack of appetite
- Cough that he or she cannot control
- Moderate to severe headache, body aches or earache
- Severe sore throat (could be strep even without a fever)

STUDENT ILLNESS/EMERGENCY AT SCHOOL:

It is very important that we have current phone numbers where you can be reached in an emergency. Please immediately provide **CHANGES IN HOME OR WORK NUMBERS 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.

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. Remember, your child must be fever-free for 24 hours before sending him/her to school.

STUDENT INSURANCE:

Parents may purchase student insurance. Forms for this purchase are available at each school site. Purchase of insurance is voluntary. However, students are not covered for injuries at school in any other way.

MEDICATIONS:

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

Over-the-Counter Medications:

All over the counter medication must be FDA approved.

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

IMMUNIZATIONS

Upon registration you must provide proof of current immunizations for your child or a valid exemption form. In the event the state or county health department declares an outbreak of a vaccine preventable disease for which you cannot provide proof of immunity for your child, your child may not be allowed to attend school for up to 3 weeks or until the risk period ends.

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.

LICE (Pediculosis):

When a student is found to have pediculosis (lice infestation):

- The parent or guardian will be notified that their child has lice and treatment is needed
- The student will be checked when he or she returns to school
- If further treatment is needed, the school will notify the parent or guardian

Parents will not be notified when other students have lice for the following reasons:

- Privacy
- The risk of getting lice from a classmate in class is very low
- To prevent over treatment of non-affected students

The school may at their discretion exclude a student when there is an apparent lack of treatment leading to continued lice infestation and/or viable nits.

Please refer to the District Webpage www.havasu.k12.az.us for more information.

HIPAA:

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

STUDENTS WITH INJURIES:

Students with splints, casts, crutches or other injuries need a physician's note telling us about physical activity limitations. The student will not be able to participate in activities such as PE and recess until we have a doctor's written release to resume these activities.

DRESS CODE:

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

STANDARDIZED SHIRTS:

The LHUSD#1 standardized shirt with the Elementary District logo are the only shirts to be worn to school Monday through Friday. These are available in the short sleeved tee, short sleeved polo or long sleeved tee in the colors gray, black or white. Shirts are to be worn properly and not altered or embellished in any way.

On one designated day per week students will be permitted to wear their school spirit shirt which depicts their mascot and/or school name in the school colors.

On days in which a club such as Student Council, Choir, Band or other clubs meet, students may wear that club shirt. There may be special "spirit days" or reward days during the year which will be announced where other clothing may be worn.

The LHUSD#1 standardized shirts may be purchased at each elementary school or by visiting the Web Store found on each school's web page.

OTHER DRESS CODE INFORMATION:

Shorts and Skirts should be of fingertip length, standing straight, hands at sides.

The following are considered to be potential disruptions to the Elementary School Environment and are not permitted:

- jeans with holes above the knee (do not buy them for school wear)
- clothing exposing the midriff or “belly button” or “rear bottom”
- “sagging” or “bagging” of pants or shorts
- underwear showing
- excessive short shorts or skirts
- high heels, platforms, wedges, flip flops, shoes without backs, bare feet, wheel shoes,
- 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
- pajamas/sleepwear/slippers
- hoodies that zip over the face – if worn, the face may not be zipped up
- tattoos, stamps, or any writing or drawing on skin
- artificial nails
- tinted/cosmetic contact lenses
- 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)
- Hair styles that cause a distraction to the student or others.
- Perfumes, colognes and other body sprays need to be used in moderation. Many have allergies to these and they are not needed at school.

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:

Lake Havasu City Ordinance 11-1063 allows the operation of scooters upon public roadways and sidewalks provided the user abides by all traffic signals, operates at close proximity to the curb or outer portion of the roadway, signals turns and yields to pedestrians. Operators under the age of 16 must wear a protective helmet.

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 and skateboards are not to be ridden on school property.

Motorized scooters, Segways, hover boards, rollerblades, wheel shoes and roller skates are NOT permitted.

