

HAVASUPAI ELEMENTARY SCHOOL



STUDENT HANDBOOK

"Home of the Eagles!"

Dinolene Kaska  
School Board President

Dr. Hoai-My Winder  
School Principal

# HAVASUPAI ELEMENTARY SCHOOL CALENDAR 26-27

**Breakfast 7:30 School Day 8am-2:45pm (Monday-Thursday) 8am-12:45pm (Fridays)**

**Sneak Peek 08/27/25 2-2:45pm**

**Students Return 08/28/25**



## AUGUST 2026

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## SEPTEMBER 2026

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## October 2026

Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## November 2026

Su	M	T	W	Th	F	S
		3 LDQ1	4 Q2	5	6	7
8	9	10	11	12 AD	13	14
15	16	17	18	19	20	21
22	23	24	25 AD	26	27 SV	28
29	30					

## December 2026

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 SV	22 SV	23 SV	24 SV	25	26
27	28 SV	29 SV	30 SV	31 SV		

## January 2027

Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
23	25	26 LD Q2	27 Q3	28	29	30
31						

## February 2027

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

## March 2027

Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 SV	30 SV	31 SV			

## April 2027

Su	M	T	W	Th	F	S
				1 SV	2 SV	3
4	5	6	7 LD Q3	8 Q4	9	10
11	12	13	14	15	16	17
18	19 AD	20 SV	21	22	23	24
25	26	27	28	29	30	

## May 2027

Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## June 2027

Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16 AD	17 AD	18	19
20	21	22	23	24	25	26
27	28	29	30			

**Federal Holidays-No School**

**School Vacation Days**

**Early Release @ 12:45pm**

**ADMIN DAY-No school for students**

**Graduation @ 11am 6-15-27**

**Tentative Summer School/ESY 6-21 TO 6-30**

### Important Dates

First Day of School 8-28-26 Last Day of School 6-15-27

Graduation 06/15/27 @ 11am

End of 1st quarter 11/3/26

End of 2nd quarter 1/26/27

End of 3rd quarter 4/3/27

End of 4th quarter 06/15/27

## **School Values: Be Safe, Be Kind, Be Respectful, Be Responsible**

### Vision

At Havasupai Elementary School, we envision a vibrant and inclusive learning community where students, staff, and the community come together to foster a love of learning, a sense of cultural pride, and a commitment to environmental stewardship.

### Mission

The mission of Havasupai Elementary School is to create a nurturing and challenging environment that empowers students to reach their full potential, develop their critical thinking and problem-solving skills, and prepares them to thrive in an ever-changing world.

### **Building a Positive School Community**

To support all students to achieve success academically, behaviorally, socially and emotionally, and to ensure a safe school culture, Positive Behavioral Interventions and Supports (PBIS) is the foundation for school wide expectations and supports for students at Havasupai Elementary School. PBIS is a tiered framework to support students that rests on 4 Pillars created in partnership with the community. The School Values are: Safe, Kind, Respectful, Responsible. PBIS creates a positive learning environment that is predictable, equitable and safe, promoting the well-being and success of students both in and out of school.

### Bureau Of Indian Education (BIE) Vision

Uniting to promote healthy communities through lifelong learning.

### Mission

The mission of the BIE is to provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares students with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow, become healthy and successful individuals, and lead their communities and sovereign nations to a thriving future that preserves their unique cultural identities.

### Program Goals

Following are the goals of the BIE:

- All students meet or exceed academic proficiency levels in reading and/or English Language Arts (ELA), science, and mathematics.
- All schools provide a safe and secure environment by decreasing incidents of violence and substance abuse by a minimum of 2% annually.
- Student attendance meets or exceeds the United States rural attendance rate.

- All schools enhance the professionalism of staff to improve education programs for student success through:
  - requirements for staff to have appropriate certification,
  - comprehensive systemic and ongoing professional development,
  - recruitment and retention of highly qualified educators; and
  - development of leadership using best practices.
  - Achieve a high school graduation rate of 95% or higher.
  - Each school provides curriculum and instruction in tribal languages and/or cultures, as approved by the local school boards.

### Performance Standards for Quality Schools

[Cognia](#) is a non-profit, non-partisan accreditation organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. Cognia provides tools and resources to schools and school systems to support ongoing comprehensive analyses to drive continuous improvement now and into the future.

### Academic Information

#### **BIE College and Career Readiness Standards**

- The BIE has adopted the College and Career Readiness Standards (CCRS) for English Language Arts (ELA), mathematics, Next Generation Science Standards, and English Language Proficiency Development. BIE College and Career Ready Standards in Math, K-12 (Alternate aligned to CCRS) BIE College and Career Ready Standards in English Language Arts, K-12 (Alternate aligned to CCRS)
- Next Generation Science Standards/BIE College and Career Ready Standards (Alternate aligned to CCRS)
- English Language Proficiency Development Standards

The White House Initiative on American Indian and Alaska Native Education leads the President's [Executive Order 13592](#), signed December 2, 2011, Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities: [Executive Order on the White House Initiative on Advancing Educational Equity](#).

### K-8 Programs

The BIE schools include instruction in the following content areas: English Language Arts (ELA), writing, math, science, and social studies. Havasupai Elementary Schools also provide special education services. The school also offer the following extracurricular activities/programs: Intermural Basketball, Student Council, AISES (American Indian Science & Technology Association), Dream Keepers, Saturday Academic School (Reading, Math & Computers), Culture & Language Club, Yearbook Club, Music Club, and Boardgame Club.

## BIE Unified Assessments

Havasupai Elementary School has several assessments to measure the progress and achievement of all K-8 students. All schools use two basic types of assessments: formative and summative. Formative assessments help teachers identify where students need to improve. Summative assessments help teachers measure what a student knows or can do.

## Academic Standards

Havasupai Elementary School has adopted the Arizona State Standards for education.

## Grade Level Promotion

As stated in 25 C.F.R. § 36.31, a student advances to the next grade level based on measurable mastery of instructional objectives for the current grade. A student repeats his or her grade level if he or she fails to participate in at least 160 instructional days per academic term or 80 days per semester.

