

Lake Havasu Unified School District's

# Developmental Preschool Handbook

Smoketree Elementary Developmental Preschool  
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Every child is unique and inspirational as we watch them change and grow!



*LHUSD Developmental Preschool*

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# I.

## Lake Havasu Unified School District's Developmental Preschool

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### *Mission Statement*

Lake Havasu Unified School District will engage each student with a focus on scholarship, character, and humanity-so that all students may graduate with the academic and social skills necessary to become responsible citizens and contributing members of society.

### *Smoketree Elementary/Preschool Mission Statement*

#### Mission:

Smoketree staff and families work as a team to provide **ALL** students a well-rounded education in a safe, compassionate learning environment.

#### Vision:

The Smoketree community is committed to developing kind, respectful citizens who are motivated to use their knowledge and critical thinking skills to meet their full potential. Through intentional relationship building and purposeful lesson planning, we will nurture the whole child. Building academic competency, tenacity, and perseverance will ensure each child has the support needed to set and accomplish goals.

## Program Description

Early Childhood Special Education is a state-mandated preschool program for three- and four-year old children with special needs. The Lake Havasu Unified School District provides screening and/or identification of three- and four- and non-kindergarten eligible five-year old handicapped children with suspected disabilities. The Developmental Preschool is designed to address the educational needs of developmentally delayed preschool children. AZ Find Developmental Screening is to identify possible learning disabilities and is available to all children residing within District boundaries. Screening is also offered to infants (0-3 years) through the Arizona Early Intervention Program

AZ Find Developmental Screenings are **free** to parents and children.

The Lake Havasu Developmental Preschool is a reverse mainstream program where children with differing abilities and disabilities play and learn together in the same classroom. The program is designed to serve both special needs and typically developing preschoolers who are three to five years old (not eligible age for kindergarten). Special needs children may be challenged in one or more ways by impairment of speech/language, hearing, or vision impairment or by developmental delay. Developmental delay may affect cognitive, motor, and/or sensory abilities; psychomotor and/or language skills; and/or adaptive behavior. Services are **free** to qualifying children. Typically developing children pay tuition to attend the program and come from the school community. A waiting list for typically developing preschoolers will be established if the number applying exceeds the number of spaces available. First Things First has provided a grant to provide free preschool to students who meet eligibility under the

Quality First Scholarship Program. The Developmental Preschool is a mixed service model that includes special needs students, tuition paying students, and students on a Quality First Scholarship.

## **II.**

### **AZ Find Developmental Screenings**

School districts are mandated to locate, identify and evaluate children with disabilities within their attendance area. Referrals for the program may come from various sources, but the most common is the child's parents. Initial preschool referrals are handled and recorded through the Lake Havasu School District Preschool office. After the developmental screening, the AZ Find Team (comprised of school psychologist, occupational therapist, physical therapist, speech therapist, and Early Childhood Educators) determine if a child has a potential disability that requires further evaluation. Evaluations may include speech, fine motor, gross motor, sensory, and/or school psychological evaluations (cognitive, adaptive, and/or social/emotional evaluations). All evaluations are **free** to children meeting qualifying eligibility. After a full evaluation determines whether a child is eligible for Special Education services. Services may include placement in the center-based preschool, therapy services, homebound services, or consultation to private preschools. An Individual Education Program (IEP) is developed to meet the child's needs. All evaluators, teachers, and parents are involved in this process.

**AZ Find Developmental Screenings for Children Birth through age 5** (not Kindergarten eligible) will be held throughout the school year.

**Call the Preschool Office to schedule an appointment**

928-505-6033

### **Transition from AzEIP (Arizona Early Intervention Program) to Preschool**

The Arizona Early Intervention System (known as AzEIP) and the Local Education Agency System have an agreement that establishes procedures for the transition of children with disabilities who are reaching their third birthday from the AzEIP program to the Developmental Preschool. The purpose of this agreement is

- (1) to minimize the number of transitions and disruptions to children and families eligible for services,
- 2) encourage cooperation and communication between agencies and families to assure the provision of a Free Appropriate Public Education from a child's third birthday,
- (3) to insure cooperation between agencies to reduce the stress on children and families inherent in the transition process, and
- (4) to identify the responsibilities of each agency during the transition process to all involved parties.

