

TAB 12

3.2

Safe and Orderly Schools



Educational Services

Executive Summary

Date: June 14, 2011
Subject: Safe and Orderly Schools Update
Submitted by: Candice Blakely-Stump, Principal, Coyote Springs Elementary School

Board Goal

3.2 The District will provide all students and staff a safe environment that is conducive to teaching and learning.

3.2-1 *The District will establish a Safe and Orderly Schools committee to determine common definitions, common violations, and common actions taken for alignment with AZSAFE at all grade levels and at all schools. (Year 1)*

3.2-2 *The Safe and Orderly School committee will explore Safe-Schools reporting for alignment with AZSAFE (Year 1)*

Metrics: *quarterly and end-of-year analysis of summative data.*

Status: *Completed*

A Safe and Orderly Schools Committee was established in the fall of 2010. Members included: Brian Buchholtz (MS Rep,) Cole Young (ELEM Rep,) Lisa Brackez (HS REP,) Candice Blakely-Stump (Chair). The Committee met twice in the fall to initiate the projects written in Board Goal 3.2.

The Committee created a list of common violations and definitions that are aligned with AZSAFE to be used at all grade levels and at all schools. These violations and definitions were aligned with Arizona Revised Statutes where applicable.

Additional activities undertaken by the Committee were the review of home suspension reports from August through October for all sites and reviewed current AZSAFE district uploading timelines and recommended to all site principals that the uploading to AZSAFE remain quarterly.

HUSD K-12 DISCIPLINE MATRIX

VIOLATION	Range of Consequences
Aggression Verbal Provocation Minor Aggressive Act Disorderly Conduct Recklessness Endangerment Fighting Assault Aggravated Assault	Detention, ISS, Work Detail, OSS, Discipline Hearing, Police Referral
Alcohol, Tobacco and Other Drugs <i>(sale/distribution or intent to sell/distribute; use; possession; or share)</i> Alcohol Violation Tobacco Violation Drug Violation	OSS, Discipline Hearing, Police Referral
Arson	OSS, Discipline Hearing, Police Referral
Attendance Policy Violation Tardy Leaving School Grounds without Permission Unexcused Absence Truancy	Classroom Intervention, Warning, Detention, Saturday School, ISS, OSS, Discipline Hearing, Loss of Credit, Truancy Citation, Work Detail
Harassment, Threat and Intimidation Harassment, Nonsexual Bullying Threat or Intimidation Hazing	ISS, OSS, Discipline Hearing, Police Referral
Lying or Forgery Cheating, Plagiarism - See Ethics Policy	Detention, ISS, OSS, Discipline Hearing, Police Referral
School Policies, Other Violations of Combustible Contraband Defiance, Disrespect towards Authority, and Non-Compliance Disruption Dress Code Violation Gambling Language, Inappropriate Negative Group affiliation Parking Lot Violation Profanity Public Display of Affection No Student ID card	Warning, Classroom Intervention, Detention, Work Detail, Car Booted, Car Towed, Loss of Parking Privilege, ISS, OSS, Discipline Hearing, Police Referral
School Threat Bomb Threat Chemical or Biological Threat Fire Alarm Misuse	OSS, Discipline Hearing, Police Referral
Sexual Offenses Pornography Indecent Exposure or Public Sexual Indecency Harassment, Sexual Harassment, Sexual with Contact	ISS, OSS, Discipline Hearing, Police Referral

Technology, Improper Use/Possession Computer Network Infraction Electronics	Confiscate, Parent Pick-up, Detention, Loss of Computer Privilege, Work Detail, ISS, OSS, Police Referral
Theft	OSS, Work Detail, Discipline Hearing, Police Referral
Trespassing	Police Referral
Vandalism or Criminal Damage Graffiti or Tagging Vandalism of Personal Property Vandalism of School Property	Detention, Work Detail, ISS, OSS, Discipline Hearing, Restitution, Police Referral
Weapons and Dangerous Items Firearms Other Destructive Device Other Weapons Dangerous Simulated Weapons	OSS, Discipline Hearing, Police Referral

Offenses may be reported to A4 Department of Education and/or law enforcement.