A student may only advance and have participated in fewer than the specified number of instructional days if he or she has excused absences and/or has participated in an approved alternative instructional method or program. If a student has a compelling reason or extenuating circumstances that sufficiently explain absences, then a school committee may review a promotion decision. Havasupai Elementary School committee reviews promotion decisions on a case-by-case basis.

## Child Abuse and Neglect

Havasupai Elementary School reports all suspected cases of child abuse and neglect in accordance with the BIE's [Suspected Child Abuse/Neglect Reporting Protocols](#).

## Dismissal

School is dismissed at 2:45 Monday through Thursday and at 12:45pm on Fridays.

## Dress Code

Students will follow Havasupai Elementary School's dress code from the time they arrive on school property until they depart.

- Logos or graphics on clothing and accessories (backpacks, purses, bags, belts, shoes, wristbands, shoelaces, coats, head gear, gloves) must not contain foul language, skulls, sexual innuendo, references to sex, drugs, alcohol, violence, and/or death.
- Bottoms/lower body clothing (pants, shorts, and skirts) must fit at the waistline and may not be more than three inches above the knee.
- Tank/muscle tops and tube/halter tops are not allowed.
- Clothing must cover cleavage, bellies, shoulders, and backsides; undergarments should not be visible.
- Students can wear leggings/jeggings under tunics, skirts, or dresses, but not alone.
- Students should wear proper footwear.
- Gang-related attire, accessories, insignia, and colors are prohibited.
- Chains, spikes, brads, adornment, or any other accessories that may be used as a weapon or damage school property are not allowed.
- Face painting, masks, and excessive makeup that hide one's face are not allowed.
- The use of non-prescription decorative contact lenses (for example, cat eyes, vampire eyes) that cause distraction to the educational process are prohibited. Head gear (hat,

hoodie, beanie, and visor) is not to be worn in any building on campus during school hours.

- Personal headphones/ear buds are to be kept out of sight while in any building on campus.
- Havasupai Elementary School provides necessary school supplies for all students. Therefore, students should not bring a backpack to school.

Havasupai Elementary School asks students who violate the dress code to correct the violation without delay. If a student refuses to conform to the dress code, Havasupai Elementary School may confiscate the offending object or article of clothing, and/or the student may be subject to disciplinary action as deemed appropriate by the administrator.

If a student repeatedly violates the dress code, Havasupai Elementary School may instruct the student to return home to change and return with a parent/guardian for an administrative conference. Students who do not comply with the dress code may be subject to discipline (See Discipline Ladder). Havasupai Elementary School's administration is the final authority in determining appropriate school attire and appearance. Havasupai Elementary School's dress code is subject to change at any time.

**Food Services** (Breakfast and Lunch are provided free to all students). If there are any concerns regarding food services, please contact the School Principal. Breakfast is from 7:30 to 7:55am.

### Homework

Homework assignments reinforce daily classroom work. Please work with your teacher to help students complete their homework. All students are encouraged to read every night for 20 minutes.

### Honor Roll & Perfect Attendance

Students who achieve a B or higher average in core subject areas are eligible for honor roll. Honor Roll certificates will be awarded every quarter along with Perfect Attendance Awards.

### Parent-Teacher Conferences

Conferences will be scheduled with parents following the first quarter of the school year. There may be other times when parent-teacher conferences can be scheduled. Please contact your classroom teacher to schedule these meetings and sign in at the front office before your meeting.

### Parents As Partners

Ways you can support your student:

- Visit the classroom
- Assist in classroom, library, or recess
- Eat breakfast or lunch with your child
- Sign up to be a speaker during morning announcements
- Create a partnership with your teacher
- Attend all meetings
- Support with homework and assignments

### Student Behavior Harassment/Intimidation/Threats/Bullying

The following behavior is not permitted and is subject to discipline (See Discipline Ladder). Furthermore, violation of these policies results in parent/guardian notification and may result in additional enforcement action, including contacting local law enforcement.

## Physical Abuse

Includes, but is not limited to, any physical contact the recipient does not invite, including hitting/kicking/pinching, spitting on someone, tripping/pushing, and taking or breaking someone's things.

## Sexual Harassment

Includes, but is not limited to, any physical or verbal act of a sexual nature that the recipient does not want or invite. Sexual harassment can also include body gestures, innuendos, creating a sexually hostile environment through use of sexually explicit materials, such as calendars, magazines, or other graphic materials.

## Verbal Abuse

Includes, but is not limited to, any derogatory speech directed at an individual or spoken in a public setting. Derogatory speech includes vulgarity, cursing, and sexual innuendo (for example, calling someone a 'b-word' or using the "f" word is considered harassment). Verbal abuse also includes teasing, name-calling, taunting and threatening to cause harm.

## Nonverbal Abuse

Includes, but is not limited to, rallying other children not to be friends with someone, spreading rumors, and causing someone else to be subject to public ridicule.

## Public Display of Affection (PDA)

At Havasupai Elementary School, we recognize that students may develop friendships and connections; however, we ask that all students refrain from engaging in public displays of affection on school grounds and during school-sponsored events.

### Definitions:

Public displays of affection (PDA) may include, but are not limited to, the following behaviors:

- Holding hands
- Kissing
- Hugging beyond a friendly greeting
- Any physical contact that may be deemed inappropriate for a school setting

Students who violate this policy are subject to discipline (See Discipline Ladder).

## Hazing

Havasupai Elementary School does not tolerate hazing activities, such as initiations, harassment, humiliation, and ridicule. Hazing includes any intentional or reckless act committed by a student, whether individually or with others, in person, or in writing, against another student with a substantial risk of potential physical injury, mental harm, or degradation.

## Bullying

Bullying, including cyberbullying, is the repeated use by one or more students of a written, verbal, or electronic communication, or a physical act or gesture or any combination thereof, directed at a target.

Bullying results in the outcomes that

- cause physical or emotional harm to the target or damage to their property,
- place the target in reasonable fear of harm or damages their property,

- create a hostile environment at school for the target,
- infringe on the rights of the target at school,
- materially and substantially disrupt the education process or the orderly operation of a school.