### **AzEIP Transition Conference**

The AzEIP service coordinator contacts the Developmental Preschool staff to schedule a transition meeting. A meeting will occur between the time the child is two years six months and two years nine months. The purpose of the transition conference is to, a) identify existing assessment components,

b) plan for the completion of the necessary additional assessment components by the appropriate agency,

c) establish a plan for parental visitation to the Preschool site,

d) establish tentative timelines and activities for the child's transition into the Preschool program,

e) review the program options from the child's third birthday to the end of the school year.

The team members for this conference consist, at the minimum, of the child's parent(s) service coordinator, representative of the current program provider, and local education agency representative.

### **III. MET/IEP Conference**

A meeting is to occur no later than the month prior to the child's third birthday to determine appropriate programming to take place by the child's third birthday. Required participants are the child's parent(s), the service coordinator, a representative of the child's current program provider, and a special educator. This meeting is for reviewing assessments (MET- Multi-Disciplinary Evaluation Team Report), determining eligibility for services, and writing the Individual Education Program (IEP).

### **Logical School Transition Periods**

- A. For children who turn three years of age before September 1, the logical transition period is the first day of that school year.
- B. For children who turn three between September 1 and December 1, the logical transition period is either the first day of the second quarter or the first school day following the Thanksgiving holiday.
- C. For children who turn three between December 2 and December 31, the logical transition period is the first day following the winter holiday.
- D. For children who turn three between January 1 and March 1, the logical transition period is their third birthday.
- E. For children who turn three between March 2 and April 7, the logical transition period is the last quarter of that school year.
- F. For children who turn three between April 8, and September 1 the logical transition period is the first day of the next school year.

### **Evaluations**

Evaluations may be recommended following AZ Find Developmental Screening or Transition Conference. These evaluations may include speech/language evaluation, fine motor evaluation, gross motor evaluation, sensory, and/or school psychological evaluation to address cognitive, adaptive, and social/emotional skills. Prior to evaluations the therapists and/or psychologist will need a copy of the child's current hearing and vision screening, a developmental history, and parent consent for evaluations. Evaluations are **free** to children referred for evaluations following AZ Find Developmental Screening or Transition Meetings.

### **Individual Educational Program (IEP)**

The Preschool staff will arrange and facilitate the IEP Conference to determine appropriate programming for the child. The conference participants include parents, special education teacher, regular education teacher, local education agency representative, and a member of the Evaluation Team. The IEP Conference will consist of a review of evaluations, determination of eligibility for services, and the writing

of the Individual Educational Plan. The IEP components consist of a written description of the child's present level of educational performance, goals and objectives, service plan, statement of placement in the least restrictive environment, and consent of parents. Services available include speech/language therapy, Occupational Therapy, Physical Therapy, transportation, and services through the Arizona School for the Deaf and Blind Cooperative Program. Services are based on the needs of the child and determined by the IEP team members.

## IV. Preschool Disability Eligibility

The IEP conference team will complete the Preschool Disability Eligibility form following evaluations. There are five areas of eligibility for children from ages 3 to 5 (not eligible for kindergarten). Children whose only eligibility area is for articulation and/or phonological disorders will receive speech therapy on an outpatient basis. Preschool services for children qualifying under Preschool Speech/Language, Developmental Delay, Preschool Severely Delayed, Visually Impaired, and/or Hearing Impaired are determined through the IEP process.

See **Appendix** to view a copy of the Preschool Disability Eligibility Description

## Hours of Operation

Preschool will be held on Monday, Tuesday, Wednesday, and Fridays. The morning sessions will be held from 7:45 am -10:45 am and afternoon sessions from 11:45 am-2:45 pm. There will be no Preschool on Thursdays. Special education students who require transportation services will attend the afternoon session. There is one 4-year-old class and two 3- year- old classes in the morning and one 3- year- old class and two 4- year- old classes in the afternoon.