Be aware of the following:

1. The administration reserves the right to circumvent the discipline matrix when deemed necessary.
2. Frequency and/or severity of any act will lead to immediate reclassification of the consequence.
3. Any continuing offense may be considered incorrigible behavior and will be taken to a discipline hearing.
4. Life Coaching can be used as an intervention.
5. Referrals will be sent home with the student and placed in student discipline file; parent will be contacted by phone or in person when a student is found to be in violation of an offense that merits Suspension.
6. Discipline hearings could result in Long-Term Suspension, Expulsion, Alternative to Suspension or an Alternative Placement.
7. Students reasonably suspected of being under the influence of alcohol and/or drugs are subject to passive alcohol sensors, screening and/or wellness checks. Law enforcement may be notified.
8. Any violation of local, state, or federal law could result in a discipline hearing with a recommendation for Long-Term Suspension, Expulsion, or an Alternative Placement.

K-12 HUSD Common Violations and their Definitions

DRAFT

Aggravated Assault – An assault defined in 13-203 AND causes a serious physical injury to another and/or uses a deadly weapon or dangerous instrument. This also includes assault toward school personnel while on school grounds. ARS 13-1204

Aggression – Any act of verbal provocation, minor aggressiveness, disorderly conduct, recklessness, endangerment, fighting, assault, aggravated assault, or other aggressive act defined by district policy.

Alcohol Violation – Sale, purchase, transportation, possession, or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes begin intoxicated at school, school-sponsored events, and on school-sponsored transportation. ARS 4-2449

Arson – Damage of property by knowingly causing a fire or explosion. ARS13-1703, 13-1704, 13-1701-2

Assault – Knowingly or recklessly causing physical injury to another. ARS 13-1203

Bomb Threat – Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device

Bullying: Repeated Verbal, written, electronic, physical, psychological acts over time of another student by means of threats, intimidation, insults, taunts, challenges, or other aggressive behavior while on school grounds or which transfers to school and disrupts the educational environment. ARS 13-2316

Burglary – is entering or remaining unlawfully in a structure or a fenced structure with the intent to commit any theft or felony. ARS 13-1507, 13-1506, 13-1508

Cheating: Knowingly sharing academic information.

Chemical or Biological Threat: Threat to cause harm using dangerous chemicals or biological agents. ARS 13-2911

Classroom Intervention – Interventions and/or consequences administered by a teacher that does not involve any outside action.

Combustible: Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (i.e. matches, lighters, firecrackers, gasoline, and lighter fluid). ARS 13-1702

Confiscate – School officials taking away an item that is defined as prohibited by school or district policy.

Contraband: - All substances or materials, the presence of which is prohibited by school policy or state or federal law, including but not limited to, controlled substances, drugs, alcohol, or alcoholic beverages, abusable glue or aerosol paint and weapons. This term also includes items which have been reported stolen, lost or misplaced. ARS 13-3415A

Dangerous Instrument – anything that is used or attempted to used, or threatened to be used, is readily capable of causing death or serious physical injury. ARS 13-105.11

Defiance - Any behavior, activity, or action deliberately undermining any school personnel's authority.

Detention – Assignment to a specialized location with a specialized task either during lunch (LD,) during a break, or after school (ASD.)

Discipline Hearing - An official meeting that is held to gather facts about a disciplinary action imposed on a student as defined by district policy.

Disorderly Conduct – Engages in fighting or seriously disruptive behavior
Usage of abusive or offensive language and/or gestures. ARS 13-2904

Disrespect: Treating others with contempt and/or rudeness.

Disruption - Low-intensity behavior (e.g., talking or making noises at inappropriate times, out of seat without permission) or high intensity behavior (e.g., loud talk, yelling, or screaming) which causes an interruption to a class or activity.

Dress Code Violation - Student wears a hat indoors or clothing that distracts from the learning environment .

Drug Violation – The unlawful use, distribution, sale, purchase, or possession of any controlled drug or narcotic substance or drug paraphernalia. This includes being under the influence of drugs at school, school-sponsored events, and on school-sponsored transportation. Including but not limited to inhalents, prescription drugs, over the counter drugs, drug paraphernalia and substances that are represented as illicit drugs. ARS 13-3415

Expulsion – The permanent withdrawal of the privilege of attending school within the Humboldt Unified School District.

Endangerment – Student recklessly endangers another with a substantial risk of imminent death or physical injury. ARS 13-1201

False Reports/Bomb Threats/School Threats: Any threat (verbal, written, or electronic) by a person to bomb or use substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff. The conveyance of threats or false information concerning the placement of explosive or destructive substances,

initiating a report, warning of a fire, or other catastrophe without cause. Misuse of 911.
Discharging a fire extinguisher. ARS 13-2911

Fighting – Mutual participation in an incident involving physical violence w/ no major injury

Fire Alarm Misuse: Intentionally ringing the fire alarm when there is no fire. ARS 13-709

Forgery: Falsely and fraudulently making or altering a document.