Havasupai Elementary School prohibits bullying on school property, property immediately adjacent to school grounds, at school-sponsored or school-related events whether on or off school property, at school bus stops, on school buses or other vehicles owned, leased or used by Havasupai Elementary School, or using technology or an electronic device owned, leased, or used by Havasupai Elementary School.

Havasupai Elementary School also prohibits bullying at a location or activity that is not school-related or using technology or an electronic device that is not owned, leased or used by Havasupai Elementary School, if the act or acts in question create a hostile environment at school for the target student, infringe on the rights of that student at school, or substantially disrupt the education process or the orderly operation of Havasupai Elementary School. Students or parents/guardians of bullied students should immediately report their concerns to Havasupai Elementary School administrator.

### Progressive Discipline

Havasupai Elementary School uses a system of progressive discipline. Schools discipline students based on the severity of offenses, as well as on their frequency or repeated nature. The district classifies offenses as severe (Group I), major (Group II), and minor (Group III).

- 1) Havasupai Elementary School establishes behavior and counseling contracts for all severe (Group I) offenses.
- 2) Havasupai Elementary School may notify law enforcement of offenses.
- 3) The administrator makes the final decision.
- 4) Havasupai Elementary School may suspend a student from school for violations of the Student Handbook or other school rules and regulations.

### Severe (Group I) Offenses

Severe (Group I) offenses that are serious in nature and, without exception, break Nation law, and/or state law, and/or federal law. Examples of severe (Group I) offenses include, but are not limited to, the following:

- Drug/alcohol use or possession
- Arson
- Physical assault
- Sale or distribution of a controlled substance
- Inciting a riot
- Possession of a weapon
- Fighting involving a weapon
- Bomb threat
- Gang activity

### *Consequences for Severe (Group I) Offenses*

Following are the consequences for committing severe (Group I) offenses:

- **Short suspension:** Three or fewer days out of school with mandatory counseling
- **Long suspension:** Four to eight days out of school with mandatory counseling
- **Long-term suspension:** Nine or more days out of school with due process hearing

- **Expulsion:** Recommendation to the Governing Board for expulsion

Type of Offense	First Offense	Second Offense	Third Offense
Selling or distribution of drugs or alcohol	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract.	Long or long-term suspension District notifies law enforcement.	Long-term suspension or expulsion
Use or possession of drugs or alcohol	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension District notifies law enforcement.	Long-term suspension or expulsion
Fighting, inciting a riot/ fight, possession of a weapon, fighting with a weapon	Short or long suspension District notifies law enforcement. Mandatory parent/guardian - student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion

Gang-related activities (Including, but not limited to, recruitment, initiation, threatening or equivalent behavior)	Short or long suspension District notifies law enforcement. Mandatory parent/guardian student conference. Establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion
Arson, bomb threat, false fire, alarm, fireworks	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion
Sexual misconduct, any inappropriate contact	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion
Physical assault	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion
Other serious or threatening behaviors that involve or cause harm to others, including severe bullying (e.g., encouraging someone to engage in self-harm, threatening someone, taking someone's property with threat of force, spreading rumors that are intended to damage someone else's reputation)	Short or long suspension District notifies law enforcement. Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long or long-term suspension. District notifies law enforcement.	Long-term suspension or expulsion

### Major (Group II) Offenses

Major (Group II) offenses are offenses that may be serious in nature and may break tribal law, state law, and/or federal law.

Examples of major (Group II) offenses include, but are not limited to, the following:

- Theft
- Vandalism
- Misuse of computers
- Use or possession of tobacco products
- Drug or alcohol paraphernalia
- Disorderly conduct

*Consequences for Major (Group II) Offenses*

Following are the consequences<sup>1</sup> for committing major (Group II) offenses:

- **Short suspension:** Three or fewer days out of school with mandatory counseling
- **Long suspension:** Four to eight days out of school with mandatory counseling
- **Long-term suspension:** Nine or more days out of school with due process hearing
- **Expulsion:** Recommendation for expulsion

Type of Offense	First Offense	Second Offense	Third Offense
Possession of drugs or alcohol paraphernalia	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension
Possession or use of tobacco products, including e-cigarettes	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension
Extortion	Short suspension Mandatory parent/guardian-student conference; establish a behavioral and counseling contract	Long suspension	Long-term suspension

<sup>1</sup> For eligible students with a disability, school personnel must consider all student specific needs and IDEA disciplinary requirements as set forth in 34 C.F.R. 300.530, prior to changing a student’s placement. Additionally, BIE schools must offer disciplinary protections to qualified students with disabilities, as per the Indian Affairs Manual- Part 30, Chapter 15- Section 504 of the Rehabilitation Act of 1973.

**Zero Tolerance**

It is defined as a philosophy that Havasupai Elementary School will not allow, permit, condone, support, withstand, or endure any behavior that is detrimental to the safety, security, and welfare of all students and staff. Thus, Havasupai Elementary School will do everything within its legal

power to impose the strictest sanction.

### Suspension

Havasupai Elementary School has defined suspension as exclusion from school privileges and transportation for a period. During suspension, the student cannot participate in any school-sponsored event during the period of their suspension.

### Expulsion

An expulsion is defined as a permanent exclusion from Havasupai Elementary School privileges and services.

### Student Conference

A staff member meets one-on-one with the student to reduce or eliminate minor misbehavior.

### Parent/Guardian Contact

A staff member contacts the student's parent/guardian via phone, email, mail, or in person for support and reinforcement of positive behavior.

### In-School Suspension (*ISS*)

Prior to an in-school suspension, Havasupai Elementary School notifies each student and the student's parent/guardian of the offense(s) that led to the ISS, as well as the duration of the ISS. Students serving an ISS must report to school at the usual start time and are assigned to supervised rooms for the entire school day. The student cannot participate in any school-sponsored event during the period of their ISS.

Before a student begins serving an ISS, he or she must inform his or her teachers of the ISS. The student will let his or her teachers know that he or she will collect classwork that he or she will miss because of the ISS.

On each day of an ISS, the student should arrive prepared for school and on time. (The student should bring all assigned classwork, incomplete assignments, and reading materials to the ISS). Failure to do so may result in additional ISS. During ISS, students are not allowed to interact with their peers and must eat lunch in the ISS room.