Please review the attached calendar for Preschool since the Professional Development Days for staff are listed on the calendar where Preschool will be cancelled. Parent conferences and holidays are also listed on the calendar. Please post in your home so you are aware of our schedule. See School Calendar for specific days of holidays and hours of operation.

## Tuition Paying Students

The Lake Havasu Developmental Preschool is a reverse mainstream program where children with differing abilities and disabilities play and learn together in the same classroom. The program is designed to serve both special needs and typically developing preschoolers who are three to five years old (not eligible age for kindergarten).

Tuition waiting list forms are available through the Preschool Office. Openings are filled on first come, first serve basis. The school will need a copy of the child's birth certificate and current immunization record. Once accepted into the Preschool Program enrollment forms must be completed prior to starting school. Immunizations must be up-to-date.

Tuition includes a yearly \$25 enrollment fee along with \$45 a week tuition fee for preschool is in session. Tuition must be paid by the first of each month. Tuition payment is required for every day your child is enrolled in the program including absences, vacations and bereavement. The only exception to this policy is when your child is out for more than a week for illness, vacation, bereavement and **prior written notice** was given two days before absence or two days following onset of illness to the Preschool Office. Tuition Agreement available in preschool office.

## **V. Enrollment and Disenrollment**

Each student enrolling in the Preschool must complete the LHUSD#1 enrollment packet. Parents also need to include a copy of the child's birth certificate, immunization record, and proof of AZ residency. Students enrolled under the Quality First grant must also complete the Quality First application and supply all requested documentation listed on the application form.

Parents need to contact the Preschool Administrative Assistant or the Preschool Coordinator when a child will no longer attend the Preschool. A student withdrawal form must be completed in the Preschool Office.

### **Field Trips**

Permission slips must be completed for students to attend field trips. Through their newsletters, the Preschool Staff will provide information concerning field trips.

### **Access to Preschool during Class time**

Park in the parking located off Smoketree Avenue. Please escort your child to class. Parents must sign their child in and out of class on the roster. We must have written authorization to release your child to friends or relatives. The blue information card must be completely filled out and returned to the Preschool staff. On the front of this card, the names and signatures of persons authorized to pick up your child must be completed. The Preschool staff will not release a child to anyone other than the custodial parent, guardian or a person designated by written authorization from the custodial parent or guardian. If staff have not met parent or guardian, identification will be checked. Often staff meets one parent but not the other parent during registration. The only exception is in the case of an emergency when phone authorization by that parent or guardian is provided. A password must be listed on the blue card to use as verification of the phone authorization initiated by custodial parent or guardian

### **Visitors**

All visitors must enter through the main office of Smoketree Elementary entrance and sign in at the front office. A badge will be issued and must be worn at all times. All visitors will be escorted through the Preschool with a staff member. Volunteers are always welcome and appreciated.

### **Communication**

Each child in the program will have a folder that will be used to send notes, art projects, newsletters, and homework to parents. These folders will remain at school for parents to check at pick and drop off times in a basket located at each classroom door, bus students only will need to return each day of school. The parent newsletter will communicate the curriculum theme, projects, special events, and important notices concerning the Preschool Program. The folders need to be checked by parents each day. Please empty the folder of artwork and papers. Parents may use the folders to send messages to the Preschool staff.

Each child with an IEP has an annual meeting to update goals/objectives, progress, and services. All students receive progress reports on a quarterly basis. Parent conferences are available at the end of each quarter of the school year. Parents or teachers may request a conference at any time.

Parent workshops are offered periodically throughout the year. They are scheduled on a

parent/community interest basis. Parents are encouraged to join Smoketree's Parent, Teacher, Student Organization (PTSO) which helps us work as a team to meet each child's needs.

## VI. Discipline

The Developmental Preschool and Smoketree Elementary have reputations for maintaining a safe and orderly environment conducive to learning. In addition to our classroom rules, we have school-wide rules to ensure that all children and staff members, as well as their property, will be safe. These rules cover vandalism and fighting as well as honesty, respect, courtesy, and proper language. Parents are expected to teach these rules at home within the first week of school. The teachers inform students of these rules especially during the first week of school, with periodic reminders during the school year.

