



Yuma Union
High School District



2024-2025 HANDBOOK

For Students & Families

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WELCOME to YUHSD

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Superintendent's Message

Dear YUHSD Community,

The richness of living in a border community gives a complexity to life that is to be cherished and celebrated. Yuma County is built upon a relentless work ethic; partnerships and collaboration that are foundational to making great things happen. Public education is no exception to this.

Having been a part of YUHSD70 since 1989, it has been an honor and privilege to seize opportunities as a professional that benefit our students. The exceptional administrators, teachers, counselors, librarians, nurses and support staff are committed to our mission: EVERY student will be college, career and community prepared upon graduation.

Each student in YUHSD70 is a unique individual with unlimited potential. They deserve to have rich experiences in high school in order to seize upon the opportunities in life. Yuma Union High School District seeks to present experiences as powerful and diverse as our students and as mighty as our global reach.

Please take time to read this handbook. You will find that it is full of valuable information. Together, we will achieve success.

On behalf of the staff at YUHSD70, thank you for choosing us.

Sincerely,

Tim Brienza
Superintendent



Our Governing Board

Our Governing Board, elected by the voters, is committed to selflessly serving and supporting our entire community. The board works collaboratively with YUHSD leadership to create a bold vision for our students, staff and families. The Board is also responsible for recommending and adopting new and revised policies as well as approving the District's annual budget to ensure that YUHSD meets the goals of its Strategic Plan.



Jacqueline Kravitz
Board President



Carlos Gonzalez
Board Vice President



Christy Cradic



David Lara



Shelley Mellon



Portrait of a Graduate



Yuma Union High School District's core value and mission is to have every student college, career, and community prepared. We measure this by identifying how many of our students go to college, or how many industry certifications are earned to be prepared for a career. Portrait of a Graduate is about identifying what being community prepared means and how we accomplish it.

There were **six core attributes** identified (**empathetic learner, collaborator, self-aware learner, resilient learner, communicator, and critical thinker**), and a set of competencies for each were matched with expectations based on each individual student's level of proficiency. This gives a clear path for students to follow to attain the end goal of mastering each attribute, and a clear direction for how District staff can lead them.

Empathetic Learner



Empathetic YUHSD graduates will have the ability to sense other people's emotions coupled with the ability to imagine what someone else may be thinking or feeling regardless of personal experience.

Collaborator



A collaborator exhibits a balance of leading and listening, providing as well as receiving feedback to build positive relationships within their team. A collaborator demonstrates inclusivity, cooperation, awareness, and accountability to accomplish goals and support a group vision.



Self-Aware Learner

Self-awareness is how clearly we recognize our own values, goals, purpose, role in the community, attributes, and impact on others. Deeper self-awareness includes being able to understand how others view us based upon their own perspectives.

Resilient Learner



Being a resilient learner enables one to evaluate scenarios, overcome adversity, demonstrate appropriate problem-solving skills, and display perseverance when adapting to an ever-changing world.



Communicator

Effective communicators can express and interpret verbal and non-verbal information through reading, writing, speaking and listening through a variety of methods adapted for different environments and audiences.



Critical Thinker

A critical thinker is an inquisitive, analytic, self-disciplined, and motivated person that takes the initiative to solve complex problems through observation, experience, and reasoning.



2024-2025 Calendar



First Semester Important Dates

July 2024

Independence Day Thursday, July 4

August 2024

First Student Day Thursday, August 1

September 2024

Labor Day Monday, September 2
40th Day Friday, September 13

October 2024

Fall Break (No School) Friday-Monday, October 11-14

November 2024

Veterans Day Monday, November 11
Fall Break (No School) Monday-Tuesday, November 25-26
Thanksgiving Break (No School) Wednesday-Friday, November 27-29

December 2024

Vista High School Winter Graduation Thursday, December 19
End of 1st Semester Friday, December 20
Christmas Break (No School) Monday-Tuesday, December 23-31



Second Semester Important Dates

January 2025

Christmas Break (No School)	Wednesday-Friday, January 1-3
Winter Break (No School)	Monday-Wednesday, January 6-8
Second Semester Begins	Thursday, January 9
100th Day	Friday, January 17
Martin Luther King Day	Monday, January 20

February 2025

All District In-Service (No School)	Friday, February 14
President's Day	Monday, February 17

March-April 2025

Spring Break	Monday-Friday, March 31-April 4
Good Friday	Friday, April 28

May 2025

Vista High School Spring Graduation	Wednesday, May 21
Last Student Day	Thursday, May 22
Graduation	Friday, May 23

June 2025

Juneteenth	Thursday, June 19
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CONNECTING with YUHSD

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How to Connect With Your Student's Teachers



Teachers always appreciate the opportunity to meet with you to discuss how you can work collaboratively to support your student's success. Visit Synergy ParentVUE to access teacher emails.

HOW TO PREPARE FOR FAMILY-SCHOOL CONVERSATIONS

BEFORE THE CONVERSATION

Talk to Your Student. Questions Can Include:

- ▶ What do you like best about school?
- ▶ Which classes do you like? Which classes are harder for you?
- ▶ What is going well? What could you be doing better?
- ▶ What would you like me to share with your teachers?



REVIEW YOUR STUDENT'S CANVAS (SCHOOL WORK)

What to Consider:

- ▶ Do I have specific concerns about my student's academic progress?
- ▶ Do I have questions about the curriculum?
- ▶ Do I have questions about how I can best support my student's work at home?
- ▶ Do I have questions about how my student is being assessed or graded?

DURING THE CONVERSATION

Ask Your Student's Teachers:

- ▶ What are my student's strengths? Where does my student have room to improve?
- ▶ How does my student interact with other students and adults?
- ▶ What are the standards for my student's grade level? What should my student be able to do in [subject area] by the end of the semester or year?
- ▶ What can I do to support my student's learning at home?
- ▶ How is my student's effort and attention in class?
- ▶ How can I best communicate with you?



Update your contact information with your school's front office to be sure you are receiving all the communication sent by your school and Yuma Union. This includes current email, phone, address, etc.

AFTER THE CONVERSATION

Talk to Your Student About the Outcomes of the Conversation:

- ▶ Tell your student what happened during the conversation.
- ▶ Praise your student's strengths.
- ▶ Talk to your student about how to address areas for growth or improvement.
- ▶ Ask your student how you can continue to support their success in school.



How to Stay Informed

There are several ways to keep in contact with YUHSD and stay up to date with your student's progress.



PARENT PORTAL & STUDENT PORTAL

ParentVue and StudentVue are online tools for Yuma Union parents and students to stay informed and monitor student progress.

GRADES & ASSIGNMENTS

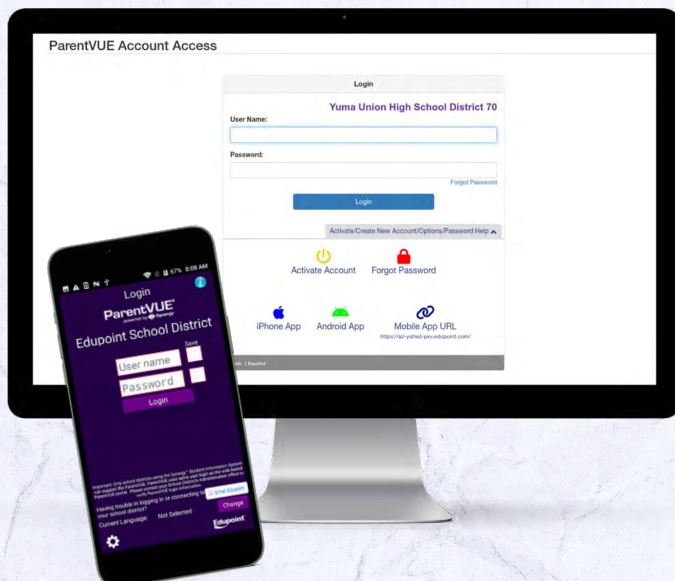
View current grades and assignments for each scheduled class.

REPORT CARD & SCHEDULE

Review student grades posted for each grading period.

ATTENDANCE

Review all absences and tardies by date and period.



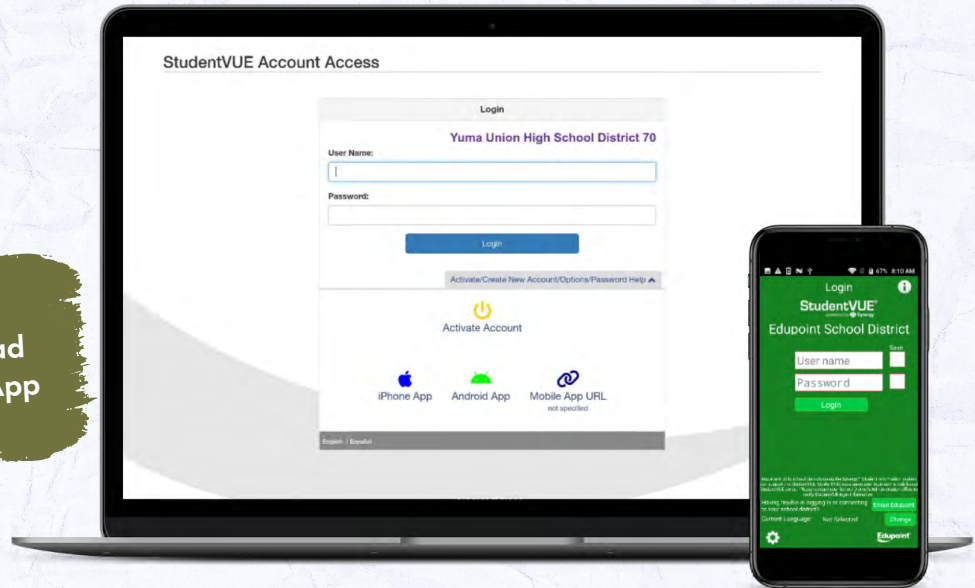
FAMILIES CAN LOG IN TO THE PARENT & STUDENT PORTALS AT:

https://az-yuhsd-psv.edupoint.com/PXP2_Login.aspx
from anywhere there is internet access or with the mobile app available for both iOS and Android.