PERSONAL ITEMS AT SCHOOL:

The following types of items need to be left at home:

- Personal games and collections
- Toys of all kinds including electronic toys
- No electronic gadgets not approved by the District Technology BYOD policy.
- If students bring e-readers, tablets, phones etc., the school is not responsible for loss, theft or damage to the device.

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
- lighters, matches, fireworks or other combustible materials
- gum or suckers
- energy drinks
- soda, full size or family size bags of candy and chips unless for a class party

TECHNOLOGY FEES:

Each year a technology fee of \$5.00 is required per student to assist LHUSD#1 with all of the technology licenses required to provide our students with the best education for the 21st century.

TECHNOLOGY POLICIES:

Lake Havasu Unified School District uses technology in all aspects of instruction which includes Internet use, email, computer, IT devices, 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 the district technology policy which is based upon Federal, State and local laws regarding acceptable use of computers and IT regardless of whether they belong to the district or to an individual. 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:

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

BYOD (Bring Your Own Device):

The DistrictTech Plan states, “We will provide students with innovative and collaborative educational strategies to integrate technology as they continue to move through the 21st Century”. As cloud computing and collaborative social media continues to increase, allowing students to bring their personal digital devices to school provides another

avenue to access digital resources. Our students are living in a world where they typically have immediate access to information anytime and anywhere. Granting them permission to bring these devices to school with a specific educational purpose can increase high quality and rigorous learning.

Device Types:

BYOD are personal, digital, portable devices including laptops, netbooks, tablets (ie: iPads, Playbooks, etc), digital cameras, digital video recorders, e-readers (ie: Kindle Fire, etc), Cell and Smart Phones (ie: HTC, Samsung, iPhones, etc), and MP3 Players (ie: iPods, etc).

Guidelines:

Students:

- The student takes full responsibility for their device.
- The student complies with the teachers' instruction pertaining to the project using their digital device and uses the device only during those specific classroom hours.
- The personal device shall be charged prior to bringing it to school.
- The student adheres to the rules stated in the IT Use Agreement policy.

District:

- The district is not responsible for the security of the device.
- The district is not liable for the theft, damage, repair, up-keep, loss or vandalism of the personal device. (Note: It is recommended to record the device's serial number, model and type).
- The district reserves the right to inspect a student's personal device if there is reason to believe the student has violated district policies, school rules, or the IT Use Agreement policy.
- The district has instituted Protocol that meet the requirements of the Children's Internet Protection Act (CIPA).

INTERNET SAFETY

From Arizona Attorney General's Office:

As the Internet continues to grow and offer a wealth of information to people around the world, so does the importance of protecting children and teens from potential Internet predators. In addition to identity theft and credit card fraud, new issues affecting teens, such as Cyber-Predators, Sexting and Cyber-Bullying, Substance Abuse and managing online profiles are at the forefront of Internet Safety concerns. The Arizona Attorney General's Office is committed to protecting children & teens from online predators and to providing resources to help individuals best protect their information online. To that end, the Attorney General's Office is a member of the Arizona Internet Crimes Against Children Task Force (AZ ICAC). ICAC is a national network of 61 coordinated task forces representing over 3,000 federal, state, and local law enforcement and prosecutorial agencies which of this 53 are Arizona law enforcement agencies.

Together, the Arizona Attorney General's Office and the AZ ICAC have produced materials for adults, parents, children and teens with tips to help spot potential Internet predators and how to best protect yourself on the web. Check them out here: www.azag.gov/internet-safety

Also available are additional pages on School Presentations, Cyber-Bullying, Sexting as well as Parent Resources for more information on how you can best protect yourself and your children from online predators.

VIDEO TAPING:

Video taping of teachers is done in classrooms for educational purposes and is for internal use only.