Gambling: The participation on school property that unlawfully bet or wager money or something else of value; assist, promote, or operate a game of chance for money or some other stake; possess or transmit wagering information; manufacture, sell, purchase, possess, or transport gambling equipment, devices, or goods; tamper with the outcome of a sporting event or contest to gain a gambling advantage. ARS 13-305

Harassment, Non-Sexual: Behavior that is considered harassing, annoying, or tormenting by another student through repeated verbal, written, electronic, physical, or psychological acts. ARS 13-2921

Harassment: Sexual – Unwanted and inappropriate verbal, written, or physical conduct directed toward others. Unwelcome sexual advances, touching, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature directed toward others, including gender-based harassment. This includes, but is not limited to derogatory comments, jokes, slurs, remarks or questions of a sexual nature; offensive touching, derogatory or offensive posters, cards, cartoons, graffiti, drawings, gestures, sexual rankings, the rankings or scoring of body parts, and leering. ARS 13-2921

Hazing: See HUSD Hazing Policy on page _____ of student handbook. ARS 15-2301

In School Suspension (ISS) – A student is temporarily removed from his/her regular classroom setting for disciplinary purposes but remains under direct supervision of school personnel.

Improper use of Technology – The failure to use hardware, software, electronic devices, web pages and networks for the intended educational use or in a manner that causes disruption at a campus or any District facility.

Indecent Exposure: Exposure of the private parts of the body in a lewd or indecent manner in or on school property or school-sponsored event. ARS 13-1402, 13-1403

Inappropriate Language: The use of any language or actions, written, oral, physical, or electronic, remark or expression, including obscene gestures, which is offensive to modesty or decency.

Leaving School Grounds without Permission: Leaving school grounds during school hours without permission.

Loss of Credit – Loss of academic credit.

Lying: Intentionally and knowingly making an untrue statement.

Minor Aggressive Act – A student engages in non-serious but inappropriate physical contact

Negative Group Affiliation – Specific attitudes and actions of a student affiliated with negative group.

Out of Bounds: Being in an unsupervised and/or undesignated area.

Out of School Suspension (OSS) – A student is temporarily removed from his/her regular school for disciplinary purposes to another setting not on district property.

Parking Lot Violation: The failure to comply with or follow established procedures for school parking for students.

Plagiarism: Knowingly using information or property of another.

Police Referral – Local law enforcement agency is contacted by school or district officials for the purpose of reporting a violation of the law.

Pornography - Viewing, possessing, or producing material that is sexually explicit. This includes, but is not limited to video, audio, electronic, print material, and media displayed or distributed on the Internet.

Public displays of Affection: Any public displays of physical contact

Recklessness – Careless behavior that may pose a safety or health risk to others

Restitution – Providing an equivalent replacement or compensation for damages or loss of personal or District property.

Saturday School – A student is required to attend a structured setting on Saturday for a predetermined length of time.

School Threat – 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.

Sexting: - Intentionally or knowingly using an electronic communication device to transmit, display, and possess visual depictions of a sexual nature. ARS 8-309

Sexual Assault – is knowingly engaging in sexual intercourse or oral sexual contact without consent of such person. This may also include sexual abuse/sexual conduct with a minor, child molestation, and sexual assault (rape.) ARS 13-1406

Simulated Weapon – 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.

Tardy: Failure to be at school or class at the designated start time.

Theft – is taking or attempting to take property belonging to another person or the school with the intent to permanently deprive the victim of his/her possession. Theft includes knowingly being in possession of stolen property. ARS 13-1802

Threat or Intimidation: Making a comment to or acting with the intent to cause physical injury or serious damage to a person or their property. ARS 13-1202

Tobacco Violation – The possession, use, or distribution, or sale of tobacco products at school, school-sponsored events, and on school-sponsored transportation. ARS 36-798.03, 13-3622

Trespassing – occurs when a person enters upon, or in, school property without authorization or without the implied or actual permission of the administration. Trespassing also occurs when a student enters another school campus during school hours. This includes students under suspension or expulsion and unauthorized persons who enter or remain on campus after being directed to leave by administration. ARS 13-1503

Truancy: Being absent from class or school without an excused absent from a parent or guardian. ARS 15-803

Truancy Citation – A truancy citation is a referral issued by school administrators to Prescott Valley Police in accordance to ARS 15-803.