Scan the QR
to Download
the ParentVUE
Mobile App

Students May Log in Using their Yuma Union Username & Password.

Scan the QR to Download the StudentVUE Mobile App



HOW TO CREATE A PARENT PORTAL

To create a Parent Portal account, contact the registration office at your student's campus to obtain a Parent Activation Key which automatically provides access to your student's information.

Parent Account Activation

Step 2 of 3: Sign In with Activation Key

Please enter your first name, last name and the 7 character authentication key (provided to you by the district), to activate your ParentVUE account:

First Name

Last Name

Activation Key

[Continue to Step 3](#)



ParentSquare

Yuma Union uses ParentSquare for school communication, primarily with email, text and app notifications. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number. We encourage parents to access their accounts so they can download the mobile app and update their preferences on when and how they are notified.

HERE'S WHAT YOU CAN DO WITH PARENTSQUARE

- ▶ Receive messages from the school via email, text or app notification.
- ▶ Choose to receive information as it comes or all at once with a daily digest at 6 p.m.
- ▶ Communicate in your preferred language.
- ▶ Comment on school postings to engage with your school community.
- ▶ Direct message teachers, staff and other parents.
- ▶ Participate in group messages.
- ▶ Sign up for parent-teacher conferences.
- ▶ Send payments, sign forms & permission slips, sign up to volunteer and more all from your desktop or mobile device

SOCIAL MEDIA

Visit **YumaUnion.org**
for Districtwide news & updates.

Follow **Yuma Union** on Social Media



YUUSD



@yuhsd70



Youtube.com/YUUSD

Scan the QR to Download
the ParentSquare Mobile App



School Safety



Yuma Union is committed to maintaining a safe and secure learning environment in all of our classrooms at every school. All members of our school community play a vital role in keeping our students safe. This page provides parents with information about our emergency response procedures and can be a helpful resource when discussing school safety with your student.

IN THE EVENT OF AN EMERGENCY

The school staff will prioritize the safety and well-being of all students and staff. Staff will communicate with parents and guardians as soon as reasonably possible.

EVACUATION

An evacuation is when students are sent outside of the school building to prevent harm or injury due to a hazardous situation inside the school, such as a fire.

SHELTER-IN-PLACE

Can occur before, during or after an emergency. A shelter in place takes place when a threat or hazard exists outdoors, and it may be safer for students and staff to remain inside a building or room.

LOCKDOWN

A lockdown takes place when a hazardous threat or possible hazardous threat has been identified inside of the building or in close proximity of the school.

All exterior doors are locked, windows covered, and persons moved away from windows and doors. Students must remain in the school. No entry or exit to the school is allowed during the lockdown.

REUNIFICATION

Reunification is the process used to bring students and their parents/guardians together due to an emergency that has affected the school or a site in the vicinity of the school. Reunification can occur on the school campus, or when students have been moved to an alternate location. During the reunification process, students can only be released to their parent/guardian or an adult listed as an emergency contact with the school. Adults picking up students must bring proper government issued photo identification, such as a driver's license, state ID card, military ID card, or passport.

WAYS PARENTS CAN SUPPORT SCHOOL SAFETY

Preparing for a School Emergency

- Talk to your student about school emergency procedures so they know what to expect in the event of an emergency or crisis.
- Update your student's emergency contact information as it changes. Students will not be released from school to unauthorized individuals.

What to do in the event of a School Emergency

- Check the Yuma Union High School District website at YumaUnion.org and Yuma Union social media channels for updated information.
- Tune into local TV and radio stations for school news alerts.
- Please wait for an automated phone call or text that will notify you when it is safe to pick up your student and the location for the pickup.
- Do not go to your student's school; this will create traffic congestion that could interfere with the efforts of first responders.
- Listen for information regarding reunification with your student. Please remember to bring valid government identification with you to the reunification site.
- Please do not call your student or your student's school. Excessive phone calls could interfere with emergency communications.

IF AN INCIDENT OCCURS AT YOUR STUDENT'S SCHOOL

If you are notified of a school lockdown at your student's school, do not go to the school. Stay in a location where you can be notified when additional information about your student's school situation becomes available. Students will not be released until the incident has ended or the scene is safe for release.

Anonymous Alerts®

The Anonymous Alerts anti-bullying and safety app reporting system helps combat bullying and other negative activity in schools by empowering students to speak up. Social and peer pressure are some of the hardest obstacles for students to overcome.

The system allows for 1-way or 2-way anonymous encrypted communications between submitters (students, parents or community members) and District administration and/or school staff. Users of the system have the option to remain anonymous or reveal their identity when submitting a report.



The monitor displays the Yuma Union HSD Anonymous Alerts reporting form. The form includes a header with the Yuma Union High School District logo and the text "Report urgent student concerns quickly to school officials". Below the header is a "Select a language" dropdown menu and the "Anonymous Alerts report it" logo. The form is divided into two steps. Step 1 of 2 is titled "Students or parents in the school community can anonymously submit any suspicious activity, bullying or other student related issues to a school administrator(s). We encourage you to report important issues. Once you complete the contact form below, you will receive a confirmation that your information has been submitted to the school district." It includes a warning: "False reporting will be taken seriously to the full extent of the law." and a note: "This system will be monitored between the hours of 6 am to 6 pm during the school year. Any reports submitted outside of these hours or during holidays will be responded to during the following normally scheduled school day." It also states: "Please do not use this system for issues requiring immediate assistance. If this is an emergency requiring immediate assistance, please call 911. For the Suicide Hotline Number, call or text 988." The form has fields for "Submitter Type", "School", "Location", and a "Report Incident" section with a text area for describing the event. There are also links to the App Store and Google Play.

HOW DOES IT WORK?

To use the app, students, parents or other school personnel can simply visit the Yuma Union High School District website and click on the "Anonymous Alerts" button or text link to submit a report expressing their concern.

To send Reports from the Web/Internet Visit
<https://tips.anonymousalerts.com/yumaunionhsd>



Simple Mobile Access

Anonymous Alerts® mobile applications can be downloaded directly from the Apple, Google Play or the Chrome stores. Yuma Union High School District supplies students an activation code, making the app remarkably easy to use, and students select which school the message should go to. In addition, informational posters explaining how to use the app will be displayed throughout schools and offices in the District.

Scan the QR Code
to Download the
Mobile App

To Send a Report from Your Phone

Download the Anonymous Alerts® app for free from the Apple Store, Google Play store, or the Chrome store

- ▶ Start the App, enter activation code: **yumaunionhsd**
- ▶ Send important reports to school officials
- ▶ Add a screenshot, photo or video about the incident




**IN AN EMERGENCY,
ALWAYS CALL 9-1-1!**





KEEPING YOUR Student On Track



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Teaching & Learning



CURRICULUM

Yuma Union's curricula are based on Arizona's Academic Standards to ensure students are college, career and community prepared. Our goal is to provide students with a well-rounded education that will prepare them for success in our rapidly changing world.

Academic standards provide a clear understanding of what students are expected to learn in each content area. The standards define the skills and the content knowledge to ensure that students graduate from high school ready for success in college, career and life with the collaboration, communication and problem-solving skills vital to student success. The standards challenge students to move beyond memorization, think critically and develop a deeper understanding of the most important skills for each content area.

HERE ARE TIPS YOU CAN USE AT HOME TO SUPPORT YOUR STUDENT'S LEARNING:

- ▶ Get to know what your student is expected to learn in each class and talk with your student's teachers about learning goals.
- ▶ Help your student learn to persevere in solving problems. Encourage a trial-and-error process that involves multiple creative strategies for discovering solutions.
- ▶ Practice communication skills by talking with your student about their day, learning activities, expectations or how they are learning.
- ▶ Develop collaboration by working together to solve everyday problems.
- ▶ Sharpen critical thinking by asking your student to explain their answers, summarize a book or analyze current events.
- ▶ Grow technology skills by collaborating in a digital environment and utilizing real-world tech communications, like self-checkout at the grocery store.
- ▶ Contribute to your student's learning through conversations with your school's counselor, teachers and assistant principal/s.

STANDARDS-BASED GRADING

Standards-based grading is a system of assessing and reporting that promotes accuracy and content mastery through the assurance of research-based grading practices.

WHAT DOES SBG LOOK LIKE IN THE CLASSROOM?

- ▶ Teachers and students will engage in a process of reteach and reassess to ensure **ALL** students master the essential content standards.
- ▶ Teachers will emphasize the most recent evidence as a means to assess and report a student's level of proficiency.
- ▶ Students will be assigned practice as a means of formative feedback.
- ▶ Student mastery will be assessed through the use of a consistent and well-defined proficiency scale.
- ▶ Students will be assigned a zero only as a result of insufficient evidence of learning.

Standards-based grading will assess students' skills and knowledge in relation to the specific Arizona State Standards for that particular grade level and content area. All teachers teach these standards regardless of the grading system they use, but SBG seeks to make learning more apparent by showing a students' level of understanding for each individual standard.



Attendance



Dear Families,

Welcome to a new school year; it's an exciting time for all of us! We're looking forward to a wonderful year of learning and growth for our students! Good attendance means coming to school on time and being present in class all day-every school day, which is key to every child's success. After all, students must be present to learn!