CELL PHONES:

- cell phones must be turned off and kept in backpacks during the school day
 - the first time a student violates this policy the phone will be taken and given back to the student at the end of the day
 - the second time the parent will be notified and the phone will need to be picked up by the parent
 - after the third time the student will not be allowed to have the cell phone at school
- cell phones may NOT be used to take pictures or videos on campus at any time

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

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 :

- 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:

- 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

Swings

- sitting position only
- no jumping off or flips off the swings
- only an adult pushes a child on a swing
- 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:

Food Service administers a nutritious, well-balanced breakfast and lunch program at all of the District schools. Money can be placed in student accounts and paid in advance for any length of time. **YOU MUST PAY FOR THIS IN THE KITCHEN ONLY.** The front office cannot credit money for food service. Menu calendars are sent home with each student and are also on the district website. There is also a program called www.myschoolbucks.com which allows parents to put money on accounts online.

The Lake Havasu Unified School District cooperates with the National School Lunch 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 something to eat but not the regular school lunch. Lunch money cannot be borrowed from staff members and Food Service does not have charge accounts.

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.

NO PETS/ANIMALS ON SCHOOL PROPERTY:

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. Certain educational pet partner programs bring dogs to read with selected students one day per week. **Otherwise 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.

SCHOOL TELEPHONE:

Students may use the school telephone for emergencies only. Messages may be left with the office when necessary but neither students nor teachers will be called from the classroom.

COMMUNICATING CONCERNS:

Please address your concerns in a timely manner – not weeks or months after something has occurred. We have a better chance at solving a problem if it is brought to us as soon as it occurs.

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

- Go **FIRST** to the person **DIRECTLY** involved.
- If the issue has not been resolved, a conference with the principal and/or teacher may be scheduled.
- Parents should never go directly to the District without first exhausting **ALL** avenues at the school level.

If you would like to meet with your child’s teacher, please contact your child’s teacher 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

Students are issued textbooks and workbooks. Loss or damage of any kind will be assessed and the student will be charged the amount for replacing the book.

LIBRARY BOOKS

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

HOMEWORK

The purpose of homework is to prepare, extend, study, and practice in order to promote high quality student learning. Preparation assignments preview or gather background information before concepts appear in class. Extension assignments emphasize application of knowledge gained in class and/or creativity as well as individual needs and interests. (ie: short and long term projects) Study assignments prepare students for tests or require completion of independent reading. Practice assignments reinforce skills and concepts taught in class.

Teachers at all schools will provide parents with their homework guidelines at the beginning of each school year.

SYNERGY:

Synergy is the District's student information system. Parents may access the parent portal after receiving paperwork from the office with a password for their child. 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.
- "T" 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 will not be recognized at quarterly awards assemblies or in the newspaper if they 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 will not be recognized at awards assemblies or in the newspaper if they 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..

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 K-6 will receive letter grades in achievement and S, N, or U in citizenship.

Teachers are expected to keep a log of individual student behavior which justifies the awarding of either a satisfactory or unsatisfactory grade. Attendance and homework completion may have an impact on the citizenship grade. See Student Attendance on page 6.

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
- Completes homework assignments
- 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 and/or e-mail.

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 schedule a conference with their child's teacher(s). After that, conferences are scheduled as needed.

ASSESSMENT PROGRAMS

DISTRICT ASSESSMENT

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is an assessment given throughout the year to assess students' 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 annual state assessments. GALILEO assessments are given throughout the year to help track student progress and gauge instruction in Reading and Math.

Additional testing may be administered at individual schools.

STATE ASSESSMENT

AzMERIT (Arizona's Measurement of Educational Readiness to Inform Teaching) is the statewide achievement test for Arizona students. AzMERIT is aligned to Arizona's state learning standards which detail what students should be able to do at each grade level. The test is designed to measure student learning and progress towards readiness for college or career.

Arizona controls the decision making for all aspects of the tests including test content, scoring, and reporting. Arizona educators are involved in the development of AzMERIT. This assessment is currently given to grades 3-6. Results are distributed to parents as soon as they are available.

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.

MOVE ON WHEN READING

Arizona state law, known as Move On When Reading, states: third graders who “fall far below” on the state assessment in reading in third grade will be retained in grade three.

BIRTHDAY AND OTHER TREAT POLICIES

Because of the District Wellness Program which helps us to fight childhood obesity, parents are discouraged from bringing edible treats for birthdays.