Vandalism and/or Criminal Damage – Willful destruction or defacement of school or personal property. ARS 13-1602

Verbal Provocation – Language or gestures which may incite a fight

Weapons – include but are not limited to a bomb, firearm, other firearm, gun, revolver, pistol, dagger, dirk, stiletto, knife with a blade two and one-half inches in length or longer, pocket knife opened by a mechanical device, iron bar, brass knuckles, chains, billy clubs, Chinese stars, or any incendiary devices. ARS 13-3101, 13-3111, 13-3101, 13-105.11

Work Detail – Assignment for a predetermined length of time to a specific clean up or public service duty.

TAB 13

3.3

Marketing / Communication and Volunteers

PR DEPARTMENT
GOALS 3.3-3
SUPPORTING DOCUMENTS

**HUMBOLDT UNIFIED SCHOOL
DISTRICT**

Where communication is a choice.....

**COMMUNICATION/
MARKETING PLAN
2010-2011**

**Public Relations Office
Mariela K. Bean, Director
6411 N. Robert Rd.
Prescott Valley, Arizona
Phone: 928-759-5016
Fax: 928-759-4048**

PUBLIC RELATIONS OFFICE STAFF

**Mariela Bean
Director of Public Relations**

**Patricia Brambila
Administrative Assistant**

Public Relations Office Mission

***To build public understanding and support for the
Humboldt Unified School District and its schools***

Communicators. . .

Believe in what they say—*conviction*
Believe in the people to whom they say it—*expectation*
Live what they say—*credibility*
Know when to say it—*timing*
Know how to say it—*creativity*
Know why they say it—*application*
Have fun saying it—*freedom*
Show it as they say it—*visualization*
Say it and the people own it—*identification*

The Choice is Yours, John C. Maxwell

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BELIEFS, GOALS, AND DESIRED OUTCOMES

Customer Focus

"Customer Focus" specifically addresses how HUSD seeks to engage its internal and external stakeholders, with an emphasis on meeting their needs, building relationships, and demonstrating reciprocal loyalty. The District stresses this engagement as an important outcome for an overall culture of listening, learning, and performance excellence. In many cases, research reveals that the voice of customers provides meaningful information not only on their views, but also on their behaviors. Ultimately, both of these factors contribute to the District's successful academic mission and to the sustainability of the organization.

Who are the "customers?"

Internal Stakeholders: Students and staff
External Stakeholders: Parents and Community

Customer Engagement—How do we engage students and stakeholders in order to serve their needs and build relationships?

Purpose

The District establishes processes and mechanisms for identifying and innovating programs, offerings and services that meet the needs of all of its stakeholders: students, staff and community. The purpose of this effort is to build relationships with students and stakeholders and increase their engagement.

Customer engagement is a strategic action designed to develop such a degree of loyalty that the student or stakeholder will advocate for the District.

Voice of the customer—How does the District obtain and use information from students and stakeholders?

Purpose

The District establishes specific processes for listening to its students and stakeholders in order to determine satisfaction and dissatisfaction. It also analyzes stakeholder data in order to develop a customer-focused culture and to identify opportunities for improvement and innovation.

The District needs to identify different modes of obtaining information from students and stakeholders. These may include focus groups, close integration with students and staff, interviews, surveys, and customer service comments.

Desired Customer Outcomes

Internal Customers

- Support District goals
- Stay informed on key issues
- Practice respect and understanding
- Value all roles within the organization
- Respect and value customer feedback
- Exhibit empathy, integrity, collaboration, and a dedication to excellence

External Customers

- Support District goals
- Exhibit pride and trust in our District schools
- Become involved and engaged in the education of our students
- Choose to enroll students in HUSD

BUDGET

Budget dollars will be allocated, as available, to achieve the best results in order to build public understanding and support for the Humboldt Unified School District and its individual schools.

2010-2011 BOARD GOALS

The Humboldt Unified School District Governing Board has adopted three main Goals that anchor its mission and operational functions:

1. Raising the Level of Student Achievement
2. Planning for the Future Needs of Students
3. Increasing Parental and Community Involvement

The Public Relations/Communication goals for 2010-2011 fall under Goal #3 and are as follows:

Goal 3. Increase Parental/Community Involvement

Target Area: Culture, Climate & Communication

3.1. The District will implement policies and practices that foster a culture of student and stakeholder engagement.

3.1-1 *The District will identify current educational programs, activities, offerings, and services that provide opportunities for relationship building and stakeholder engagement. (Year 1)*
Metric: Findings Report

3.1-2 *The District will establish benchmark data to determine current stakeholder involvement in existing District educational programs, activities, offerings, and services. (Year 1)*
Metric: Percentage of stakeholder engagement in above as evidenced by logs, meeting sign-in sheets, number of participants at events.