The preschool rules and discipline policy are very basic yet extremely important to ensure safe, fun, and effective learning for everyone. The rules are posted in the classroom and reviewed often with the children. A copy of the classroom rules are also sent home in the child's folder. The children are expected to follow the discipline guidelines outlined in the Smoketree handbook.

The calendar in your child's folder will reflect the events in the Preschool as well as indicating how your child's behavior was during school. Your child will receive a sticker on their calendar if they demonstrated appropriate classroom behavior for the day. If not, there will be a note in the child's folder explaining the behavior concerns for the day.

Parents are urged to develop a plan at home to encourage appropriate behavior at school and to help extinguish inappropriate behavior. You are encouraged to think of ways that your child can be appreciated for following the classroom rules. A suggested plan is to have a special family event (game night, picnic, ice cream, etc) when your child achieves a specified number of stickers on their calendar. Consequences for inappropriate behavior may consist of loss of TV watching time, time out in their room, or losing privileges. Before implementing this plan for when inappropriate behavior starts, please discuss this plan with your child and your child's teacher.

## Transportation

The goal of transportation is to provide safe, consistent transportation for our special needs students to and from school. Bus transportation is a special service that may be included on a child's IEP. This service may be added to your child's service page of his/her IEP. This service is considered on the need and hardship circumstances. Please review the following procedures for transportation services. Tuition-paying students and Quality First Scholarship students are not eligible for bus transportation at this time.

If transportation was added to the service page of the IEP or if changes occur with transportation services, the Preschool Staff will notify the transportation office. From the date of notification, it takes three days for transportation to start or make a change. This allows transportation office time to re-route their schedules to accommodate your need. You will receive information directly from the transportation office concerning pick-up and drop-off times.

If you know your child is not going to school, you must notify the transportation office as early as possible, at 505-6960. This phone is answered in person from 6:00AM until 4:00PM, Monday through Friday; also the phone is on an answering machine between 4:00PM and 6:00AM. **It is also important for you to call the Preschool and report the absence to them.** The phone number is 505-6033. You can also leave a message on the answering machine.



Your child should be at home and ready for pick-up 10 minutes prior to the scheduled pick-up time. When the bus arrives at your home, the driver will blow the horn once. If your child does not come out, the driver will blow the horn a second time. If your child does not appear after this, the driver will leave and you will be responsible for transporting your child both to and from school that day. The driver will not come and knock on the door. After three consecutive attempts to pick up your child, transportation services will be terminated until parent(s) contact the transportation office. After contacting the transportation office, transportation will resume in three days.

You should be at home 10 minutes prior to the scheduled drop-off time for your child. The bus will not, under any circumstances, deliver the child to an unfamiliar person. If no parent or guardian is waiting when the bus arrives to drop off the child, the driver is instructed to bring the child back to the School they were attending at the end of their bus route. You will then be responsible for picking up your child **in the front of the School**. You will need to call Smoketree Elementary at 505-6033 or 505-6020 to find out what time the bus is expected back so you can retrieve your child.

When a change in pick-up or drop-off point is required, you must notify the Transportation Office and complete a new transportation form. It takes three days from notification for the change to go in effect. You will be contacted by phone or notified by the driver when the change will become effective.

## VII. Curriculum

Our curriculum is theme based with an emphasis on multi-sensory teaching methods and language rich activities. The use of themes provides the children with practice and application for the skills in meaningful contexts. Themes relate directly to children's real-life experiences and should build on what they know. The same content should be offered more than once and incorporated into different kinds of activities. Several subject areas can be integrated in the program. The multi-sensory approach provides activities for all learning styles.

Young children feel secure with routines and schedules. The routines and schedules help them learn sequencing and time related activities. This schedule will vary due to hot weather, school assemblies, and special events.