Excused and unexcused absences affect the achievement of your child. Student who are absent two (2) days a month end up missing 18 days (about 3 weeks) per school year. The Arizona Board of Education defines this as your child being chronically absent. Students who are chronically absent are more likely to not read at grade level, have lower test scores, fall behind on credits towards graduation and drop out of high school. Ensure your child is able to graduate from high school by attending school EVERY DAY. Some methods to reduce chronic absenteeism are scheduling appointments for after school, saving vacations for scheduled breaks and making it a habit to check ParentVue on a routine basis.

Yuma Union wants all children to attend today so they can achieve tomorrow!

Thank you!

Families play a key role in making sure that students arrive on time at school safely, every day and it is imperative that they understand why attendance is important for success in school and on the job.

WHAT FAMILIES CAN DO

- ▶ Communicate with the school.
- ▶ Ensure that your student's school has the most updated contact information and knows how to reach you.



- ▶ Talk to teachers, counselors, social worker, drop-out-prevention specialist, director of student supports if you notice sudden changes in your student's behavior.
- ▶ Check your student's attendance on ParentVue to ensure that absences are accurately recorded.





MAKE SCHOOL ATTENDANCE A PRIORITY

- Speak to your student about the importance of arriving at school on time and being punctual in all classes; make that the expectation.
- Help your student maintain daily routines, such as finishing homework and getting a good night's sleep.

HELP YOUR CHILD STAY ENGAGED

- Find out if your student feels engaged in their classes and safe at school.
- Stay on top of academic progress and seek help from teachers, counselor, if necessary.

DOCUMENTATION OF ABSENCES

- Absences may occur and there are procedures in place for parents to notify the school regarding their student's absences. Parents are encouraged to call their school's attendance office.



ADMINISTRATIVE REVIEW

Administrative, Assistant Principal/Attendance, reviews determine which absences may be waived or excused. These reviews follow the Arizona Department of Education's guidelines for excused absences listed below.

- **Medical documentation** can be used to excuse a student's absence upon their return to school. Acceptable documentation includes a note or office visit receipt from a medical doctor, dentist/orthodontist, or therapist.
- **Other absences that require proof for waiver include, but are not limited to:**
 - A death in the family (e.g., obituary, funeral home card)
 - Court appearances (copy of court documents required)
 - Military appointments (e.g., orders, travel forms)
 - College visits/interviews (valid, dated proof of visit required)





TARDY

A student is considered tardy if they are not in their assigned classroom and ready to begin work when the bell rings. Tardiness disrupts the learning environment and may result in disciplinary action. Being punctual to class demonstrates responsibility and respect for the learning process.

PERMISSION TO LEAVE CAMPUS DURING THE SCHOOL DAY

- All Yuma Union campuses are closed campuses. Any student leaving campus during the school day must check out through the attendance office. Permission from parents/guardians will be required for the student to leave campus.
- Work-based learning, school activities, student early out schedules or other previously approved departures from campus are exceptions.






Behavior



In keeping with our core values, it is Yuma Union's commitment to resolve behavioral incidents with compassion. Our District leverages restorative practices to shape student's development of social and emotional skills needed to be successful in school and in the community.

ROADMAP TO SUCCESS



Our District's behavior expectations, interventions, supports and the Student Code of Conduct are roadmaps guiding expected student behavior. The YUHSD Student Code of Conduct, designed to address students whose behaviors impede their success at school, identifies the consequences, interventions, and supports schools offer when responding to student behavior incidents.

YUHSD will support the essential behavior and social expectations by utilizing the following strategies:

1

PREVENT behavior incidents by setting up clear expectations, fostering positive relationships with all students and developing the student's Portrait of a Graduate skills.

2

CALM the situation when behavior incidents arise and ensure all individuals are safe.



3

Seek the student's perspective and **REFLECT** together on the reason for the student's behavior.

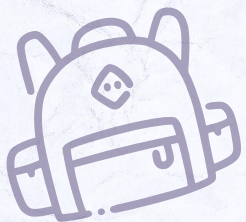

4

Work collaboratively with staff, student(s) and families to **RESTORE** the harm done and address the underlying cause(s) for the behavior.

Read our Student Code of Conduct on page 40.



Dress for Success



Yuma Union recognizes that each student's mode of dress and appearance is a matter of personal style and individual preference. We will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices affect the educational program of the school or the health and safety of others.

The Yuma Union Student Dress for Success Guidelines are as follows:

Students Must Wear:



Bottoms



Clothing that covers private body parts.



Shoes



Tops



Students Cannot Wear:

- ▶ Gang-identifying clothing
- ▶ Hate speech, profanity, nudity, or pornography.
- ▶ Pajamas or slippers (except on approved spirit days).
- ▶ Violent images or language.
- ▶ Visible underwear.
- ▶ Branding with alcohol, substances, etc.



Students May Wear:

- ▶ Dresses, pants, shorts, skirts, sweatpants.
- ▶ Clothing with images/logos that represent the school.
- ▶ Hats, head coverings that allow the face and ears to be visible to school staff and hoodie sweatshirts (no hoods worn on head in class)
- ▶ Strapless/sleeveless tops or dresses, if worn under a non-see-through garment.

Specialized programs may require specialized attire

The Dress for Success guidelines provided on this page serve as Yuma Union's Dress Code Policy.

Social Media & Digital Citizenship

Yuma Union strives for our students to engage with technology and social media as digital citizens in order to communicate, work effectively, conduct research and create original work.

The responsible use of technology and social media is something families can help us do to ensure our students are safe and making positive choices.

ENGAGE IN SOCIAL MEDIA & CONVERSATION

Have regular conversations with your student about the content of their social media.

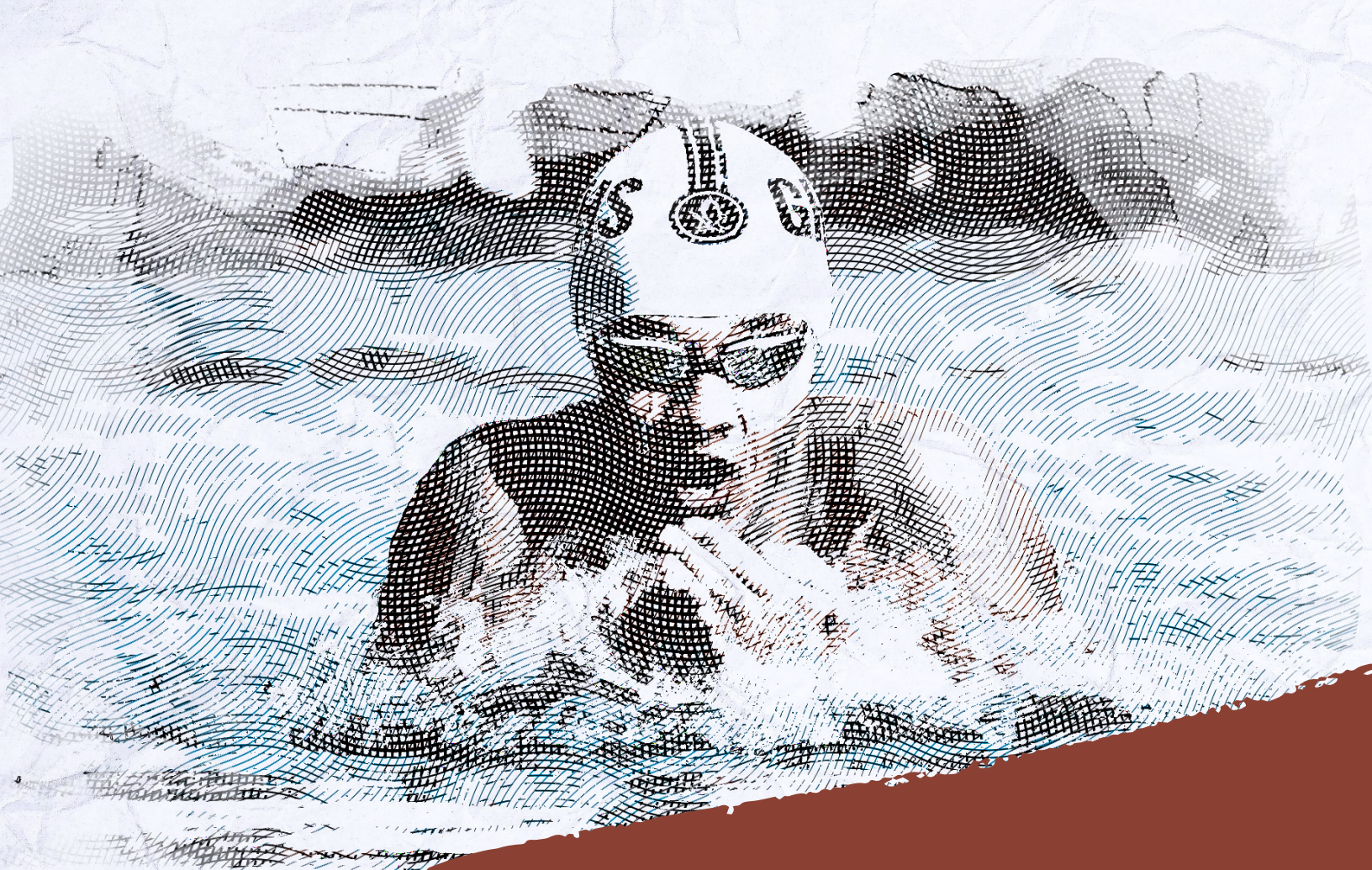
SET BOUNDARIES & STAY INFORMED

- ▶ Continually monitor your student's interactions and activity on social media.
- ▶ Collaboratively set time limits on games and apps with your student.

DIGITAL CITIZENSHIP

Digital citizenship refers to the responsible and ethical use of technology. It involves understanding how to stay safe online, communicate respectfully, protect personal information, and recognize the impact of one's digital actions. Practicing good digital citizenship helps students navigate the digital world responsibly and positively.