3.2 The District will provide all students and staff a safe environment that is conducive to teaching and learning.

3.2-1 The District will establish a Safe and Orderly Schools committee to determine common definitions, common violations, and common actions taken for alignment with AZSAFE at all grade levels and at all schools. (Year 1)
Metrics: quarterly and end-of-year analysis of summative data.

3.2-2 The Safe and Orderly School committee will explore Safe-Schools reporting for alignment with AZSAFE (Year 1)
Metrics: quarterly and end-of-year analysis of summative data.

3.3 The District will implement policies and practices that foster internal and external communication and stakeholder (parents, community, students, staff) satisfaction.

3.3-1 The PR Department will identify current District communication "listening" systems and tools that obtain actionable stakeholder information and feedback on District educational programs, offerings, and services, and District student, parent, and community support. (Year 1)
Metric: Findings Report

3.3-2 The PR Department will identify and evaluate current measurements that capture actionable information regarding stakeholder engagement. (Year 1)
Metric: Findings Report

3.3-3a The PR Department will develop a Marketing and Communication plan for 2010-2011 based on known needs, information and data. (Year 1)

3.3-3b The 2011-2012 Marketing/Communication plan will take into account the research and baseline data established in 2010-2011. (Year 2)
Metric: 2010-2011 Marketing/Communication plan

3.3-4 Identify current school volunteer needs.

3.3-5 Increase the number of school volunteers.

RESEARCH

Research allows the District to identify views and values and design effective communication/marketing plans, programs and activities.

Objectives

- Expand the collection of data.
- Increase the use of data to refine and/or create school and district programs.

Strategies

- Employee survey
- Parent survey
- Student survey

MARKETING

Marketing develops pride in the school district and builds an understanding that public education is a benefit to families and to the community.

Objectives

- Increase opportunities for two-way communication
- Expand use of technology to improve communication
- Increase audience exposure to District Information

Strategies

- Publications
- Key Communicator Network
- Civic/Service organization attendance and membership
- Newsletters, e-mail lists
- Improve Website
- Connect-Ed phone messaging system
- Translation/interpretation of information
- Employee training
- Use of media for exposure
- Radio advertising
- Attendance of special area events to promote HUSD

COMMUNICATIONS TRAINING

Communications training enables staff to understand their role in serving as ambassadors to the community.

Objectives

- Increase opportunities for staff to receive communications training

Strategies

- Customer Service
- PR coaching for administrators
- Media relations
- Crisis communication
- Message development

PUBLIC AND STAFF ENGAGEMENT

Public and staff engagement empowers employees and community to take ownership of their schools and the district. It also fosters collaborative relationships.

Objectives

- Increase opportunities for staff and community members to become involved in meaningful public engagement

Strategies

- Focus groups
- Surveys
- Recognition programs
- Special events
- Key Communicator Network
- Publications

MEDIA RELATIONS

Good media relations is critical. It helps disseminate positive, district-related stories, showcases student achievement, and helps the district communicate with targeted audiences relative to student learning and district issues.

Objectives

- Increase the number of positive stories provided to the media for publication
- Expand professional relationships with members of the media

Strategies

- Frequent press releases
- Following the district communication protocol
- Encouraging schools to provide stories to PR for dissemination to the media
- Guest editorials/opinion pieces

STUDENT AND STAFF RELATIONS

Student/Staff relations increases ownership in the District, builds trust, creates goodwill ambassadors, and fosters a positive environment for teaching and learning.

Objectives

- Expand distribution of information to students and employees
- Expand opportunities for students and staff to provide feedback
- Increase recognition of students/staff internally and externally
- Devise strategies to improve staff morale and trust in the District
- Increase staff awareness of their role as ambassadors for the District

Strategies

- Staff forums and dialogue sessions
- Superintendent listening sessions
- Staff orientation and professional development
- Communications training embedded in customer service training
- Recognition venues
- Publications
- Dissemination of timely information via e-mail system
- Budget discussions

CRISIS COMMUNICATIONS

Crisis communications mitigates negative impact on the community, encourages fair, objective media coverage and ensures that all stakeholders are kept informed.