If you do bring in an edible treat – it CANNOT BE HOME MADE. Only store bought items in the original container will be distributed at school. Any foods given out at school must come from a licensed kitchen.

Teachers are not allowed to reward students with candy or other edible treats due to the Competitive Foods Act. No food sales other than the Federal Lunch Program may occur from Midnight to one half hour after school is dismissed. 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.

Any disruptions of the school day for things such as people in costumes, entertainers, singing telegrams, etc., are not allowed. 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.

MOVIE POLICY

The Governing Board of LHUSD #1 wants parents to be informed of videos that are shown for instructional purpose. Schools in the Lake Havasu Unified School District follow LHUSD #1 Board Policy IJND-R (Use of Films, Videos, Digital Media Content, and television for Student Viewing) regarding the use of films and videos for student viewing. The policy limits the types of films shown and emphasizes communication with parents.

Elementary students may watch G rated movies without permission. Parent permission is required to view PG-rated movies. Video clips may be shown in the classroom, including those derived from PG-rated movies, as long as the material in the clip is deemed to be appropriate for the classroom environment.

All videos must have been:

Previewed by the teacher or other certified staff member.

Determined to not contain material that is objectionable or inappropriate for the age group to which it is intended to be shown.

Parent rights:

Parents have the right to request in writing that their child not view any movie or video clip, regardless of its rating or the purpose for which it is to be shown.

AGE-APPROPRIATE STUDENT BEHAVIOR

Today’s society and lifestyles expose our children to many things that are well beyond their years. This may entice them to behave in ways inappropriate in 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 closely monitor this behavior and disciplinary consequences will be taken, if necessary.

BLACKBOARD CONNECT

LHUSD#1 uses this alert and notification service for all schools. It will send personalized voice messages to your family's home, work or cell phones, email communications and even text messages. When a call comes from the school, your caller ID will display the main school phone number. When listening to a message, please be aware that background noise will cause the system to stop and start. It is carefully calibrated to determine whether a person or an answering machine/voicemail has been reached and background noise may affect the delivery. If possible, move to a quiet area or press the mute button on your phone. If you miss any part of a message, please stay on the line and press the asterisk (star) key on the phone to hear the entire message again.

LISTEN TO YOUR VOICEMAIL FIRST, BEFORE CONTACTING THE SCHOOL OFFICE.

It is very important that the school has all your current telephone numbers and email addresses so that you will not miss out on any important communications.

SCHOOL VISITS

We welcome parents to 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.

Parents who wish to eat lunch with their child(ren) are **NOT** permitted to stay for recess or be on the playground due to liability issues and for the safety of all students.

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. At the end of the school year, unclaimed items will be given to a charity. The school will not be responsible for lost items or lost money.

DRILLS

Fire drills and lockdowns are held frequently throughout the school year. The school is not required to provide parents with notice of these drills before, during or after the drill.

EMERGENCY PREPAREDNESS

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 a 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.

BULLYING

[A.R.S. 15-341, section 36](#), requires the governing board to prescribe and enforce policies and procedures to prohibit pupils from harassing, intimidating and bullying other pupils on school grounds, on school property, on school buses, at school bus stops, at school-sponsored events and activities and through the use of electronic technology or electronic communication on school computers, networks, forums and mailing lists and by means of an individual's personal electronic media and equipment.

The district policy addressing bullying is [JICK, Student Violence/Harassment/Intimidation/Bullying](#).

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. 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
- 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

[A.R.S. §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

[A.R.S. §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

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).

School Disruption

[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 Defined by school district policy.
 Device
 Other Technology Defined by school district policy.

Theft/ Extortion

A.R.S. §13-105.11 (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.

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.</p> <p><u>ARS §13-1802. Theft:</u> classification</p> <p>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></p> <p>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/ Vandalism

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.