### List of Curriculums

- Houghton Mifflin Preschool
- Core Curriculum (CKLA)
- Handwriting Without Tears
- Young Athletes
- Creative Curriculum
- Touch-Math
- STAR

## Daily Schedule

**Entrance routine:** Put away jacket/sweaters, turn in any paperwork or homework. Backpacks for bus kids.

**Puzzle and Book Activity Time**

**Circle Time:** Attendance, Pledge, Songs, Introduction of the day's lessons, calendar, etc.

**Restroom Break and Self-Help Skills**

**Story time**

**Project Time:** Small group activities focusing on specific learning objectives

**Learning Center Time**

## **Outdoor Time**

### **Snack**

**Closing Meeting:** Songs, review of the day's events

## **VIII. Screen Time**

TV, video games, internet, computer games, hand-held games, and video/DVD watching have replaced physical activity and free play as preferred leisure time activities, to the detriment of the health of our children. The American Academy of Pediatrics (AAP) does not recommend television or movies for children age 2 or younger. For older children, screen time should be limited to less than one hour per day. Within the guidelines, a "30-minute rule" should exist. For every 30 minutes of sedentary activity, the child should be expected to take a 10-minute stretch and activity break. Utilize part of the allotted "screen time" for active viewing such as programs that encourage children into movement. Toddlers should accumulate at least 30 minutes daily of structured physical activity, and preschoolers at least 60 minutes.

## **Supplies**

Backpacks for bus kids only.

Change of clothes—please include underpants and socks, these will be kept at school.

Checklist of suggested supplies

Please mark your child's name on all personal items.

## **Bathroom Routines**

Your child does not need to be potty trained prior to attending the Preschool Program. We work on all areas of development including self-help skills. If your child is not potty trained, you need to provide diapers and wipes. Please mark the packages with your child's name.

When diaper changing occurs, universal precautions are followed. Disposable gloves are required when changing diapers, in any accidents resulting in blood, or in any instance when bodily fluids could be transmitted. After each use, all surfaces of the changing table and potty seats are disinfected. If your child is allergic to latex gloves, please notify the Preschool staff and indicate this on your child's blue information card.

## **Snacks**

Each day the children have a snack time. Parents of special needs students will provide a \$15 donation each quarter of school to cover the cost of the snacks and paper goods. Unless children have allergies or eating difficulties, all the children eat the same snack. Please make a note of any allergies or eating difficulties your child may have on the blue information card.

Snacks are covered by tuition payments or the Quality First Scholarships.

Snack is served family-style where children are allowed to serve themselves and are trusted to eat as much as they need. The children are encouraged to participate with the social and educational

interactions of the meal/snack time, even if they choose not to eat. Children will have the opportunity to try new foods. Children will choose if they want to eat, which reinforces internal hunger and fullness cues.

## **IX. Personal Items**

We ask students to be thoughtful of others both inside and outside the school buildings. **Items that might disrupt class or cause injuries should be left at home.** These include but are not limited to such things as laser pointers, toys, games, tape recorders, radios, cameras, spinners, pogs, yo-yos, etc. They cause unnecessary problems. Nuisance items, which create disruptions or get in the way of learning, may be confiscated. The Preschool Coordinator or teacher will return confiscated items to a parent or guardian. Schools are not responsible for loss or damage to any items.

### **Dress Code**

We suggest that student dress follows the school district's policies. A student's attire should be clean, neat and appropriate for school. Students need to be active at recess; therefore, they must dress accordingly. We follow the dress code outlined in the Smoketree Handbook.

For safety reasons, closed shoes such as walking/running shoes **are strongly recommended**, especially since we work on gross motor skills daily. **If sandals are worn, they must have a back strap.** No high heels are permitted.

We do not permit shirts or clothing with suggestive words or phrases, pictures and advertisement of cigarettes, narcotics, alcoholic beverages, or any type of emblems, pictures or writing not appropriate for school.

This includes any reference to or identification with gangs. We do not permit shirts or blouses that expose the midriff, or excessively baggy or oversized clothes. Pants that are considered sagging or baggy will not be allowed. Under no circumstances will underwear be allowed to show over the pants.

Girls must wear shorts underneath their dress or skirts since they will be engaging in active play in the classroom and playground. Undershirts are not appropriate except under a shirt. Belts, if worn, must be buckled around the waist and through belt loops. Students may not wear dangling earrings. Make up of any kind is not appropriate for preschool or elementary children. No hats are permitted to be worn in the building. Wallet chains or chains of any kind are not to be worn at school.