Objectives

- Keep crisis communication plan updated
- Coach school administrators on protocols and procedures
- Provide timely, accurate information to stakeholders
- Work closely with media

Strategies

- Review plan with all administrators
- Review communication protocol with administrators
- Updated emergency plans

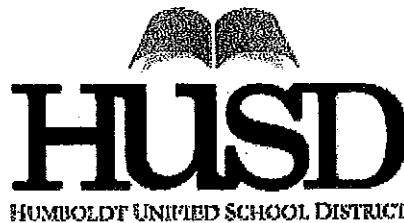
PR DEPARTMENT
GOALS 3.3-4
SUPPORTING DOCUMENTS

2010-2011 Volunteer Estimates

Friday, June 03, 2011

School	# of Volunteers	Avg. Hours per month	Estimated 10 mo total	Comments
Bright Futures Pre-School	7	10	100	All occasional volunteers
Coyote Springs Elementary	38	475	1475	
Granville Elementary	28	311	2840	
Humboldt Elementary	21	137	1370	
Lake Valley Elementary	103	111	1110	
Mountain View Elementary	8	82	820	30 occasional volunteers
Liberty Traditional	160	172	1720	
Bradshaw Mountain Middle	3	60	160	
Glassford Hill Middle	13	209	1209	
Bradshaw Mountain High School	18	90	190	
District Office	34	124	372	Hungry Kids volunteers 3 mo total
Family Resource Center	14	18	180	All occasional volunteers
Totals	447	1799	11546	

2009-2010 Total Volunteers = 126
Total Hours = 8,815



HUMBOLDT UNIFIED SCHOOL DISTRICT

**Volunteer
Handbook**

Education for All.....
One Student at a time

Humboldt Unified School District Contacts

High School (Grades 9 – 12)

Bradshaw Mountain High School
Principal: Dan Streefer
Phone: 928-759-4100
6000 Long Look Drive
Prescott Valley, AZ 86314

Bright Futures Pre-School

BMHS East Campus
Coordinator: Stephanie Rowe
Phone: 928-759-4547
6411 N. Robert Rd.
Prescott Valley, AZ 86314

Middle Schools

Bradshaw Mountain Middle School (7&8)
Principal: Brian Buchholtz
Phone: 928-759-4900
12255 Turquoise Circle
Dewey, AZ 86327

Glassford Hill Middle School (7&8)
Principal: Dr. Kristen Rex
Phone: 928-759-4600
6901 Panther Path
Prescott Valley, AZ 86314

Elementary Schools

Coyote Springs (K-6)
Principal: Candice Blakely-Stump
Phone: 928-759-4300
8101 E. Highway 89-A
Prescott Valley, AZ 86314

Granville (K-6)
Principal: Diana Green
928-759-4800
5250 Stover Dr
Prescott Valley, AZ 86314

Humboldt (K-6)
Principal: Cole Young
Phone: 928-759-4400
2750 S. Corral Street
Humboldt, AZ 86329

Lake Valley (K-6)
Principal: Tusanne Cordes
Phone: 928-759-4200
3900 N. Starlight
Prescott Valley, AZ 86314

Liberty Traditional School (K-8)
Principal: Michael DeRois
Phone: 928-759-4500
3300 N. Lake Valley Road
Prescott Valley, AZ 86314

Mountain View (K-6)
Principal: JoAnne Bindell
Phone: 928-759-4700
8601 E. Loos Dr.
Prescott Valley, AZ 86314

District Administration

6411 N. Robert Road
Prescott Valley, AZ 86314
928-759-4000

Superintendent
Dr. Paul H. Stanford
Phone: 928-759-5007

Special Services
Dr. Kay Turner, Director
928-759-4040

Educational Services
Kathy Kay, Director
928-759-5045

Human Resources
Phillip Young, Director
928-759-4004

Public Relations/ELL
Mariela Bean, Director
928-759-4048

Finance
Cynthia Windham, Director
928-759-4027

Food Services
Rick Littell, Director
928-759-5014

Transportation
Kim Porter, Director
928-759-5191

Maintenance
Ben Peters Director
928-759-5145

Emergencies and Illness

If a student is injured or becomes ill during the school day, or while attending a school sponsored activity, it is the responsibility of any staff member, including volunteers, to render reasonable assistance and summon help. Immediately refer students who are ill to the school nurse. Do not administer any medication or give medical advice. Always follow school and District established policies and procedures.