### Due Process Hearing

Due process must include written notice of the charge(s) and a fair and impartial hearing as required by 25 C.F.R. § 42.7. The Hearing will be held by the principal or the principal's designee. The principal may suspend or expel a student immediately when there is evidence that the student poses a serious and immediate danger to the health or safety of himself/herself or others. However, if a student is suspended or expelled prior to a hearing, a hearing must be held within 10 days. If a student is not expelled or suspended prior to a hearing, the hearing will be held at the most reasonable time and as close as possible to the alleged infraction. All hearings will be closed, unless otherwise requested by the student/parents/guardians. It is essential that each student be given an opportunity to present their defense against the charges made against them, and that the proceeding be fair and impartial.

## Notification

Written notice for a disciplinary due process hearing must comply with the requirements set forth in 25 C.F.R. § 42.7 (a). Parents/guardians and students will be notified of charges, in writing, within a reasonable time frame prior to the hearing. The notice must include: a copy of Havasupai Elementary School policy that was violated, the facts as related to the allegation, information about any statements that Havasupai Elementary School has received about the charge and how to access the statements, and information about the part(s) of the student's record that will be considered when making the disciplinary decision.

## Specific Student Hearing Rights and Procedures

The student has specific rights in a disciplinary hearing, which are found in 25 C.F.R. § 42.8. These rights include the right to:

- not to be compelled to testify against himself or herself,
- view documents and related records including written findings of fact and conclusions,
- request deferral (delay) of hearing: The request must be in writing. The request must clearly state reason for deferral. The request must be submitted to the principal two days prior to the hearing,
- representation by legal counsel (at student/parent's/guardian's expense),
- Presence of a student, parent/guardian or their designee; translator, if requested,
- appear on his/her own behalf,
- produce witnesses and evidence on his/her behalf and to confront and examine all witnesses,
- confront and cross examine an opposing witness or for the student's legal counsel to do so,
- the record of the disciplinary action, including written findings of fact and conclusions,
- have an allegation of misconduct and related information expunged from the student's school record, if the student is found not guilty of the charges; and
- administrative review and appeal rights under school policy.

The student may receive failing grades for failure to attend an alternative education program, if offered. Prior to or at the time of the hearing, a student can enter a plea of guilty, at which time the case is immediately referred to the principal for review and final decision.

Additionally, student victims have legal rights during student disciplinary hearings, as detailed in 25 C.F.R. § 42.9. These rights may include: the right to participate in a disciplinary hearing either in writing or in person, the right to provide a statement about the impact of the offense on the victim, and the right to have the outcome explained to the victim and to their parents or guardian by a school official, consistent with all student privacy laws and confidentiality requirements.

## Appeal

A student will have the right to appeal the decision of suspension/expulsion to the Education Program Administrator (EPA) within 10 days from the date of receipt of the initial decision in accordance with school policy. The EPA decision is final. If a student wins their appeal, the student will be allowed to make up any missed assignments within 3 days of his/her completion of the suspension.

## Grievance Procedures Student/Parent/Guardian – Employee

*Note:* This section does not apply in the case of any physical or sexual abuse. Immediately report physical or sexual abuse, including verbal sexual harassment, to the principal and/or local law enforcement.

If differences between a parent/guardian/student and a school staff member are not settled informally, it is the right of the parent/guardian/student and/or Havasupai Elementary School staff member to go to the employee’s supervisor, who acts as the mediator. Each side of the dispute has the right to present a written or verbal statement and answer said grievance.

## Student – Student

If a conflict arises between students, the students should report the conflict to a staff member for advice on how to resolve the conflict. If the students’ differences are not settled informally, it is the right of the students to go to a teacher, counselor, or the principal. Each side of the dispute has the right to present a written or verbal statement and answer said grievance.

## Special Education Policy

### **Individuals with Disabilities Education Act (IDEA)**

Havasupai Elementary School complies with the [Individuals with Disabilities Education Act \(“IDEA”\)](#) 20 U.S.C. §§ 1400 et seq., P.L. 108-446) and its implementing regulations (34 C.F.R. Part 300). Disciplinary actions taken against a student covered under IDEA will be done in accordance with BIE’s Notice of Procedural Safeguards, available at <http://www.bie.edu/cs/groups/xbie/documents/text/idc1-032083.pdf> and BIE Special Education Practices and Processes. <http://www.bie.edu/cs/groups/xbie/documents/text/idc-020377.pdf>. These documents will be provided in accordance with 34 CFR § 300.504 and to any parent/guardian or student upon request. If there is a conflict between this Handbook and the Special Education Practices and Processes or Notice of Procedural Safeguards, Havasupai Elementary School will follow the Special Education Practices and Processes or Notice of Procedural Safeguards.

### **Section 504 of the Rehabilitation Act of 1973**

Havasupai Elementary School will comply with the requirements of the [Rehabilitation Act of 1973, 29 U.S.C. §§ 794 \(Section 504\)](#) and the U.S. Department of Interior implementing regulations (43 C.F.R. 17.501-17.570 (Subpart E). Section 504 of the Rehabilitation Act of 1973, commonly called “Section 504,” is a federal law that protects students from discrimination based on disability. Section 504 assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. To be eligible, a student must have a physical or mental impairment that substantially limits one or more major life activity.

Pursuant to Section 504, Havasupai Elementary School is responsible to identify, evaluate, and determine eligibility, as well as, providing accommodations and services to eligible students with disabilities. BIE has adopted requirements for Section 504 in the Indian Affairs Manual (IAM). To access this policy online: <https://www.bia.gov/policy-forms/manual> or contact Havasupai Elementary School Section 504 Coordinator.