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</p> <p>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> <p>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;</p> <p>The frame or receiver of any weapon described above;</p> <p>Any firearm muffler or firearm silencer;</p> <p>Any destructive device, which includes: Any explosive, incendiary, or poison gas</p> <p>Bomb;</p> <p>Grenade,</p> <p>Rocket having a propellant charge of more than four ounces,</p> <p>Missile having an explosive or incendiary charge of more than one-quarter ounce,</p> <p>Mine or Similar device</p> <p>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)</p> <p>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> <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>
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**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.	
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	
The right to <u>due process</u> 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.	
Appeal Review	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. IDEA 2004 [615(k)(4)(B)]
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	The IDEA federal regulations mandate that certain disciplinary actions by schools trigger the

<p>Education Program (IEP) Team Meeting</p>	<p>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>
<p>Manifestation Determination</p>	<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> <p>If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or</p> <p>If the conduct in question was the direct result of the LEA's failure to implement the IEP. (OSEP)</p>
<p>Placement Review Committee</p>	<p>ARS 15-841. Responsibilities of pupils; expulsion; alternative education programs; community service; placement review committee</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>
<p>Board Review</p>	<p>School boards have the right to review student disciplinary actions imposed by a disciplinary hearing committee.</p>

Removals

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)

Expulsion**ARS 15-840. Definitions**

"Expulsion" means the permanent withdrawal of the privilege of attending a school unless the governing board reinstates the privilege of attending the school.

ARS15-841. Responsibilities of pupils; expulsion; alternative education programs; community service; placement review committee

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 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. Definitions 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	<p>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.</p> <p>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</p>
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	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	Individualized or group counseling that provides the participant with a safe, supportive environment that enables them to learn: 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/Expulsion
Cell Phone violation	Student Conference/Parent Notification	Loss of Privilege to have cell phone
Disorderly conduct, Profanity, Obscene Behavior	Parent Notification/Detention Possible Police Involvement	Expulsion
Disrespect/Noncompliance	Detention/Suspension	Suspension/Expulsion
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	Expulsion

	Police Involvement	
Tardiness	Student Conference	Detention
Technology device	Student conference/parent notification	Loss of privilege to use device
Theft	Parent Notification/Suspension Possible Police Involvement	Expulsion
Threats/Verbal Abuse	Student Conference/Detention/Suspension Possible Police Involvement	Expulsion
Trespassing	Student Conference Possible Police Involvement	Expulsion
Truancy	Suspension Possible Police Involvement	Expulsion
Unauthorized Presence in Hall or on Campus	Student Conference Possible Police Involvement	Suspension/Expulsion
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 Possible Police Involvement	Expulsion

SAFETY ISSUES

Safety is of the utmost importance to us.

- Always use assigned crosswalks to cross streets
- Please use care when driving into the parking lot. Always **DRIVE SLOWLY AND WATCH FOR CHILDREN.**
- Handicap license plates or a mirror tag are required to park in handicap spaces.
- Never allow your child to be unattended when supervision is not provided at the school. There is no supervision before 7:45 a.m. or after 2:45 p.m.
- Warn your child never to talk to strangers, go up to a car, or accept gifts from a stranger. Instruct children to get the license number any suspicious car and description of any suspicious character. Your child should know to run for help if he/she feels threatened or scared in any way.

CHILD CUSTODY

If you have a court order that limits the rights of one parent in matters such as custody or visitation, please bring a copy to the office. **UNLESS YOUR COURT ORDER IS ON FILE WITH US, WE MUST PROVIDE EQUAL RIGHTS TO BOTH PARENTS.**

Further, the school cannot be used as a venue for visitation rights of a non-custodial parent.

CHILD ABUSE AND NEGLECT

All school personnel **ARE REQUIRED BY LAW** to report any suspected cases of child abuse or neglect to the appropriate authority. Parents need **NOT** be informed by the school of any action taken in this area. As Mandated Reporters, our concern is always for the safety of your children.

LIABILITY

People who damage school and/or personal property can be held liable for those damages, according to state law. In the case of minor children, their parents are liable.

We ask you to help us by teaching your child respect for public property.