See YUHSD Governing Board Regulation [IJNDB-EA](#). Student Acceptable Use Agreement



PROGRAMS & Services



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Athletics, Activities, & Clubs

Interscholastic activities, athletic programs and clubs offered at Yuma Union place a high priority on the overall quality of the educational experiences.



- ▶ YUHSD offers **three** different seasons for Athletics as part of the Arizona Interscholastic Association (AIA).
- ▶ Students may participate in **one sport** each season.
- ▶ If an ESA student is approved to participate in the YUHSD AIA sports program, a **\$300 fee** per sport will be charged.

- ▶ The Athletic Fee is **\$45.00** and students are required to have a clearance packet with a physical completed by a U.S. doctor after **March 1st of the year**.
- ▶ Scholarships are available for athletes needing financial assistance. (Contact your school counselor for more information)

AIA Sports Offered in Yuma Union

Boys' Baseball | *Basketball | *Cross Country
Football (except San Luis) | *Golf | *Soccer
Girls' Softball | *Tennis | *Track and Field
Volleyball | *Wrestling | *Swim & Dive
Unified Sports

*Boys & Girls Teams

Note: Students who attend Vista may participate in AIA sports at their 'home' campus.

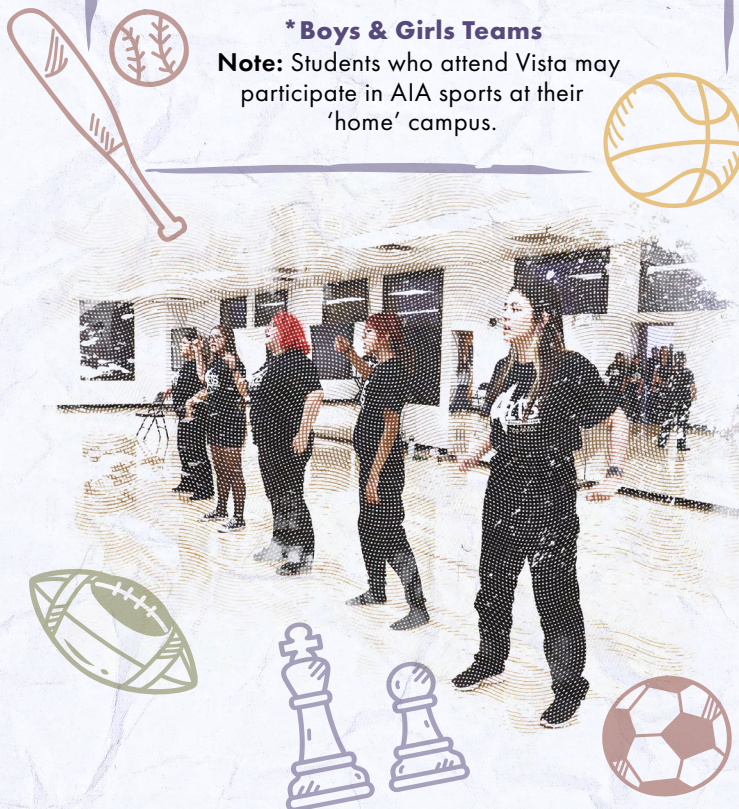
AIA Activities Offered in Yuma Union

Chess | Spiritline | JROTC (Kofa High School)

Clubs Offered in Yuma Union

- ▶ Academic Decathlon
- ▶ Art Club
- ▶ AVID
- ▶ Band
- ▶ Class of 2025/2026/2027/2028
- ▶ Dance
- ▶ Drama
- ▶ Interact Club
- ▶ Key Club
- ▶ National Honor Society
- ▶ Student Council
- ▶ Yearbook
- ▶ CTSO: SkillsUSA, Future Business Leaders of America (FBLA), Family, Career, Community Leaders of America (FCCLA), Future Farmers of American (FFA), HOSA-Future Health Professionals.

This is a sampling of many of the clubs our schools offer. Check with your school for a list of their clubs.



Student Services

The Student Services Department in YUHSD offers a robust and inclusive continuum of services to students who are eligible as Gifted, protected under Section 504, as well as those students eligible for special education services under the Individuals with Disabilities Education Act (IDEA). We focus on transition planning beginning at the time of enrollment and continuing through the educational journey so that individualized, specialized supports and services are provided to help students reach their post high school goals.

SPECIAL EDUCATION

All Yuma Union comprehensive high schools and programs provide a continuum of services that align with the educational mission of the school to meet the unique needs of students with disabilities.

Working with the student and family, eligibility is determined through a formal evaluation process that uses criteria associated with specific disabilities. Within this evaluation process, families are provided information regarding their student's eligibility. Upon meeting eligibility for special education services, YUHSD convenes the Individualized Education Program (IEP) team working collaboratively with parents as partners to help support student needs.

Yuma Union staff will convene the Individualized Education Plan team for those eligible under IDEA. Working collaboratively with parents as partners, the IEP team reviews, and revise as needed, a plan on an annual basis to describe the specially designed instruction, related services and transition services to be provided to students to help them reach their annual goals.

If you believe your student may qualify for special education services, please contact your school's Special Education office or school counselor to inquire about information on the process.

SECTION 504

Yuma Union personnel follow the guidelines and regulations set forth in Section 504, a federal civil rights law, to ensure that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities.

An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If you believe your student may qualify for protections under Section 504, please contact your school counselor or Director of Student Supports.

GIFTED

Yuma Union provides a rigorous curriculum and learning experience for the gifted learner. We know that gifted students are gifted all day, not just for a segment of the day. We recognize gifted learners need a variety of pathways to enhance their unique potential as gifted students. If your student is interested in Gifted Education, please contact your school counselor or Principal.

For more information and resources, visit Yuma Union Student Services page.



Foster Student Enrollment, McKinney-Vento Services, Migrant Education Program

FOSTER STUDENT ENROLLMENT

Every Student Succeeds Act (ESSA) contains key provisions to promote educational stability and success for students in foster care. YUHSD has implemented policies and procedures to ensure that students in foster care maintain enrollment and/or are immediately enrolled in the student's YUHSD school of origin.

The Executive Director of Student Services works collaboratively with the Department of Child Safety as YUHSD Foster Point of Contact. For questions about Foster Student Enrollment, please contact Tim Keller, Executive Director of Student Services and Foster POC at TKeller@yumaunion.org or (928) 502-6752.

MCKINNEY-VENTO SERVICES

The McKinney-Vento Homeless Education Assistance Improvement Act of 2001 defines homeless children and youth as individuals who lack a fixed, regular and adequate nighttime residence. This includes students who are sharing the housing of other persons due to a loss of housing, economic hardship or similar reason; are living in motels, hotels or campgrounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters. Eligible students may qualify for certain rights and protections under the McKinney-Vento Act.

At Yuma Union, we are committed to supporting all students and families experiencing homelessness and/or unaccompanied youth. YUHSD provides an educational environment that treats all students with dignity and respect. Every student experiencing homelessness shall have access to the same free and appropriate educational opportunities as students who are not homeless.

We work diligently to ensure students have everything they need to be successful and strive to eliminate barriers including, but not limited to, the following:

- ▶ Students experiencing homelessness may remain enrolled in their school of origin (school they were attending when they became homeless) to ensure school stability, even when their temporary housing/shelter is outside of their school boundaries.
- ▶ Free breakfast and lunch.
- ▶ Assistance with school fees, fines, supplies and basic needs (i.e., food boxes, toiletries, clothing, etc.).
- ▶ Enroll in school immediately, even if lacking documents normally required for enrollment.
- ▶ Shelter resources.
- ▶ Transportation if applicable.

For questions about McKinney-Vento eligibility or services, please contact your school social worker.

Foster Student Enrollment, McKinney-Vento Services, Migrant Education Program (Continued)

MIGRANT EDUCATION PROGRAM

The YUHSD Migrant Education Program is dedicated to supporting students from migrant families in accessing quality education. This program provides specialized services to meet the unique needs of migrant students, including academic support, tutoring, counseling, and assistance with transitioning between schools. Through collaboration with schools, families, and community resources, the program aims to ensure that migrant students have equitable opportunities to succeed academically and thrive in their educational journey.

Eligibility Requirements

- 1 Student must be between the ages of 3-21
- 2 Have qualifying employment within the last 36 months due to the parents/guardian's agricultural employment (such as fieldwork, packing, dairies, fishery, etc.).
- 3 Have a qualifying move from another school District, city, state or county due to the parent(s)/guardian(s) agricultural employment or because of economic necessity.

For more information about the Migrant Education Program and Services, please contact your school counselor and/or campus Migrant Education office.



Student Nutrition & Transportation Services



Student Nutrition

The mission of the Yuma Union Student Nutrition Department is to support student achievement by providing nutritious meals and encouraging students to make healthy choices.

At YUHSD, we ensure our students are offered a variety of nutritious, delicious and convenient school meals that cater to a variety of tastes and dietary needs.

Every day, we are proud to offer no-cost breakfast and lunch to all students with a variety of healthy options. Many of our campuses offer a grab-and-go breakfast to make it convenient for our students and ensure they are offered a meal.



Visit YUHSD Student Nutrition for more information on our breakfast or lunch programs.

Transportation

The mission of the YUHSD Transportation Department is to provide safe, equitable, and efficient transportation services to our students. Public school transportation services are a privilege provided for students who live more than two (2) miles from school. Continued transportation service is contingent upon student compliance with school bus rules. Failure to comply with bus rules could result in permanent loss of riding privileges for the school year and disciplinary action.

**Vista High School and Strategies for Success students using YCAT will follow the same rules for riding privileges.*

Code of Conduct for Students Using District Transportation (YUHSD Exhibit EEAE-EA)

Public school transportation services are a privilege, not an entitlement. Continued transportation service is contingent upon student compliance with school bus rules. These rules are in place to promote the safety of all students granted the privilege of riding a Yuma Schools Transportation Department Bus. Failure on the part of the students to comply with these rules could result in permanent loss of riding privileges for the school year and disciplinary action from the school up through expulsion. If you have any questions/comments, please call **928-341-9076**.