## 504 and Discipline

Students with disabilities are not exempt from school discipline codes. However, the student's disability is considered when determining the appropriate disciplinary response for a 504 student. Special considerations apply to the long-term suspension of students with disabilities under Section 504. If a behavior is not related to a student's disability, then the disciplinary consequences are the same as for any other student without a disability. The vehicle for assessing the link between behavior and disability is a manifestation determination meeting, in accordance with BIE's Section 504 Chapter of the IAM, Chapter 15, Section H- Section 504 and Discipline. Short-term removals (suspensions or expulsions for either 10 consecutive days or 10 days aggregate) do not require more than normal due process. However cumulative short-term removals totaling more than 10 school days may be considered a "change in placement" and trigger certain procedural safeguards under Section 504, including an evaluation to determine if the conduct was caused by or related to the student's disability. This evaluation should take place no longer than 10 school days after the decision to take disciplinary action is made. Prior to the meeting, Havasupai Elementary School shall:

- Give notice of the disciplinary decision and of the Section 504 procedural safeguards to the parent or guardian, no later than the date on which the decision to take disciplinary action is made,
- Notify the parent or guardian in writing, immediately, if possible, but no later than 10 days after a decision to conduct the evaluation,
- Notification should include identification of time, date, and participants who will be in attendance,
- Parents or guardians should participate in the meeting; however, if they refuse to attend, they should be given a copy of the final report.

The following steps must be followed during the evaluation meeting:

- The name of each participant who is present must be recorded.
- The student's Section 504 team must make the determination of whether the misconduct is related to the student's disability.
- Attendees must consider all relevant information in the student's file, including: the student's Section 504 Plan, any teacher observations, and any relevant information that is provided by the parents.
- A review of the incident at issue, including who, what, when, where, why, and how of the specific incident under review.
- The team must determine, after reviewing relevant information in the student's file and the incident review:
- Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability.
- If the conduct in question was the direct result of Havasupai Elementary School's failure to implement the student's Section 504 Plan.

If the Section 504 team determines that the conduct was a manifestation of the student's disability or that the conduct in question was the direct result of Havasupai Elementary School's failure to implement the student's Section 504 Plan, then Havasupai Elementary School must take immediate steps to remedy those deficiencies.

If the Section 504 team determines that the behavior was a manifestation of the disability, then Havasupai Elementary School cannot carry out any discipline that would exclude the student based on their disability. Instead, the IAM requires that the Section 504 team must conduct a

functional behavior assessment (FBA) and create a behavior intervention plan (BIP) for the student. If the student already has a BIP, the team must review the plan and modify it as necessary to address the behavior that is at issue.

If the Section 504 team determines that the behavior is not a manifestation of the student's disability, then the relevant disciplinary procedures may be applied to the student with the disability in the same manner and for the same duration that they would be applied to a student without a disability.

For offenses related to drugs and alcohol, schools may take the same disciplinary actions against students with and without disabilities, and such offenses are excepted from the Section 504 disciplinary procedures that are set forth in the IAM.

A school is not required to permit a student with a disability to participate in or benefit from services, programs, or activities when that student poses a direct threat to the health or safety of others. A direct threat means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services. In determining whether a student poses a direct threat to the health or safety of others, the student's Section 504 team must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury. Section 504 Eligible students also have the right to an appropriate educational placement and any needed services, the right to notice, and the right to review relevant education records during the disciplinary process.

#### 504 Rights and Procedural Safeguards Education

As an eligible student with a disability, you have the right to:

- participate in and benefit from Havasupai Elementary School's educational programs without discrimination based on disability,
- receive accommodations needed under Section 504 of the rehabilitation act of 1973,
- participate in Havasupai Elementary School's nonacademic and extracurricular activities,
- receive services that are comparable to those provided to students without disabilities,
- receive accommodations and/or auxiliary aids and services to allow for participation in school activities,
- receive auxiliary aids and services without cost to allow for participation in school activities. This does not include educational aids unrelated to your child's disability for which fees are imposed on parents/guardians of all children; and
- receive special education services, if needed.

#### Educational Records

As a parent/guardian or student, you have the right to:

- examine all relevant records relating to decisions regarding the identification, evaluation, educational program, and placement of the student,
- obtain copies of educational records, at a reasonable cost, if the fee does not effectively deny access to the records (there is no charge for records if the cost prevents the student or parent/guardian from reviewing the records.),
- request amendment of the student's educational records, if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of the student. (if Havasupai Elementary School refuses this request, it must notify the student or

parent/guardian within a reasonable time and advise the student or parent/guardian of the right to a hearing); and

- request explanations and interpretations of the student's education records.

If you believe that BIE has discriminated against you or your child based on disability, you may file a complaint of discrimination with the U.S. Department of the Interior's Office for Civil Rights, Diversity, and Inclusion ("OCR") to file a complaint in federal court. Generally, you may file an OCR complaint within 180 calendar days of the act that you believe was discriminatory.

Director, Office of Civil Rights

U.S. Department

of the Interior

1849 C. Street,

NW, MS# 4353

Washington, D.C. 20240

#### Telephone Numbers:

General Public: (202) 208-3235

Facsimile: (202) 208-6112

FedRelay: (800) 877-8339 TTY / ASCII

Section 504 compliance contact information: Meah Sessions, [meah.sessions@bie.edu](mailto:meah.sessions@bie.edu)

# STUDENT RULES & POLICIES



## HAVASUPAI ELEMENTARY SCHOOL STUDENT POLICIES



The Staff of the Havasupai Elementary School wants to provide a positive learning environment for our students. Our priorities are to encourage strong academic progress and to create a safe and effective classroom. Therefore, we have adopted policies regarding gang-related activities and more intense surveillance in relation to drugs and alcohol.

### Search and Confiscation Policy

Havasupai Elementary School has intentions to provide health, safety, and general welfare of students with whom they are entrusted will conduct periodic random searches for illicit drugs and alcohol and weapons. The search may include all personal items, including and not limited to cell phones, and school assigned items. Searches may be conducted with a dog trained to detect illicit drugs and alcohol. Illicit items will be promptly confiscated when found and turned over to BIA Police for possible legal action. Students will be searched, returned to campus, refrained from any activity, and any contraband found will be confiscated.