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

FERPA Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Lake Havasu Unified School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, LHUSD 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 LHUSD to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the District that they do not want their student's information disclosed without their prior written consent.

If you do not wish to have your child's directory information released, please indicate so on the LHUSD Student Directory Opt-Out Form, located on our website at www.havasu.k12.az.us. Please understand that signing this form would exclude your child's directory information from any documents that are typically made public or relating to school-related organizations and activities such as:

- Yearbooks
- Alumni Directories
- Graduation Programs
- Honor Roll and Recognition Lists
- Sports activity and theatrical programs

If you do not want LHUSD to disclose directory information from your child's education records without your prior written consent, you must complete the Opt-Out Form by August 20th or two weeks from the date you receive this notice. If you do not have access to the internet, please contact the Lake Havasu Unified School District Office at 928-505-6900 and forms can be mailed to you. Please submit Opt-Out forms to the school your child attends. The form is valid for one school year.

LHUSD has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

PUBLIC MEDIA RELEASE

It is the intent and practice of the Lake Havasu Unified School District to publish, post or distribute a student's name, photograph, audio and/or video recording, displays of student work or other information related to student achievement (ie: academic/athletic recognition or award) or student accomplishment (ie: a specially selected piece of work). Media includes, but is not limited to, newspaper, audio/video, live broadcast, internet, webpages, and social media.

If you do not wish to have your child featured in any form of media, please sign the media portion of the FERPA Opt-Out Form, and we will exclude them from any media photos or publications. If you have not completed an Opt-Out Form, your student will be allowed to participate in school related stories. The LHUSD Student Opt-Out Form is located on the LHUSD website at www.havasu.k12.az.us under the tab entitled "Parents". The form is valid for one school year.

CHILDREN'S ONLINE PRIVACY PROTECTION ACT

Lake Havasu Unified School District seeks to extend and enhance the educational opportunities for students through the use of varying technology applications and web-based services. The use of many of these resources by children under the age of 13 is governed by a federal law known as the [Children's Online Privacy Protection Act](#). In order for our students to use these programs and services, certain personal identifying information must be provided to the website operator. A complete list of student web-based tools, software and applications that are operated by third parties and an Opt-Out Form can be found on our district website at www.havasu.k12.az.us under the tab entitled "Parents". Under federal law, these websites must provide parental notification and obtain parental consent before collecting personal information under the age of 13. This is included in the Student IT Use Agreement form which parents sign.

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.

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.

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: 928-505-6900
Fax: 928-505-6999

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 928-680-4458.

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 928-505-6900.

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 THAT A CHILD MAY NEED SERVICES:

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 / Hearing

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.

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 / Hearing

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

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

Copy of Parent-Student Compact

Tax Credit Information

Community Resource Links

LHUSD #1 Guide to Solving Problems and Getting Answers Fast

Governing Board Information

District calendar

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 and specific time to do homework
- Study area should be well-lighted and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Communicate with teachers regarding student achievement through conferences, frequent reports, classroom visits and observations
- 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 high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the standards

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

Your child will be given a copy of this form on the first day of school to be signed by the student, parents and school.



LHUSD #1 School Tax Credit for Extra-Curricular Activities

OFFICIAL USE ONLY

Receipt#: _____

\$ Amount: _____

Payment Method: CASH

Check# _____

C/D Card (last 4) _____

Initialed: _____

Designate Your Tax Dollars to Help Students of LHUSD #1

Single individuals who owe at least \$200 (\$400 for married filing jointly) in state taxes can designate a portion of their taxes to any of the LHUSD #1 schools and receive a **tax credit of equal value** when you file your tax return. By doing this now, you will reduce the amount of taxes you have to pay on April 15th. Give your tax dollars to a school in Lake Havasu, and **the money stays in Lake Havasu** instead of going to Phoenix. **It's a win-win for all of us!**

What is a tax credit?