Please do not come to work if you are ill. We don't want you to jeopardize your own health, and we want to protect our students and staff. One of the best methods to prevent illness is to practice good hygiene by washing your hands before eating and after using the restroom. You should wash for at least 15 seconds. Use running water, soap and friction. Dry with a paper towel and turn off the faucet with the towel.

Safety Rules

Employees and volunteers are required to comply with District policies and procedures. Following is a list of some general safety rules for all volunteers.

- Under no circumstances should a volunteer place him/herself or anyone else in a dangerous situation.
- Work areas (on or off school site) are to be kept orderly and clean. Report unsafe conditions to your supervisor immediately.
- Protective equipment (i.e. goggles, shoes, gloves, etc.) should be worn when specifically required. Loose jewelry or clothing should be avoided.
- Follow good lifting practices; ask for help when needed; stack materials safely.
- Do not attempt to repair defective electrical equipment.
- Use tools and school equipment only for their intended purpose.
- Know evacuation procedures and the location of alarms and fire extinguishers.
- Always keep your personal property secured.

Working with Students

- Relax and be yourself.
- Be friendly toward all students and staff.
- Follow school/classroom student discipline protocols.
- Be interested in the students' activities.
- Encourage and praise students for a job well done.
- Remember that students often respond better to suggestions rather than commands.
- Don't do for a student what he or she can do for him/herself.
- Call students by name at each opportunity.
- Be flexible and don't be afraid to admit your mistakes, no one is perfect. Students are usually delighted by honesty and authenticity.



HUMBOLDT UNIFIED SCHOOL DISTRICT #22

Dr. Paul H. Stanton, Superintendent
6411 N. Robert Road, Prescott Valley, AZ 86314
ph. (928) 759-4000 • fax (928) 759-4020

Volunteer Code of Conduct

As a Humboldt Unified School District Volunteer, I agree to abide by the following Code of Conduct: (Initial each item below)

1. _____ Upon arrival, I will sign in and out at the main office and agree to be punctual and reliable.
2. _____ I will maintain confidentiality regarding sensitive student and/or school related information.
3. _____ I will not disclose, use, or disseminate student photographs or personal information about students.
4. _____ I will not have contact with unrelated students outside of school hours, including via social media (i.e. Facebook, Twitter, etc.).
5. _____ I will follow school/District protocols and procedures during fire and emergency drills and lockdowns.
6. _____ I will follow all school policies and procedures regarding student discipline.
7. _____ I agree to maintain professionalism and demonstrate respect for school/District policies regarding staff conduct and dress code.

I agree to comply with the HUSD Volunteer Code of Conduct at all times. Failure to do so could result in my immediate release as a Humboldt Unified School District Volunteer.

Signature _____ Date _____

Print/Name _____ Witness _____

(Keep in volunteer file)



Volunteer Emergency Contact Information

PLEASE PRINT

Volunteer Name: _____

Home Phone: _____ Cell Phone: _____

Email Address: _____

EMERGENCY CONTACT

Contact Name: _____ Phone: _____

Contact Address: _____

Day Phone: _____ Cell Phone: _____ E-Mail: _____

Are there any directives the District should give to emergency personnel in the event you are unable to do so as a result of illness or injury? Please include any conditions or allergies to medications.

Family Physician Name: _____ Phone: _____

Other information that would be helpful in case of an emergency: _____

Have you been immunized for measles, mumps & rubella? Yes No

All information will be kept confidential and only utilized in case of an emergency.

Volunteer Signature

Date

(Keep in volunteer file)



HUMBOLDT UNIFIED SCHOOL DISTRICT #22

Dr. Paul H. Stanton, Superintendent
6411 N. Robert Road, Prescott Valley, AZ 86314
ph. (928) 759-4000 • fax (928) 759-4020

VOLUNTEER APPLICATION PROCESS

- Prospective volunteer picks up Volunteer Handbook and this form from HUSD District Office or Site/Department. Application documents in Volunteer Handbook and on HUSD Website at www.humboldtunified.com.
- Prospective volunteer:
 - Completes application
 - Submits it to the HUSD District Office, 6411 N. Robert Rd, Prescott Valley, AZ 86314
 - Gets fingerprinted. Fingerprinting takes place on Tuesdays and Fridays from 10:00 AM to 12:00 PM (Clearance takes 4-6 weeks).
- DO informs volunteer Site/Department that process is in place. Requests reference checks from Principal/Department Director.
- Once fingerprints clear (4-6 weeks) and reference checks are in, District Office calls applicant to schedule appointment for assignment and orientation.