### Gang Behavior Policy

Havasupai Elementary School recognizes that gang activity in any form threatens the safety and wellbeing of individuals and is disruptive and harmful to the educational process. Havasupai Elementary School refuses to allow gang activity to be associated with any aspect of the educational environment and prohibits the following behavior:

- Gang initiation or hazing
- Gang graffiti or tagging in any form
- Gang hand signs or gestures
- Gang solicitation or recruitment
- Threats or intimidation
- Representing of gang affiliation in any form (clothing/behavior)
- Any other gang related activity that leads school officials to reasonably believe that such behavior is disruptive and/or the health or safety of students and staff.

### Electronics

Personal electronics are not appropriate in classroom during instructional time. Each teacher will provide a written guideline that sets out the expectations of personal electronics in their classroom. Students not abiding by these expectations may have their electronics confiscated and a phone call home.

### Phone Calls during School

Parents and family should refrain from calling students directly on their personal electronics during school hours.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

Date: \_\_\_\_\_



# STUDENT CODE OF CONDUCT



## HAVASUPAI ELEMENTARY SCHOOL STUDENT CODE OF CONDUCT



The following rules and regulations shall apply to all enrolled students at Havasupai Elementary School and remain in effect during the academic year for the purpose of establishing and maintaining an orderly atmosphere conducive to an effective teaching – learning environment.

1. The use and/or possession of the following is prohibited: (a) alcohol beverages; (b) illegal drugs; (c) inhalants; (d) over the counter medications (i.e., Tylenol, Advil, cold medications) and (e) tobacco or vapor products.
2. Unauthorized leave from the campus of the following types are not acceptable: (a) absent without leave (AWOL); (b) absence from classroom, assembly, or other school functions; (c) excessive tardiness; (d) excessive checkouts.
3. Failure to fulfill proper check-out and check-in procedures when leaving or returning to campus may result in loss of check-out privileges.
4. Possession or use of any instrument that is intended as a weapon for assault including but not limited to: explosives, firearms, knives, straight razors, clubs, or fireworks are prohibited. Toy guns, water guns, or replicas of any weapons are not allowed.
5. None of the following will be tolerated and may lead to legal prosecution: (a) theft; (b) damage to private property; (c) unauthorized entry of government or personal property; (d) gambling; (e) being under the influence or possessing drugs or alcohol.
6. Disrespectful, violent, or defiant actions are not permitted and will be documented on an incident report form and consequence according to the code of conduct.
7. Engaging in defacement or destruction of personal or government property is prohibited.
8. Willful or defiant disobedience to a reasonable request by a staff member shall be a violation of school rules.
9. Students found in violation of the code of conduct may be placed on a behavior contract at any time during the school year.
10. Full rules and code of conduct may be found in the Student Parent Handbook and sent to parents.

I fully understand the "Code of Conduct" and if accepted as a student at Havasupai Elementary School, I agree to abide by the rules.

Date: \_\_\_\_\_ Student Signature: \_\_\_\_\_

I, the parent/guardian, have read the rules and will encourage our child to abide by the prescribed "Code of Conduct." Further, I agree to cooperate in resolving any disciplinary problems that may involve our child.

Date: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

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UNITED STATES DEPARTMENT OF THE INTERIOR  
Bureau of Indian Education  
Havasupai Elementary School  
P.O. Box 40  
Supai, AZ 86435  
Telephone (928) 448-2901      FAX: (928) 448-2108



**PARENTS RIGHT-TO-KNOW**

June 2025

Dear Parent:

In accordance with ESEA Section 1111(h)(6) *PARENTS RIGHT-TO-KNOW*, Havasupai Elementary School is notifying every parent of a student in a Title I school that you have the right and may request information regarding the professional qualifications of your child's classroom teacher. This information regarding the professional qualifications of your child's classroom teachers includes, at a minimum, the following:

1. Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided with services by paraprofessionals and, if so, their qualifications.

If at any time your child has been taught for four (4) or more consecutive weeks by a teacher who is not appropriately qualified, the school will notify you.

If you have questions, please feel free to contact the school at the following phone number 928-448-2901

Sincerely,

A blue ink handwritten signature, appearing to be "Dr. Hoai-My Winder".

Dr. Hoai-My Winder  
School Principal

Student Motto



**Today, I will show my  
EAGLE PRIDE**

**I will STAY SAFE**

**I will OWN my actions**

**I will always be KIND**

**I will RESPECT myself and others**

**Together, we will SOAR!**

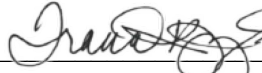


# 2025-2026 STUDENT HANDBOOK

## ADDENDUM A

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This addendum is effective upon EPA approval and School Board concurrence.

  
\_\_\_\_\_  
Education Program Administrator

  
\_\_\_\_\_  
School Board President

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### Reports Cards

Report cards are mailed or hand-delivered to parents or guardians at the end of each nine-week grading period. Report cards will be distributed at the end of each grading period.

Students will be graded on one of the following grading scales:

1. Standard K-8 Grading Scale

Pass	P	100%	Passing
Excellent	A	90.0% – 99.9%	Passing
Good	B	80.0% – 89.9%	Passing
Satisfactory	C	70.0% – 79.9%	Passing
Unsatisfactory	D	60.0% – 69.9%	Passing
Failing	F	00.0% – 59.9%	Failing
Incomplete	I	00.0% – 59.9%	Failing

2. Alternative Grading Scale

Exceeds Expectation	EE	Passing
Mets Expectation	M	Passing
Approaches Expectation	AE	Passing
Falls Below Expectation	FE	Failing

Grades are based upon student mastery of prescribed objectives. At the beginning of each grading period, each teacher will provide information on how each grade will be calculated. Modifications to the grading system may be made for students with disabilities, as determined by each students' IEP team.

### Multi-Tiered System of Support (MTSS)

Havasupai Elementary School uses a Multi-Tiered System of Supports (MTSS) to help all students succeed. MTSS is a framework that provides different levels of academic, behavioral, and social-emotional support depending on each child's needs.