School Bus Rules/Procedures:



- A)** The bus driver has the same authority as the teacher in the classroom. The school bus is an extension of the school like the cafeteria and media center. Any unacceptable behavior in those environments is unacceptable on the school bus. Inappropriate gestures and language are unacceptable. Disrespect toward the driver and/or other riders is not acceptable.
 - B)** Parents are responsible for getting students to and from designated bus stops safely.
 - C)** To ensure safety, order, and the rights of all riders, student passengers must adhere to the following safe practices on a school bus:
 - 1.** Refrain from throwing objects within or outside the bus.
 - 2.** Refrain from eating, drinking, chewing, or smoking.
 - 3.** Keep heads, arms, and legs inside the bus and out of the bus aisles.
 - 4.** Stay in assigned seats while the bus is moving.
 - D)** Students must get on and off the bus at the designated stop.
 - E)** Students who must cross the street to board the school bus or to return home after leaving the school bus should cross the street only after the school bus arrives and the stop arms have been extended.
 - F)** Students should be at their assigned bus stops no later than five (5) minutes prior to the scheduled arrival time of the school bus.
 - G)** Items that interfere with a safe ride for the students and bus driver are banned from the bus. These items include any article that would block the bus aisle or could become loose in an accident. Banned articles include but are not limited to: any item with wheels other than a book bag, glass items, sprays, balloons, band instruments which do not fit on a student's lap, and sports equipment. Only articles that can be placed on a student's lap without interfering with other students sitting on the seat, blocking the aisle or emergency exits will be permitted.
 - H)** Fighting, pushing, rough-housing, making loud noises and behaviors that distract the driver from safely operating the school bus are prohibited.
 - I)** Unacceptable behaviors on the school bus or at the bus stop will be reported to the transportation department administration for disciplinary action.
- *Vista High School and Strategies for Success students using YCAT will follow the same rules for riding privileges.*



Transportation Information

Information for standard, special needs as well as campus pick-up and drop-off locations and contact information can be found here

**Scan Here for
Bus Routes**



Student Health Services



Our top priority in providing health services on our campuses is to keep your students safe and healthy in a nurturing school environment. In compliance with Arizona Revised Statutes and District policies, YUHSD establishes procedures for the student health services program Districtwide that includes administration of approved over the counter medications and administration of prescribed medication with written parent/guardian permission, screening for selected physical impairments such as vision and hearing and providing preventative health information. The District's designated medical physician standing orders provides evidence-based best practice guidelines which are reviewed and approved annually by an Arizona licensed medical physician. School health services can help students stay at school, safely and ready to learn.

The school health office is open during school hours to provide health information, dispense physician/parent-approved medications and provide first aid to students.

PRESCRIPTION MEDICATIONS MAY BE ADMINISTERED BY THE NURSE ONLY UNDER THE FOLLOWING CONDITIONS:

- ▶ The medication has been prescribed by a physician for that student.
- ▶ The medication must be in its original container and kept in the nurse's office during the school day. (Students with medical conditions requiring them to carry medication on their person must have written authorization from the school nurse.)
- ▶ In order for the nurse to administer over the counter, non-prescription medications, the medication must be in the original container and a parent permission note must be on file in the nurse's office.
- ▶ If the nurse is not on campus, a campus administrator (or the health office assistant) will administer the student's prescribed medication.

CHRONIC DISEASE MANAGEMENT AND CARE COORDINATION

For students with chronic health conditions, school nurses and other health care providers play a large role in the daily management of their conditions. Care coordination in schools involves school nurses organizing care of the students by sharing information and maintaining communication among individuals concerned with the needs and care of students with chronic health conditions such as asthma, diabetes, epilepsy, etc. Yuma Union supports students requiring specialized health care during school hours and if your child requires specialized care, please contact the school's nurse immediately.

For more Health Services Information, see YUHSD Nurse's Corner.



STUDENT & FAMILY Resources

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NCAA Eligibility Information for Prospective College Athletes.....	30
Mastery of the Arts (MAP) Program.....	33
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Requirements for Graduation



Planning A Four-Year Program

An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's academic and career goals. The ECAP is developed with the involvement of the students, parents, and school counselor(s) working together to guide students in their choices and educational experience. The ECAP should be revisited and updated on a yearly basis throughout high school and the postsecondary years.

It is expected that all students have full access to the variety of academic courses, career and technical education courses and other elective courses as outlined below for graduation requirements.

	YUHSD Graduation Requirements	Entrance Requirements For Public Arizona Universities
English	4.0	4.0
Social Studies	3.0	2.0
Mathematics	4.0	4.0
Laboratory Science	3.0	3.0
Fine Arts or Career & Technical Education	1.0	1.0
Physical Education	1.0	
World Languages (same language)		2.0
Electives	6.0	
Total Credits	22	

Students who receive special education services will have their course of study reviewed and revised, as appropriate in their IEP on an annual basis, aligned with the required graduation coursework and ECAP activities.

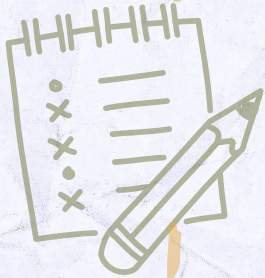
*Please refer to the YUHSD Course Catalog for a more detailed explanation of specific entrance requirements and course equivalencies.

All Students must participate in state-approved testing as directed by the Arizona State Board of Education.. (ACT, ASPIRE, Civics Test, etc.)

Dual/Concurrent Credit



Students may take courses through Arizona Western College (AWC) and/or the University of Arizona (UofA) CTE for dual high school and college credit. In order for a student to receive AWC or UofA credit, tuition and enrollment paperwork must be submitted by the established timeline.



- ▶ Dual Enrollment courses meet at the high school during the regular school day, are offered only to high school students, and are taught by college certified high school instructors using a college curriculum and text.
- ▶ Concurrent Enrollment courses take place on a college campus, via the internet as an online class, or on a high school campus outside of regular school hours.
- ▶ Students are advised to meet with their school counselor prior to enrolling in college/university courses.

NCAA Eligibility Information for Prospective College Athletes

DIVISION I ACADEMIC ELIGIBILITY

To be eligible to compete in NCAA sports during your first year at a Division I school, you must meet ALL the following requirements:

- ▶ **Earn 16 NCAA-approved core-course credits:**
 - Four years of English.
 - Three years of math (Algebra 1 or higher).
 - Two years of science (including one year of lab, if offered).
 - One additional year of English, math or science.
 - Two years of social science.
 - Four additional years of English, math, science, social science, world language or non doctrinal religion/philosophy.
- ▶ Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of the seventh semester.
- ▶ Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- ▶ Earn a minimum 2.3 core-course GPA.
- ▶ Submit your final transcript with proof of graduation to the Eligibility Center.

**Scan Here For More
Information on Approved
Core-Course Credits**

NCAA Eligibility Information for Prospective College Athletes (Continued)

DIVISION II ACADEMIC ELIGIBILITY

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet **ALL** the following requirements:

► Earn 16 NCAA-approved core-course credits:

- Three years of English.
- Two years of math (Algebra 1 or higher).
- Two years of science (including one year of lab, if offered).
- Three additional years of English, math or science.
- Two years of social science.
- Four additional years of English, math, science, social science, world language or nondoctrinal religion/philosophy.

► Earn a minimum 2.2 core-course GPA.

- Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade.
- Submit your final transcript with proof of graduation to the Eligibility Center.

Note: Division I and Division II athletes must register with the NCAA and meet all the academic requirements in order to be eligible to participate as a college athlete.

Scan the QR code on pg. 30 For More Info on Approved Core-Course Credits



NCAA Eligibility Information for Prospective College Athletes (Continued)

NCAA DIVISION I OR II PROCESS

Student-athletes who are interested in playing college sports at NCAA Division I or II schools should carefully follow the steps below. Start immediately, and plan to complete these steps before the end of your junior year.

1. Make an appointment with your counselor to review your credits, calculate your core GPA and check your SAT or ACT scores. With your counselor, determine which NCAA requirements you still need to fulfill, review approved courses and complete the NCAA worksheet.
2. Take the PSAT in October of your junior year, both for practice and to predict your SAT score. Take the SAT and/or ACT in the spring of your junior year.

Register online (www.collegeboard.org or www.act.org) at least six weeks before the test dates. Request to send scores directly to the NCAA Eligibility Center. Use code 9999.
3. Register with the [NCAA Eligibility Center](#). Carefully follow the instructions for registration and payment (scan the code below for the [registration checklist](#)). Record your PIN number in a safe place--you will need it to access your files. Print out copies of everything in case you need them later.
4. Work with your counselor to have your transcript sent to the NCAA or send your transcript electronically with [Parchment](#). The NCAA wants your sixth semester grades to be included, so do this near the end of your junior year.
5. If you take dual credit courses taught on a college campus, have the college send official transcripts to the NCAA Eligibility Center at the same time as you have them sent to your YUHSD campus.
6. Shortly before graduation, order a final transcript to be sent to the NCAA.

Note: Division I and Division II athletes must register with the NCAA and meet all the academic requirements in order to be eligible to participate as a college athlete.