**For additional information on volunteering at HUSD,
please contact Mrs. Carm Staker, Volunteer Coordinator,
928-848-8378.**

HUSD ADULT/STUDENT MENTORING PROGRAM

What is a Student Mentoring Program?

Structured student mentoring programs are designed to create a culture where an exceptional adult can proactively support the development of a student. Trained mentors are paired with student mentees to support specific goals in the areas of academic progress, leadership, and college/career planning. The mentoring partnership must be fully approved by the parent or guardian and the school.

What are the characteristics of successful mentoring programs?

- They foster a successful relationship among student, parents, mentor, and school
- They establish clear criteria for selecting mentors and mentees
- They are well planned and structured to provide high levels of interaction between students and adult mentors
- They are driven by the needs and interest of students
- They are based on clear goals and objectives derived from careful assessment of needs and resources
- They include structured activities as well as significant opportunity for informal interaction
- They provide support and training for mentors
- They include an evaluation component designed to engage all involved in a process of continuous improvement

What is the time commitment?

Mentors are asked to participate in the program for a minimum of one school year, 1-2 hours per month. Ideally, mentors would follow their student until graduation. Special circumstances could, of course, suspend the commitment.

Who can be a student mentor?

Any adult interested in being a positive influence in the life of a student who is willing to dedicate time on behalf of the child. Following are some characteristics of a good mentor:

- Has obtained fingerprint clearance
- Has passed District reference checks
- Always stays within the boundaries of proper communication relative to e-mail, social media, etc., following District policy
- Has the reputation of being a positive role model
- Cares about helping a child and respects the child's dignity
- Is committed and accepts responsibility
- Reinforces the student's success
- Engages in a positive relationship with the student
- Has the ability to balance both praise and constructive feedback
- Has a healthy self-image
- Listens well
- Has the maturity and wisdom to react well to occasional stressful or frustrating situations
- Has good communication skills and can relate to young people
- Has the skills to identify resources to help support student personal development and career/life-time planning
- Does not engage in alcohol or drug abuse
- Is punctual for mentoring sessions

What should the Student Mentor NOT expect to do?

The Mentor should not expect to:

- Replace the role of a parent/guardian.
- Meet in places other than the school setting, without the written permission of the parents and school
- Expect dramatic changes quickly. Mentoring is a process that takes time!
- Provide solutions to all the issues facing student.

What are the benefits of a Student Mentor Program?

Students benefit by:

1. Receiving the support and guidance of a caring adult.
2. Receiving assistance with academic endeavors.
3. Improving motivation to succeed.
4. Receiving encouragement to stay in school and graduate.
5. Receiving encouragement regarding good life choices
6. Improving interpersonal relationships.
7. Receiving assistance in choosing a career path.

Adult mentors benefit by:

1. Experiencing involvement in the community.
2. Making a difference in the life of a child.
3. Gaining knowledge about the community's schools.
4. Contribute to the quality of the future workforce.

Schools benefit by:

1. Improving student achievement and retention. (Board Goal #1)
2. Improving student attendance. (Board Goal #1)
3. Receiving support in preparing students for the future. (Board Goal #2)
4. Involvement with the community. (Board Goal #3)



HUMBOLDT UNIFIED SCHOOL DISTRICT VOLUNTEER PROGRAM

Excellence in public education is best achieved through a shared vision and the cooperative effort of students, families, staff, and the community. Volunteers and mentors are an important part of HUSD's educational team. It takes an exceptional person to give of his or her time and energy to make our schools stronger.

Volunteerism brings unique gifts to a school district,

- It models service
- It enhances learning experiences for students and staff
- It enriches curriculum and classroom activities
- It expands educational opportunities and resources
- It increases student awareness of career options
- It strengthens the relationship between schools and community

We invite you to join our HUSD Volunteer Program in one of the following categories:

- **A Regularly-Scheduled Volunteer**—Someone who volunteers on a regular basis with a schedule that has set days and times.
- **An Occasionally-Scheduled Volunteer**—Someone who volunteers only occasionally or intermittently by helping out with field trips or during special events.
- **Mentoring Volunteers**--Individuals involved in the mentoring of students serve as a role model, help increase motivation, support academic progress, and help prepare for the future. Mentors are paired up with students based on professional/vocational interest (i.e. health, law, engineering, medicine, etc.) and meet with students on a bi-monthly schedule. Mentoring involves a three-way partnership among the school, the student, and the mentor.

For more information, please contact our Volunteer Coordinator,

Mrs. Carm Staker

928-848-8378