A tax credit is **NOT** a donation! It **IS** a dollar-for-dollar reduction in the state income tax you pay. If your tax credit contribution is more than the amount of state tax you owe, the credit can be carried forward up to five years. Receiving this tax credit will allow you to reduce the amount you owe the state or increase your refund. When filing your taxes for the State of Arizona, the amount you designate to your school will be the amount you may claim as a state tax credit. This payment is eligible for Arizona state income tax credit as allowed by A.R.S. §43-1089.01. Tax credit contributions are **non-refundable**.

YOU hold the power to choose how YOUR tax credit dollars are invested!!

Step 1: Contributor's Information:

Your receipt will be mailed or emailed for tax purposes.

Please Print Name (one name only) _____ Date _____

Address _____ City _____ State _____ Zip _____

Home Phone _____ Work Phone _____ Email _____

\$ _____ \$400 Maximum for Married filing jointly \$ _____ \$200 Maximum for Single, Widowed, Head of Household
\$ _____ Other Dollar Amount – Every dollar collected makes a difference!

Your designation does not have to be for the maximum allowable amount, but we do offer options to make automatic payments, an individual payment plan, or even payroll deductions to help you contribute your maximum credit. Call the District Office for more information. PLUS - If you choose to pledge your maximum allowable credit to any LHHS Athletics, you receive an Athletic Pass to all home games as a "Thank You" from the Athletic Department.

Step 2: Select school(s) from the list below: Contributions may be split between schools, not to exceed the total allowable amount.

- | | | |
|--|---|--|
| <input type="checkbox"/> Lake Havasu High School | <input type="checkbox"/> Havasupai Elementary | <input type="checkbox"/> Oro Grande Elementary |
| <input type="checkbox"/> Thunderbolt Middle School | <input type="checkbox"/> Jamaica Elementary | <input type="checkbox"/> Smoketree Elementary |
| | <input type="checkbox"/> Nautilus Elementary | <input type="checkbox"/> Starline Elementary |

Step 3: Select Preference: ONLY activities from approved list can be chosen. See list on page 2 of this document.

- | | |
|--|---|
| <input type="checkbox"/> No Preference | <input type="checkbox"/> Kindergarten Enrichment (extension of state's 1/2 day program) |
| <input type="checkbox"/> Activity From Preference List: (See Other Side) | <input type="checkbox"/> High School Sports Scholarship (benefits an athlete in need) |
| | <input type="checkbox"/> Middle School Sports Scholarship (benefits an athlete in need) |

If designating funds for a specific middle or high school student(s), complete below.

Community Resources

Interagency Council.....	928-453-5800
Big Brothers/Big Sisters	
Healthy Families Arizona	
Parenting Classes	
Adopt a Family	
Financial Resources	
Domestic Violence Resources	
Arizona’s Children Association.....	928-680-4458
Child Protective Services.....	928-854-0315
Grandparents Raising Children.....	928-566-4037
Havasu For Youth.....	928-453-2425
Hospice of Havasu.....	928-453-2111
LHC Parks and Recreation.....	928-453-8686
LHC Police.....	928-855-4111
Mohave County Probation.....	928-453-0707
Mohave Mental Health.....	928-855-3432
Beacon of Hope Hospice.....	928-854-4200
Southwest Behavioral Services.....	928-453-2661

Lake Havasu Unified School District #1

Guide to Solving Problems and Getting Answers Fast

The Lake Havasu Unified School District has established procedures to effectively and efficiently respond to questions and suggestions from parents and community members. This guide is meant to serve as a resource for parents and community members to identify the district staff that would have the most information to provide answers to questions and concerns. If you have any questions or concerns related to the school district or your child's progress, please do not hesitate to call. The Lake Havasu Unified School District is here to meet the needs of all students, staff, parents and community members.

K-8 School and High Schools (General, Staff, etc.)