HELPFUL LINKS

- ▶ NCAA FAQs & Resource Page
- ▶ NCAA All-in-One Resource Page
- ▶ NCAA Eligibility Center
- ▶ NAIA Athlete Website
- ▶ Parchment
- ▶ Registration Checklist



Mastery of the Arts Program (MAP)

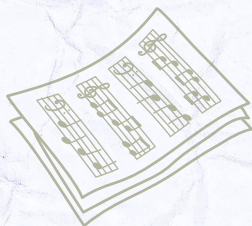


The YUHSD Mastery of the Arts program is designed for **ALL YUHSD students who have a purposeful interest within arts**. The intent is to work collaboratively with each of the YUHSD high schools' fine arts programs and community artists to grow, enhance and refine a student's skill sets within the art disciplines. All program courses are designed to be an extension of a student's fine arts high school experience. The courses are open to 9-12th grade students interested in taking coursework beyond, and in addition to, their home high school offerings. All courses offered will fulfill **ELECTIVE** credit only.



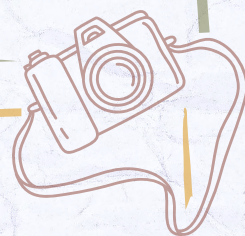
ADDITIONAL DETAILS

Students must apply. Courses are to be offered in the afternoons, evenings, and/or weekends 1-2 times per week. Students must provide their own transportation.



LOCATION

Yuma High School:
400 S. 6th Ave, Yuma, AZ



**Scan QR to
Submit an
Application**

Strategies for Success



Strategies for Success (SFS) is a District program specifically designed for students who have been long-term suspended from their home campus during the course of the school year.

Students must be recommended by a home campus administrator in order to be eligible for program participation. Prior to enrollment, students and parents must attend an orientation and agree to the terms of the program.

Transportation to SFS is provided by YCAT.





POLICIES & Procedures

Continuous Notice of Non-Discrimination, Annual
Notification to Parents Regarding Confidentiality
of Student Education Records, The Individuals With
Disabilities Act (IDEA), Section 504 of the
Rehabilitation Act, Child Find Information.....**35**

Notification of Confidentiality Rights
(YUHSD Policy JR).....**38**

Student Rights & Responsibilities
(YUHSD Regulation JK-RB).....**39**

Student Code of Conduct**40**

Hazing (YUHSD Regulation JICFA-EB).....**45**

Bullying & Harassment (YUHSD Policy JICK-EB)....**47**

Student Due Process Procedures
(YUHSD Policies JDK & JKE).....**50**

CONTINUOUS NOTICE OF NON-DISCRIMINATION

The Yuma Union High School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, or sexual orientation in admission or access to its programs, services, activities or in any aspect of their operations and provides equal access to the Boy Scouts and other designated youth groups. The Yuma Union High School District also does not discriminate in its hiring or employment practices. The following employees have been designated to handle inquiries regarding the non-discrimination policies:

TITLE IX COORDINATOR

Rob Jankowski

Associate Superintendent
Yuma Union High School District
3150 S. Avenue A | Yuma, AZ 85364
(928) 502-4600
RJankowski@yumaunion.org

SECTION 504/ADA COORDINATOR

Tim Keller

Executive Director of Student Services
Yuma Union High School District
3150 S. Avenue A | Yuma, AZ 85364
(928) 502-4600
TKeller@yumaunion.org

ANNUAL NOTIFICATION TO PARENTS REGARDING CONFIDENTIALITY OF STUDENT EDUCATION RECORDS

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are "eligible students."

- ▶ Parents or eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of a request made to the school administrator. Schools are not required to provide copies of records unless it is impossible for parents or eligible students to review the records without copies. Schools may charge a fee for copies.
- ▶ Parents or eligible students have the right to request in writing that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- ▶ Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest
 - A school official is a person employed or contracted by the school to serve as an administrator, supervisor, teacher, or support staff member (including health staff, law enforcement personnel, attorney, auditor, or other similar roles); a person serving on the school board; or a parent or student serving on an official committee or assisting another school official in performing his or her tasks;
 - A legitimate educational interest means the review of records is necessary to fulfill a professional responsibility for the school;
 - Other schools to which a student is seeking to enroll;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, sports participation (including height and weight of athletes) and dates of attendance unless notified by the parents or eligible student that the school is not to disclose the information without consent.

INDIVIDUALS WITH DISABILITIES ACT (IDEA)

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to ensure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

FOR ADDITIONAL INFORMATION OR TO FILE A COMPLAINT, YOU MAY CALL

The Federal Government at:

(202) 260-3887 (voice)

1-800-877-8339 (TDD)

The Arizona Department of Education (ADE/ESS) at:

(602) 542-4013

OR YOU MAY CONTACT:

**Arizona Department of Education
Exceptional Student Services**

3300 N. Central Ave. | Phoenix, AZ 85013

**Family Policy Compliance Office
U.S. Department of Education**

400 Maryland Ave. | SW Washington, D.C. 20202-5901

This notice is available in English and Spanish on the ADE website at www.azed.gov/disputeresolution/

For assistance in obtaining this notice in other languages, contact the ADE/ESS.

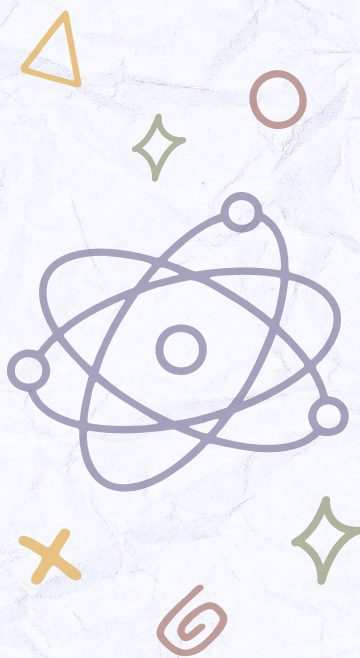
SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

- ▶ Has a mental or physical impairment which substantially limits one or more major life activity (major life activities including activities such as caring for one's self, performing manual tasks, walking, seeing hearing, speaking, breathing, learning, and working);
- ▶ Has a record of such impairment; or
- ▶ Is regarded as having impairment.

In order to fulfill its obligation under section 504, the Yuma Union High School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system. The school District has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and, if the child is determined to be eligible under section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school District, he/she has a right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact Tim Keller, Section 504 Coordinator, at (928) 502-6752.



CHILD FIND

YUHSD #70 actively seeks children, birth through age 21, who may benefit from special education services. We use this notice as one means of annually informing our District staff, the general public, and all parents/guardians within the District's boundaries of our responsibility to make a Free Appropriate Public Education (FAPE) available to all high school age students with disabilities. In order to provide FAPE:

- ▶ Screening for possible disabilities will be completed within 45 calendar days after notification to the responsible public agency by the parents/guardians of the student, or after any student enrolls in our District without appropriate records of screening, evaluation, and progress in school. The Student Study Team (SST) will look at the student's ability in the areas of academics, vision, hearing, adaptive living, communication, social/emotional, and motor skills.
- ▶ For students who have not been involved in Special Education services previously, this Student Study Team may then suggest modifications and accommodations to be implemented in the general education setting for a period of time. The SST will reconvene after these pre-referral interventions have been in use to determine their effectiveness.
- ▶ If, after consultation with the parent, the responsible public agency determines that a full and individual evaluation is warranted, the public agency will provide required notices to the parent/guardian within 60 calendar days.
- ▶ An initial, comprehensive evaluation of a student being considered for special education will be completed, at no cost to the parent/guardian, as soon as possible, but time may not exceed 60 calendar days from receipt of informed written parent/guardian consent.
- ▶ In the case of a student who is identified with a special education need, a re-evaluation of that need is conducted every 3 years or more frequently if requested by the student's parent/guardian or teacher. The re-evaluation process need not include formal assessments.
- ▶ Some students who are not eligible for special education services may be eligible for support under Section 504 of the Rehabilitation Act of 1973. If eligible, District staff and parents may develop a written plan to assist the student.
- ▶ YUHSD #70 personnel also assist parents/guardians who seek services for their pre-high school age children who might qualify for special education services.

If you have knowledge of a child, birth through 21 years of age - including those attending private schools and home schools - who may require special education services, please call The Yuma County Superintendent's Office at (928) 373-1006

Notification of Confidentiality Rights (YUHSO Policy JR)



CONFIDENTIALITY

The right to inspect and review education records and the release of or access to such records, other information, or instructional materials will be consistent with federal law in the Family Educational Rights and Privacy Act, Title 20, United States Code, sections 1232g and 1232h, the USA PATRIOT ACT, ESSA and with federal regulations issued pursuant to such act.

ANNUAL NOTIFICATION

Within the first three (3) weeks of each school year, the District will publish in a District communication a notice to parents and eligible students of their rights under the FERPA and this procedure. This notice will also be provided to each parent of new students enrolling after school begins [34 C.F.R. 99.7]. The District will arrange to provide translation of the notice to non-English-speaking parents in their native language or mode of communication [34 C.F.R. 300.9]. The notice shall inform the parents of:

- A)** The right of the parent or an eligible student to inspect and review the student's education records.
- B)** The intent of the District to limit the disclosure of personally identifiable information contained in a student's education records, including disciplinary records, except by the prior written consent of the parent or eligible student or under certain limited circumstances as permitted by the FERPA, the USA PATRIOT Act or the ESSA.
- C)** The right of the parent or eligible student to seek to correct parts of the school education records that the student or the parent believes to be inaccurate, misleading, or in violation of student rights. This right includes the right to a hearing to present evidence that the record should be changed if the District decides not to alter it according to the parent's or eligible student's request.
- D)** The right of the parent or eligible student to file a complaint with the U.S. Department of Education if they believe the District has violated the FERPA.

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act (FERPA) and this procedure [34 C.F.R. 99.7 and 300.613]. The notice shall also include:

- A)** The procedure for exercising the right to inspect and review education records.
- B)** The procedure for requesting amendments of education records that the parent or eligible student believe to be inaccurate, misleading or otherwise a violation of the student's privacy rights.
- C)** The conditions when prior consent is not required, the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

If the School District permits the release of directory information relating to pupils, the information shall be released on or before October 31 of each year. The Superintendent shall develop procedures to communicate to students and their parents in a timely manner information relating to access to the Arizona Department of Education form which is designed to allow pupils to request that directory information not be released pursuant to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA).