**a. Tier 1 (Universal Supports)**

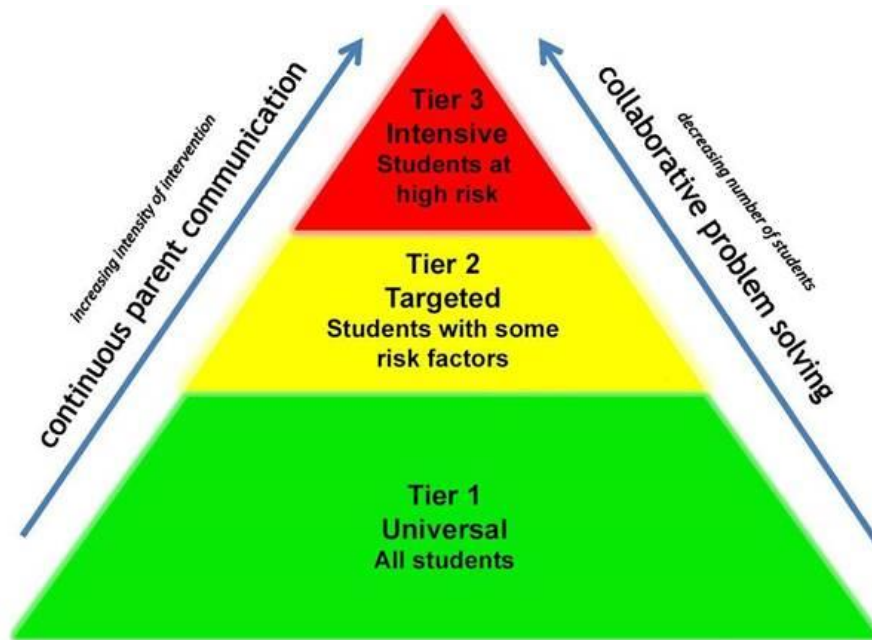
- o Core instruction and classroom supports are provided to all students.
- o Benchmark assessments and classroom data are reviewed regularly.

**b. Tier 2 (Targeted Supports)**

- o Teachers implement Tier 2 interventions such as small-group instruction, supplemental programs, or behavior support plans.
- o Progress monitoring occurs every 2–3 weeks.
- o Students who show difficulty by mid-year (end of 2nd grading period) are flagged as “at risk of retention.”
- o Parents are notified in writing and invited to a conference.

**c. Tier 3 (Intensive Supports)**

- o If students show limited progress after Tier 2, they move to Tier 3 interventions.
- o Supports may include individualized instruction, one-on-one interventions, or specialized services.
- o Data is reviewed by the MTSS team.
- o If progress remains insufficient, the teacher may submit a formal recommendation for retention.



The MTSS team minimally includes the Principal (or designee), classroom teacher(s), school counselor, special education teacher (if the student has an IEP), and parent/guardian.

**Promotion & Retention**

A student is promoted or advanced to the next grade level when they meet grade-level objectives in core subjects (reading, writing, and mathematics), attend school regularly, and demonstrate readiness for the next grade level.

As stated in 25 C.F.R. § 36.31, a student shall not be promoted if he or she fails to participate in at least 160 instructional days per academic term or 80 instructional days per semester without a

written excused absence. A student may only advance and have participated in fewer than the specified number of instructional days if he or she has excused absences and/or has participated in an approved alternative instructional method or program.

If a student has a compelling reason or extenuating circumstances that sufficiently explain absences, then the School Success Committee may review a promotion decision on a case-by-case basis.

Retention is a Tier 3 intensive intervention and is never the first step in providing support. Retention is only considered only after all other Tier 2 and Tier 3 supports have been exhausted.

A student may be considered for retention if one or more of the following apply after MTSS Tier 1 and Tier 2 supports have been exhausted:

- a. Poor Academic Performance - Persistent difficulty in meeting grade-level objectives in core subject areas (reading, writing, and mathematics) despite targeted interventions.
- b. Excessive Absences - Failing to participate in at least 160 instructional days per academic term or 80 instructional days per semester without a written excused absence or participation in an alternative instructional method or program. See 25 C.F.R. § 36.31.
- c. Other circumstances - Social, emotional, or developmental concerns identified by the MTSS team or recommendation by specialists (e.g., counselor, psychologist, interventionist). A student with multiple retentions and who is well over elementary school age (15 years or older) may be considered for alternative admission to middle school or high school.

Students with disabilities who have an Individualized Education Plan (IEP) will be considered in accordance with the Individuals with Disabilities Education Act (IDEA).

Timeline	Key Actions
Quarter 1	<p data-bbox="228 241 797 275">Beginning of the Year &amp; Early Interventions</p> <ul data-bbox="277 285 1438 491" style="list-style-type: none"> <li data-bbox="277 285 1252 319">• Teachers deliver Tier 1 instruction (core curriculum, universal supports).</li> <li data-bbox="277 327 1243 361">• Benchmark assessments are administered, and baseline data is collected.</li> <li data-bbox="277 369 1438 403">• Teachers identify students showing early academic, attendance, or behavioral concerns.</li> <li data-bbox="277 411 1390 445">• Begin Tier 2 interventions as needed (small-group supports, supplemental practice).</li> <li data-bbox="277 453 1365 487">• Parents are informed of initial concerns during the first parent-teacher conference.</li> </ul>
Quarter 2	<p data-bbox="228 508 721 541">Monitoring &amp; “At Risk” Identification</p> <ul data-bbox="277 552 1360 758" style="list-style-type: none"> <li data-bbox="277 552 902 585">• Teachers continue Tier 1 and Tier 2 supports.</li> <li data-bbox="277 594 902 627">• Progress monitoring occurs every 2–3 weeks.</li> <li data-bbox="277 636 1360 669">• By the end of Quarter 2, teachers formally identify students “at risk of retention.”</li> <li data-bbox="277 678 862 711">• Written At-Risk Notification is sent home.</li> <li data-bbox="277 720 954 753">• Documentation of interventions begins/continues.</li> </ul>
Quarter 3	<p data-bbox="228 774 597 808">Targeted Intervention Period</p> <ul data-bbox="277 819 1544 1320" style="list-style-type: none"> <li data-bbox="277 819 1409 932">• MTSS Team meeting is held to review the student’s academic mastery of objectives, attendance, progress monitoring, and the supports provided. The team then creates an intervention plan.</li> <li data-bbox="277 940 954 974">• Documentation of interventions begins/continues.</li> <li data-bbox="277 982 1214 1016">• Students receive Tier 2 or Tier 3 interventions based on progress data.</li> <li data-bbox="277 1024 1052 1058">• MTSS Team monitors student progress every 2–3 weeks.</li> <li data-bbox="277 1066 841 1100">• Parents receive regular progress updates.</li> <li data-bbox="277 1108 1544 1276">• By the end of Quarter 3, a teacher may submit a Retention Recommendation Packet if a student shows insufficient growth despite supports. A Retention Recommendation Packet must include academic records, attendance reports, intervention logs (Tier 1-Tier 3), and parent communication records.</li> <li data-bbox="277 1285 1154 1318">• Written Notification of Retention Recommendation is sent home.</li> </ul>
Quarter 4	<p data-bbox="228 1337 553 1371">Final Review &amp; Decision</p> <ul data-bbox="277 1381 1511 1835" style="list-style-type: none"> <li data-bbox="277 1381 1463 1495">• A Student Success Team meet to review the Retention Recommendation Packet. Student Success Team minimally includes the principal, general education teacher, counselor and parent/guardian.</li> <li data-bbox="277 1503 1511 1579">• The Student Success Team evaluates whether all MTSS tiers were implemented with fidelity and determines if retention is in the student’s best interest.</li> <li data-bbox="277 1587 1495 1663">• The principal, in consultation with the Student Success Team, makes the final promotion or retention decision.</li> <li data-bbox="277 1671 1390 1705">• Parents are notified in writing no later than two weeks before the last day of school.</li> <li data-bbox="277 1713 1495 1747">• If parents wish to appeal, they must do so in writing within 10 business days of notification.</li> <li data-bbox="277 1755 1511 1835">• The Education Program Administrator reviews the appeal and issues the final decision within 10 business days.</li> </ul>