- Step 1 - Classroom teacher; if not resolved...
- Step 2 - School Principal; if not resolved...
- Step 3 - Complaint form from District Office
- Step 4 - Director will investigate; if not resolved...
- Step 5 - Superintendent

Curriculum Questions

(State standards, material being taught, textbooks and Materials)

- Step 1 - Classroom teacher; if not resolved...
- Step 2 - School Principal; if not resolved...
- Step 3 - Complaint form from District Office
- Step 4 - Director of Educational Services, if not resolved...
- Step 5 - Superintendent

Medical Question and Concerns

- Step 1 - School nurse; if not resolved...
- Step 2 - School Principal; if not resolved...
- Step 3 - Complaint form from District Office
- Step 4 - Director of Special Services if not resolved...
- Step 5 - Superintendent

Transportation (Bus Stops, Route Problems, Behavior, etc.)

- Step 1 - Transportation office, if not resolved...
- Step 2 - Transportation Supervisor; if not resolved...
- Step 3 - Complaint form from District Office
- Step 4 - Director of Business Service, or Director of Special Services (if 504 or SPED); if not resolved...
- Step 5 - Superintendent

Student Behavior

- Step 1 - Classroom teacher; if not resolved...
- Step 2 - School Principal; if not resolved...
- Step 3 - Complaint form from District Office
- Step 4 - Director will investigate; if not resolved...
- Step 5 - Superintendent

Special Education and Section 504

- Step 1 - Special Education/General Education Teacher; if not resolved...
- Step 2 - School Principal; if not resolved...
- Step 3 - Complaint form from District Office
- Step 4 - Director of Special Services, if not resolved...
- Step 5 - Superintendent

Gifted Education

- Step 1 - Gifted Classroom Teacher, if not resolved...
- Step 2 - School Principal; if not resolved...
- Step 3 - Complaint form from District Office
- Step 4 - Director of Educational Services, if not resolved...
- Step 5 - Superintendent

Maintenance (Buildings, fields, etc.)

- Step 1 - Maintenance office, if not resolved...
- Step 2 - Maintenance Supervisor; if not resolved...
- Step 3 - Complaint form from District Office
- Step 4 - Director of Business Services; if not resolved...
- Step 5 - Superintendent

Athletics

- Step 1 - Coach; if not resolved...
- Step 2 - Athletic Director; if not resolved...
- Step 3 - School Principal, if not resolved...
- Step 4 - Complaint form from District Office
- Step 5 - Director will investigate, if not resolved...
- Step 6 - Superintendent

After School Activities (Clubs, etc.)

- Step 1 - Activity Sponsor; if not resolved...
- Step 2 - School Principal; if not resolved...
- Step 3 - Complaint form from District Office
- Step 4 - Director will investigate; if not resolved...
- Step 5 - Superintendent

Budget and Finance Questions

- Step 1 - Director of Business Services, if not resolved...
- Step 2 - Superintendent

Facility Usage

- Step 1 - AA of Educational Services; if not resolved...
- Step 2 - Director of Educational Services: if not resolved...
- Step 3 - Superintendent

Phone Numbers

- Business Services 928-505-6936
- Educational Services 928-505-6915
- Maintenance Department 928-505-6918
- Personnel / Technology 928-505-6904
- Special Services 928-505-6948
- Superintendent 928-505-6925
- Transportation Department 928-505-6960

The mission of the Lake Havasu Unified School District is: to nurture all our children to their fullest potential, to develop their skills in all major aspects of learning, creating lifelong learners who think critically and to engage the entire community in this unity of purpose. --WE are preparing for tomorrow, one student at a time.

Governing Board

Lake Havasu Unified School District No. 1
2200 Havasupai Boulevard, LHC, AZ 86403-3798
Phone 928-505-6900 Fax 928-505-6999
Website: www.havasuk12.org

2017 – 2018

Nichole Cohen, President 12/2018
Email: ncohen@havasuk12.org

Kathy Cox, Member 12/2020
Email: kcox@havasuk12.org
Phone: 949-370-6742

John Masden, Vice President 12/2020
Email: jmasden@havasuk12.org

Pat Rooney, Member 12/2018
Email: prooney@havasuk12.org

Alan Ward, Member 12/2020
Email: award@havasuk12.org

Monthly Meeting: Third Tuesday of Each Month
(except July - will meet only if needed)
6:00 p.m. Public Meeting
Fiscal Year - July 1 through June 30