Student Rights & Responsibilities (YUHSO Regulation JK-RB)

School Jurisdiction

- ▶ Students are responsible for their conduct from the time they leave home until they return home. When on a school trip, students shall be held responsible for items on their person, in their luggage, or any items found in their room.
- ▶ All students enrolled, without regard to age, are responsible for their conduct under all the provisions of the Student Code of Conduct.
- ▶ The administration reserves the right to take action involving student conduct regardless of where or when said action takes place if the student brings discredit upon the school, staff, District, or the student body.
- ▶ Any student who is suspended through the date of the graduation ceremony will not be eligible to participate in the graduation ceremony. If the suspended student has earned the diploma, then arrangements may be made for the diploma to be delivered or picked up. The student does not have a "right" to the activity of the ceremony. The ceremony is a privilege and a school activity.



Student Code of Conduct



YUHSD believes our students succeed when they feel engaged and supported in safe and inclusive learning environments. Our schools establish clear expectations and foster positive relationships among all members of a school community. In keeping with our core values, we are committed to addressing students' behavioral, social and emotional needs with compassion. Our schools are committed to tiers of support to foster students' development of the social and emotional skills needed to succeed academically, socially and civically.

The YUHSD Student Code of Conduct is governed by ARS 15-341. This policy directs student behavior when the student is: (1) attending school; (2) on school grounds or at a school sponsored event; (3) traveling to or from school or a school sponsored event; or (4) engaged in misconduct that is in any other manner school-related or affects the operation of the school. All disciplinary responses will be applied respectfully, fairly, and in accordance with YUHSD Student Code of Conduct. Our District's discipline practices will protect students' rights to instructional access whenever possible. Our schools will work collaboratively with students and families to offer quality learning opportunities in safe and engaging learning environments.

Student Code of Conduct Glossary

Detention: Students may be assigned detention for violations of school rules and regulations. The detention may consist of one or more hours of before school, after school, during lunch detention. Students who fail to attend detention may be suspended.

- ▶ Parents/guardians will be given prior notice of the detention and the reason(s) for it. Transportation is generally the responsibility of the parents/guardians.

Suspension: Students may be suspended from class or school only by school officials granted this power by the Governing Board (A.R.S. 15-843/I).

- ▶ Students who are suspended out of school are marked absent.
- ▶ A suspension for longer than ten days may extend into subsequent semesters.
- ▶ Students who have been suspended out of school may not be on the campuses of Cibola, Gila Ridge, Kofa, Vista, San Luis, Somerton or Yuma at any time, for any reason, without prior approval from the school administration or they will be cited for trespassing.
- ▶ Students may make up work for credit but may not participate in or attend extracurricular activities until midnight of the final date of suspension. Any student who is suspended through the date of the graduation ceremony will not be eligible to participate in the graduation ceremony.

- ▶ Students who are on long-term **SUSPENSION** may be allowed to attend Strategies For Success. The Strategies for Success program is a privilege; and, therefore, the administration reserves the right to deny admittance if the student and parents/guardians will not agree to the school's guidelines or if in the administration's judgment the student is a clear and/or present danger to himself/herself or others.

Expulsion: Students may be expelled from school only by the Governing Board (A.R.S. 15-342.1).

- ▶ Expulsion is the exclusion of a student from the District. Students who have been expelled from the Yuma Union High School District cannot re-enroll at any District high school without Board approval.

Self-Defense: It is the guideline of the District that physical force be avoided if at all possible. Under some circumstances, however, physical force is justified. For the purposes of the Guidelines for Student Behavior, physical force is not illegal if a review of the evidence determines that physical force is immediately necessary to protect the student or another person against another's use or attempted use of unlawful physical force.

- ▶ Physical force is never justified in response to verbal provocation alone or after the initial use of physical force has stopped using physical force.
- ▶ In cases which are determined to be mutual combat situations, all students involved will be disciplined regardless of who actually initiated the fight.

Violations & Consequences

In every circumstance where it is determined that a student has committed a violation, and it is determined that the student has, on a previous occasion, or simultaneously, committed an equal or more serious violation as determined by class; the conduct being considered shall be deemed to be a second violation for punishment purposes. In determining whether a student has committed a prior violation the student's entire enrollment in the District will be considered.

Class One Violations:

1. Arson: Arson of a structure or property or of an occupied structure is prohibited. Any attempt or successful act to start a fire will result in disciplinary action and require restitution. (A.R.S. 13-1703, A.R.S. 13-2911)

2. Assault & Aggravated Assault: to include but not limited to the physical assault of a staff member or of a student is prohibited. Assault –Intentionally, knowingly or recklessly causing any physical injury to another person; or intentionally placing another person in reasonable apprehension of imminent physical injury; or knowingly touching another person with the intent to injure, insult or provoke such person. (A.R.S. 13-1203, A.R.S. 13-2911)

3. Sale, Distribution, Purchase, Possession, Use, or Under the Influence of Drugs or Alcohol: Sale, Distribution, Purchase, Possession, Use or Under the Influence of alcohol, drugs (marijuana, inhalants, prescription drugs, over the counter drugs), Illicit drugs (ecstasy, cocaine/crack, hallucinogens, heroin, methamphetamine, spice, bath salts, any synthetic man made drug and other illicit drugs, unknown drugs), drug paraphernalia, vape paraphernalia, and substance represented as illicit drug, inappropriate use of over the counter drugs while under school jurisdiction is prohibited. (A.R.S. 13-3401, A.R.S. 13-3406, A.R.S. 13-3407, A.R.S. 13-3408, A.R.S. 13-3411, A.R.S. 13-3403, A.R.S. 4-244.09, A.R.S. 4-244.41)

4. Sexual Offenses: Sexting, pornography, indecent exposure, public sexual indecency, sexual harassment with or without contact, sexual abuse/sexual conduct with a minor/child molestation, sexual assault (rape), are prohibited. Law enforcement will be notified as well as discipline imposed. (A.R.S. 13-1403) (A.R.S. 13-1404) (A.R.S. 13-1405) (A.R.S. 13-1406)

5. School Threat: Any threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff is prohibited. This includes, but is not limited to: bomb threats, chemical or biological threats, or fire alarm misuse. (A.R.S. 13-2911) Intentionally or knowingly engaging in any conduct that is likely to impart the false impressions that an act of terrorism is taking place or will take place or would reasonably be expected to cause or that causes an emergency response by a governmental agency. (A.R.S. 13-2925, A.R.S. 13-2301)

6. Theft: Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his/her possessions is prohibited. This includes but is not limited to: burglary/breaking and entering, extortion (the threat or use of force to take something of value from another,) robbery, and armed robbery. (A.R.S. 13-1802)

7. Weapons & Dangerous Items: Possession and/or use of a dangerous weapon While under school jurisdiction is prohibited. Dangerous weapons may include, but are not limited to:

- ▶ **Firearms:** handgun or pistol, shotgun or rifle, starter gun or pistol, other firearms or destructive devices (bomb, grenade). (A.R.S. 13-3102)
- ▶ **Other Weapons:** billy club, brass knuckles, knife with blade length of at least 2.5 inches, nunchucks.
- ▶ **Dangerous Items:** airsoft gun, BB gun, knife with blade less than 2.5 inches, laser pointer, letter opener, mace, paintball gun, pellet gun, razor blade or box cutter, simulated knife, taser or stun gun, tear gas, or combustible materials.
- ▶ **Simulated Firearm:** Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm, or device that is defined as, or is held to be, a dangerous weapon under the laws of the State of Arizona and Federal Statutes.



Consequence: Students who commit a Class One violation shall be recommended for a suspension of the remainder of the current semester or longer or expulsion. A second offense while the student is enrolled in the District will result in a recommendation for expulsion. Students may also be liable for any expenses that are incurred to the emergency response, and the investigation of the offense. Parents/legal guardians will be notified. Appropriate law enforcement officials may be notified.

Class Two Violations:

1. Defiance of Authority: Defiance, disrespect towards authority, or non-compliance is prohibited. Continued acts of insubordination will be considered defiance. (A.R.S. 13-2911, A.R.S. 15-841)

2. Endangerment: Recklessly endangering another person with a substantial risk of physical injury or imminent death while under school jurisdiction is prohibited. (A.R.S. 13-1201, A.R.S. 13-2911)

3. Fighting: Physical act of fighting, challenging to fight, instigating a fight, or Threatening another student while under school jurisdiction is prohibited. (A.R.S. 13-1203)

4. Harassment, Bullying, & Hazing: Harassment, bullying, and hazing of students are prohibited on campuses, during school-related activities or circumstances, and when traveling to and from school. Students should also be aware that verbal insults and attacks via e-mail, text messaging or internet social networks that substantially hinder another student's right to attend school or participate in school activities constitute harassment and bullying. Accordingly, students and parents should be aware that electronic communications that cause problems between students on campus will be dealt with as a serious student discipline matter.

- ▶ Harassment and bullying mean any severe or persistent physical or psychological abuse of a student by means of physical threats or assault, verbal threats or insults, or other hostile or degrading acts. Harassment and bullying include acts that are inflicted because of a student's actual or perceived race, ethnicity, religion, gender, sexual orientation or disability.
- ▶ Harassment and bullying also include any type of sexual harassment. Unwelcome sexual advances, requests for sexual favors, and other unwelcomed written, verbal or physical conduct of a sexual nature may, in certain circumstances, constitute sexual harassment.
- ▶ Hazing means forcing a student to risk or suffer physical or mental harm or degradation to join, participate in or remain in a school-affiliated organization or activity.
- ▶ If a student believes that he or she has been harassed, bullied or hazed, the student should report the behavior to a teacher, counselor, school nurse, health assistant, or school administrator. Likewise, all school employees are obligated to report such incidents. All reports of harassment, bullying, and hazing are confidential and will be investigated.