In the event that a child is dressed inappropriately for school, the child will be changed into their extra clothes or parents will be called to bring appropriate clothing.

## **X. Attendance**

The law requires your children to be at school unless they are ill or there is an emergency in the family.

If your child will be absent, please call the school before 8:00 a.m. the day of the absence, otherwise an **unexcused** absence will be recorded. **You may call at any time prior to 8:00 a.m. and leave a message on the school's voice mail at 505-6033.**

The procedure for reporting your child's absence is:

- ° State your child's first and last name clearly
- ° Give the reason for the absence
- ° State the date the absence will occur and length of absence

When your child returns to school, he/she must bring a written note explaining the absence.

## **INSURANCE**

The school encourages accident insurance. We make an insurance policy available to all pupils in our district. You may select 24 hours and 12-month coverage or just a school-time policy. Brochures may be obtained in the school office.

## **HEALTH SERVICES**

Health services are for promoting and maintaining the health, safety, and protection of all students.

All injuries shall be reported to the playground supervisor, homeroom teacher or the nurse. In case of serious injury, parents will be notified. The nurse is not allowed to diagnose or treat illnesses. So, please don't send a sick child to school. We think good attendance is vital, but not when it may jeopardize the health of the child or others. If your child becomes ill or gets hurt at school, we'll notify you as soon as possible. The best place for a sick child is at home. (Be sure the office has current phone numbers where you may be reached during school hours.)

Teachers are not allowed to dispense medication (including aspirin) and children should not bring any type of medication (prescription or over-the-counter medications) to school, unless they have received special training from the nurse. This includes chapstick and cough drops. If it is necessary for your child to take medication during school hours, the following requirements must be followed:

### **For Prescription Medications:**

1. A parent must secure the appropriate medication form from the nurse.
2. The medication form must be completed and signed by a parent.
3. The attending physician's signature is also required.
4. The medication must come to the nurse in the prescription container and be stored in the nurse's office. (Exception to this rule is epi pens and inhalers)

### **For Over the Counter Medications:**

1. A parent must secure the appropriate medication form from the nurse.
2. The medication form must be completed and signed by a parent.
3. The medication must come to the nurse in the original, properly labeled container.

## **XI. Child Custody**

In most cases, when parents are divorced, both Mom and Dad continue to have equal rights where their children are concerned. 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 preschool office. Unless your court order is on file with us, we must provide equal rights to both parents.

## **Liability**

Lake Havasu City's schools belong to you and your neighbors, the people who support and pay for them. Unfortunately, occasional vandalism at our school has become a fact of life. Please report any acts to the Lake Havasu Police Department. People who damage school property may be held liable for those damages, according to state law. In the case of minor children, their parents are liable. As a taxpayer, you've already done your part to financially support the public schools. We don't want you to have to "contribute" again because of your child's misbehavior, so please help us by teaching your child respect for public property.

## **Smoketree Site Council**

We have established a shared decision-making school council consisting of parents, teachers, noncertified employees, and community members. This council acts as an advisory capacity to the principal.

## **Parent Association**

Parent Associations are an important aspect of the school setting. These organizations provide many extra materials and opportunities for the students, some that would otherwise be unavailable. These include the assemblies, playground equipment, carnivals, book fairs, recess equipment, refreshments for various activities, costumes, etc.

They also help provide a link between home and school. Teachers learn more about the students from another side, which helps them teach more effectively. The parents learn more about the workings of the school, which helps them deal more effectively with their children. As a team, we can develop a more positive environment for our child/children to learn.

**TO MAKE YOUR SCHOOL EFFECTIVE, YOU ARE NEEDED. PLEASE, BE INVOLVED!**

## **Volunteers in the Classroom**

Parents are encouraged to volunteer in the Preschool Program. This can be on a weekly basis, monthly, or anytime you are available. We can also use volunteers to help create classroom materials at home. If you are available to volunteer, please let the Preschool Staff know. You will need to have fingerprint check and a copy of driver's license on file at the school.