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### **School–Parent Compact**

#### **Purpose**

Havasupai Elementary School, together with Havasupai families and students, shares responsibility for supporting strong academic achievement, positive social development, and cultural pride. This compact describes how the school, families, and students will work together—guided by our Parent Involvement and Family Engagement Policy—to help every child succeed. This compact is reviewed and updated **every year** with input from families, staff, students, and tribal stakeholders.

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#### **School Responsibilities**

Havasupai Elementary School will:

- Provide a high-quality education aligned to Arizona standards in a safe, welcoming, culturally respectful environment.
- Honor Havasupai history, language, and traditions in daily learning and in school events.
- Communicate regularly with families using notes, phone calls, home visits, community postings, and tribal channels.
- Share clear information about academic expectations, progress reports, attendance, and assessments.
- Offer family learning opportunities connected to reading and math.
- Invite families to monthly **School Board meetings**, policy discussions, and schoolwide decision-making processes.
- Include families in the **Textbook Review Committee** and other committees that guide curriculum and school improvement.
- Provide staff training in family engagement, cultural awareness, and trauma-informed best practices.
- Offer flexible meeting times and support participation by reducing barriers whenever possible.

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#### **Parent and Family Responsibilities**

Parents and families will:

- Ensure students attend school regularly and arrive on time, ready to learn.
- Encourage learning at home through reading, math practice, or cultural knowledge sharing.
- Participate in parent-teacher conferences, family events, and workshops that support student learning.
- Attend school meetings—such as School Board sessions or policy reviews—whenever possible and share ideas that support student success.
- Communicate with teachers and staff about questions, needs, concerns, or celebrations

related to their child.

- Support positive behavior, respect for others, and pride in Havasupai culture and community.
- Keep contact information updated so communication remains strong.

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**Student Responsibilities**

Students will:

- Come to school each day prepared to learn and try their best.
- Complete classwork and homework and ask for help when needed.
- Show respect and kindness for themselves, classmates, adults, school property, and their culture.
- Participate in school activities, cultural events, and community gatherings.
- Share school messages, notes, and communication, with their families.

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**Communication and Partnership**

The school and families agree to maintain strong two-way communication by:

- Sharing information in clear, family-friendly language.
- Offering multiple ways to connect—meetings, phone calls, home visits, notes, and community-based communication.
- Ensuring families always have opportunities to ask questions and provide feedback.

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**Annual Review of the Compact**

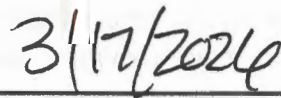
Havasupai Elementary School will review this compact each year with families, staff, students, and tribal stakeholders to ensure it stays aligned with community needs and the Parent Involvement & Family Engagement Policy.

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Approved by School Board President



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Date

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Parent Signature

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Date

## Havasupai Elementary School Philosophy



### School Philosophy

At Havasupai Elementary School, we believe that education is a holistic journey that nurtures the intellectual, emotional, social, and cultural development of every child. The HES philosophy is rooted in the values of **safety, kindness, respect, and responsibility**, and aims to support the unique identity of each student's rich cultural heritage of the Havasupai community.

We are committed to fostering a **love of learning, cultural pride, and environmental stewardship** through a comprehensive educational program that promotes the **accumulation of knowledge** and the development of **skills, interests, appreciations, ideals, and attitudes**. Our school environment is designed to be **inclusive, nurturing, and challenging**, empowering students to become critical thinkers, problem solvers, and compassionate citizens prepared to thrive in an ever-changing world.

Our philosophy is guided by the following principles:

- **Academic Excellence:** We strive to provide rigorous and engaging instruction that supports all students in reaching their full potential.
- **Cultural Relevance:** We honor and integrate the language, traditions, and values of the Havasupai people into our curriculum and school culture.
- **Positive Behavior Support:** Through our PBIS framework, we create a predictable, equitable, and safe learning environment that promotes student well-being and success.
- **Community Partnership:** We actively involve students, families, tribal leaders, and community members in shaping our educational goals and practices.
- **Continuous Improvement:** We regularly review and refine our philosophy and goals to ensure they reflect the evolving needs of our students and community.

### References

[1] [eCFR :: 25 CFR 36.10 -- Standard I—Philosophy and goals.](#)  
HES School Handbook  
HES One Plan  
2022 Community Values Survey  
2024 PBIS Community Night