They also help provide a link between home and school. Teachers learn more about the students from another side, which helps them teach more effectively. The parents learn more about the workings of the school, which helps them deal more effectively with their children. As a team, we can develop a more positive environment for our child/children to learn.

## **XII. Pesticide Spraying**

The school district will post on the door of the Preschool Office the dates for pesticide spraying. It will list the dates that the building should be vacant to spray and time for it to be safe to re-enter the premises. The spraying occurs over weekends or days school are not in session so that the students and staff are not affected by the spraying of the pesticides.

### **Dangers of Second & Third-Hand Smoke**

- Use smoke-free child care
- Only go places that are smoke-free
- Teach kids to stay away from places where people smoke
- Ear infections with increased severity requiring tubes in the ears
- Pneumonia & bronchitis
- Coughing or asthma attacks
- Increased risk of SIDS (Sudden Infant Death Syndrome)

#### **What can you do?**

- If you smoke, quit!
- Keep kids away from smoke and smokers
- Don't allow smoking in your home or car

By age 5, a child who lives with just 1 smoker has inhaled the equivalent of 102 packs of cigarettes.

#### **Second-Hand smoke can cause:**

- Breathing difficulties
- Higher risk of learning disabilities

#### **What is Third-hand Smoke?**

Third-hand smoke is particles from tobacco smoke that lingers for months in the air, and sticks on surfaces in homes and cars. It is inhaled through dust and absorbed through the skin. It enters a home on the clothes, hair and skin of anyone around smoke.

Third-hand smoke is an unseen culprit that gets stronger, more toxic and more dangerous over time.

Information provided by Ashline. For more information, call 1-800-55-66-222 or visit [www.ashline.org](http://www.ashline.org).

## **XIII.**

### **Licensure and Program Evaluations**

We are a license preschool program that is regulated by:

Arizona Department of Health Services.  
1500 East Cedar, Suite22, Flagstaff, AZ 86004  
928-774-2707

We are a 4-star Quality First Program.  
Our programs are monitored and evaluated regularly.

**Facility inspections are available upon request**

### **Emergency Procedures**

Emergency procedures for Smoketree Elementary and the Preschool Program are included in **Appendix**.

The blue information cards provide the Preschool Staff with pertinent information on each child. These cards brought with us on fire drills or other emergency events. Please keep the information up to date on the blue card

## **XIV.**

### **COMMUNICATION HOME**

The letter that is sent home should be a four part letter

#### **PART 1: TELLS PARENTS ABOUT THE EVENT**

- avoid lengthy details or specific information that may not be public knowledge
- do not use terms like murdered, committed suicide, was strangled etc.
- use the terms killed or died

#### **PART 2: TELLS PARENTS WHAT THE DISTRICT IS DOING**

- use comments like "members of the district's Crisis Response Team" or
- "trained staff members from the district", or "district staff who have been
- trained to help students and staff"
- explain that response services will continue as needed

#### **PART 3: GIVES INFORMATION THAT WILL HELP PARENTS HELP THEIR CHILD**

- encourage parent to talk with their child about the event
- include phone numbers to local agencies for additional help if needed
- encourage parent to communicate with the school if the student's reaction to the event continues to be a problem

#### **PART 4: GIVES INFORMATION ABOUT THE FUNERAL**

- inform parent of funeral arrangements, if available
- use "arrangements are pending" or "funeral arrangements are unavailable at this time, but will be listed in the local paper"

**\*\*\* PRINCIPAL SHOULD ALWAYS SIGN THE LETTER \*\*\***



## XV.

### Lake Havasu Unified School District No.1

#### Emergency Preparedness Parent Letter

Dear Parents and Guardians:

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

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

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. Do not attempt to reach your student by cell phone as this may put your student at further risk depending on the emergency and cell phone lines may be needed for emergency communication.
3. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on a School District Registration Form 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.
4. Turn your radio to KAAA, KFLG-FM, KNKK-M, KSTAR-AM, KZZZ-AM, KJJJ, KNTR, KRAZY, KHITS, and K-ROCK 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.lhusd.org](http://www.lhusd.org).
5. In addition, information regarding day-to-day school operations will be available by calling the District Office at 5056900.
6. 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.

Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

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 KAAA, KFLG-FM, KNKK-M, KSTAR-AM, KZZZ-AM, KJJJ, KNTR, KRAZY, KHITS, and K-ROCK for emergency announcements.. Information will be posted on school website which can be accessed through district website at [www.lhusd.org](http://www.lhusd.org). 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](http://www.HealthELinks.com).

Sincerely,

Principal  
School

x.

# Appendix

## XVII. Preschool Tuition Agreement

The Lake Havasu Unified School District’s Developmental Preschool is a Reverse Mainstream Preschool Program. A reverse mainstream preschool has typically developing peers enrolled in a special education classroom for preschool children with learning disabilities.

### Tuition Agreement

1. Copies of your child’s immunization record and birth certificate along with enrollment packet must be supplied to the Preschool prior to starting school.
2. Tuition is \$45.00 for each week of school. Also, there is a yearly enrollment fee of \$25.00. Tuition payment is required each week preschool is in session, including absences, vacations, and bereavement. The only exception to this policy is when your child is out for one week or more for illness, vacation, or bereavement, and **prior written notice** was given two days before absence or two days following onset of illness.
3. Tuition must be paid in full and is due on the first of each month. Checks must be made out to Lake Havasu Unified School District #1 or LHUSD#1.
4. Students receive a snack during Preschool those fees are covered in the tuition payment. Hours of operation are M, T, W & F, 7:45 a.m. to 10:45 am for the morning session and 11:45 am to 2:45 p.m. for the afternoon session. Refund of tuition will be given when given a written two week notice along with forwarding address. A refund will be mailed to the forwarding address.
5. You must sign your child in and out each day when you drop them off and pick them up from school. Your child will only be released to parents, guardian, or designated person on the blue information card. Your child will not be released to an older sibling under the age of 18.
6. All policies written in the Developmental Preschool Handbook and Smoketree Handbook must be followed.

Your signature indicates you have read this agreement and will abide by the policies stated above.

Child’s Name:	
Parent/Guardian’s Name (please print):	
Parent/Guardian’s Signature:	Date:

## Preschool Categories

According to *Arizona Revised Statutes 15-761*:

**"Developmental delay"** means performance by a child that is at least three years of age but under ten years of age on a norm-referenced test that measures at least one and one-half, but not more than three, standard deviations below the mean for children of the same chronological age in two or more of the following areas:

- (a) Cognitive development.
- (b) Physical development.
- (c) Communication development.
- (d) Social or emotional development.
- (e) Adaptive development.

The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.

**"Preschool severe delay"** means performance by a preschool child on a norm-referenced test that measures more than three standard deviations below the mean for children of the same chronological age in one or more of the following areas:

- (a) Cognitive development.
- (b) Physical development.
- (c) Communication development.
- (d) Social or emotional development.
- (e) Adaptive development.

The results of the norm-referenced measure must be corroborated by information from a comprehensive developmental assessment and from parental input, if available, as measured by a judgment based assessment or survey. If there is a discrepancy between the measures, the evaluation team shall determine eligibility based on a preponderance of the information presented.

**"Speech-Language Impairment"** for a preschool child means performance on a norm-referenced language test that measures at least one and one-half standard deviations below the mean for children of the same chronological age or whose speech, out of context, is unintelligible to a listener who is unfamiliar with the child. Eligibility for a preschool child under this subdivision is appropriate only when a comprehensive developmental assessment and parental input indicate that the preschool child is not eligible for services under another preschool category or under the developmental delay category.

**"Hearing impairment"** means a loss of hearing acuity, as determined by evaluation pursuant to section 15-766, which interferes with the child's performance in the educational environment and requires the provision of special education and related services.

**"Visual impairment"** means a loss in visual acuity or a loss of visual field, as determined by evaluation pursuant to section 15-766, that interferes with the child's performance in the educational environment and that requires the provision of special education and related services.