▶ Students who engage in harassment, bullying, or hazing will be subject to disciplinary action. Sexual harassment that meets the legal definition of sexual abuse will be referred to police, as required by state law. See governing Board Policies JICFA-EB, JICK-EB, and JII-EB

5. Petty Theft: The stealing of personal or school property while under school jurisdiction is prohibited. Restitution is required for the theft of property in addition to disciplinary action. (A.R.S. 13-1802)

6. Trespassing: To enter or remain on a public-school campus or school board facility without authorization or invitation and with no lawful purpose for entry is prohibited. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by an administrator or designee of the facility, campus, or function. (A.R.S. 13-1504, A.R.S. 13-2911)

7. Vandalism or Criminal Damage: Students are required to take proper care of all school buildings, school buses, and school equipment. Marking or defacing walls, desks, floors, books, school buses, school bus seats, and other acts of vandalism are prohibited and students will be liable for either payment, replacement, or repair of the damaged property in addition to disciplinary action (A.R.S. 15-842). This includes, but is not limited to graffiti/tagging, vandalism of personal property, or vandalism of school property. (A.R.S. 13-1602)

8. Violation of Statutes: Any act that is a violation of any local, state, or federal statute while the student is under school jurisdiction is considered a Class Two violation unless referenced elsewhere in this document. Negative group affiliation to include, but not limited to gang association** is prohibited. Law enforcement may be notified.

**** Gang Activity or Association:** By definition, a gang is a group of three or more people who meet for anti-social or illegal activity. This would include recognized gangs and/or groups who gather to mimic gang activity. As per A.R.S. 13-105, an individual to whom two of the following apply is considered gang association: A) self-proclamation, B) witness testimony or official statement, C) written or electronic correspondence, D) paraphernalia or photographs, E) tattoos, F) clothing or colors, G) any other indicia of street gang membership.

Class Two Violations (Continued):

9. Written or Verbal Abuse of a Staff Member: The written or verbal abuse of a staff member is prohibited (A.R.S. 15-507, A.R.S. 13-2911). Verbal abuse includes threats or harassment of any kind.

10. Electronic Recordings: All unauthorized or inappropriate recordings or display are prohibited. (A.R.S. 13-3019) Surreptitious photographing, videotaping, filming or digitally recording or viewing are prohibited.

- ▶ It is unlawful for any person to knowingly photograph, videotape, film, digitally record or by any other means, use a device to secretly view or record another person without that person's consent under both of the following circumstances:
 - In a restroom, bathroom, locker room, bedroom or other location where the person has a reasonable expectation of privacy.
 - While the person is urinating, defecating, dressing, undressing, nude or involved in sexual intercourse or sexual contact.
- ▶ It is unlawful to disclose, display, distribute or publish a photograph, videotape, film or digital recording made in violation of subsection A of this section without the consent of the person depicted.

Consequence: Students who commit a Class Two violation shall be suspended five to nine days on the first offense, unless the severity of that offense justifies a suspension for the remainder of the semester or longer or expulsion. Students may also be assigned to the school's detention program. A second Class Two violation, or committing any two Class Two violations at any time while the student is under the jurisdiction of the District shall result in suspension for the remainder of the semester or longer or a recommendation for expulsion. Parents/legal guardians will be notified. Appropriate law enforcement officials may also be notified.

Class Three Violations:

1. Absence from class(es) without the knowledge or permission of the parent/guardian and school authorities is prohibited. Leaving campus without written permission from the Attendance Office is prohibited. Being tardy to class is prohibited, as are unexcused absences and truancy. Continued truancy may result in a referral to the Juvenile Justice Center if under the age of 16. (A.R.S. 15-803)

2. Disruptive Behavior and Disturbances: Behavior in the classroom, on the campus, or at any school function that is disruptive or interferes with the educational process and/or with the right of others is prohibited.

3. Improper Use of Technology: Any student who uses electronic devices (including but not limited to cell phones, computers, iPod, etc.) for other than its intended purposes shall be considered in violation. This shall include but not limited to, unauthorized access or attempts to access District computer programs, systems or online services (such as the internet). The use of any username or password not assigned to the student is considered unauthorized access.

4. Insubordination: Disrespect of a staff member (talking back or delivering socially rude interactions) or failure to comply with a reasonable request of a staff member is prohibited.

5. Lying, Cheating, Forgery, or Plagiarism:

Forgery, illegal possession, or illegal use of campus passes, documents or student I.D. cards is prohibited. Any modification of a student I.D. shall be considered forgery. Cheating is prohibited. Plagiarism is a form of cheating. The first time a teacher determines a student to be cheating; the teacher will give the student a "0" on that test/assignment and notify the parents/legal guardians and administration. If a student cheats a second time in a course, the teacher will give the student a "0" on that assignment and notify the administration for disciplinary action. If a student cheats a third time in a course, the teacher will refer the student to the administration for disciplinary action.

6. Tobacco: Possession or use of cigarettes, cigars, chewing tobacco, or any other form of tobacco while under school jurisdiction is prohibited (A.R.S. 13-3622).

Consequence: Students who commit Class Three violations may be assigned detention or may be suspended one to five days unless the severity of the violation justifies a more severe penalty. Parents/legal guardians will be notified. Any repetition of a Class Three violation may result in a more severe penalty including long-term suspension.



Class Four Violations:

1. Disruptive Objects: Disruptive objects not being used for educational purposes may include but are not limited to: portable speakers, laser pointers, skateboards, scooters, and roller blades are prohibited. Disruptive objects will be confiscated from students and returned to parents/legal guardians. Students in possession of combustible or contraband substances are subject to discipline. (All confiscated items that are not picked up by July 1 will be disposed of by the administration.)

2. Dress Code Violations: Students shall wear clothes that meet the requirements of school/District guidelines.

3. Gambling: Playing games of chance (e.g., coin flipping, matching, cards, dice, pools, etc.) for money is prohibited.

4. I.D. cards: I.D. cards shall be carried by students at all times while at school and/or at school activities. I.D. cards must be presented at any time or for any reason at the request of any District staff member and to receive school services such as transportation.

5. Inappropriate Language: Profanity or abusive language (in any language) is prohibited.

6. Injury Prone or Unhealthy Behavior: Behavior, such as but not limited to, pushing, play fight, horseplay, shoving, climbing on buildings, riding skateboards, or spitting is prohibited.

7. Loitering: Loitering on the school grounds or upon land adjacent to the school grounds, before, during, or after normal school hours, is prohibited.

8. Parking Lot Violations: Any parking or traffic violation, joy riding or cruising around the campus in or on cars, motorcycles, scooters, skateboards, roller skates, roller blades or any other type of vehicle is prohibited during the school day. Passengers and drivers are both guilty of this violation. Law enforcement may be notified.

9. Public Display of Affection: Hugging, kissing, groping, or any other form of display of affection during school or at school events is prohibited.

Consequence: Students who commit Class Four violations may be assigned detention or may be suspended one to three days unless the severity of the violation justifies a more severe penalty. Any repetition of a Class Four violation will result in a more severe penalty. Parents/legal guardians will be notified.



Hazing (YUHSO Regulation JICFA-EB)

The Governing Board of the Yuma Union High School District believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society.

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to schools within twelve (12) calendar months. For purposes of Policy JICFA and this exhibit a person as specified above shall be considered a "student" until graduation, transfer, promotion or withdrawal from the school.

Definitions

Hazing means an act in violation of section § 13-1215 or 13-1216.

Organization means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Directions

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing. In accord with statute, violations of this policy do not include either of the following:

A) Customary athletic events, contests or competitions that are sponsored by an educational institution.

B) Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program or a legitimate military training program.

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of Policy JICFA and this exhibit.

Reporting/Complaint Procedure

- ▶ Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided.
- ▶ A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with school policies.
- ▶ The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.
- ▶ Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.
- ▶ A person who complains or reports regarding hazing may complain or report directly to the school administrator or to a professional staff member. The professional staff member receiving the report/complaint shall retrieve sufficient detail from the person to complete the form designated for such purpose. At a minimum the report/complaint shall be put in writing containing the identifying information on the complainant and such specificity of names, places and times as to permit an investigation to be carried out. When a professional staff member receives the information, the staff member will transmit a report to the school administrator or supervising administrator not later than the next school day following the day the staff member receives the report/complaint.

The report/complaint will be investigated by the school administrator or a supervising administrator. The procedures to be followed are:

- A)** An investigation of the reported incident or activity shall be made within ten (10) school days when school is in session or within fifteen (15) days during which the school offices are open for business when school is not in session. Extension of the time line may only be by necessity as determined by the Superintendent.
- B)** The investigator shall meet with the person who reported the incident at or before the end of the time period and shall discuss the conclusions and actions to be taken as a result of the investigation. Confidentiality of records and student information shall be observed in the process of making such a report.
- C)** The investigator shall prepare a written report of the findings and a copy of the report shall be provided to the Superintendent.



All violations of Policy JICFA and this exhibit shall be treated in accord with the appropriate procedures and penalties provided for in school policies related to the conduct and discipline of students, staff, and others.

Bullying & Harassment (YUHSD Policy JICK-EB)



The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by this policy will not be tolerated.

Definitions

Bullying: Bullying may occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that

A) Has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,

B) Is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,

C) Occurs when there is a real or perceived imbalance of power or strength, or

D) May constitute a violation of law.

Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

A) Verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying,

B) Exposure to social exclusion or ostracism,

C) Physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and

D) Damage to or theft of personal property.

Cyberbullying: Cyberbullying is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

Harassment: Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

Intimidation: Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Prohibitions & Discipline

- Students are prohibited from bullying, harassment, or intimidation on school grounds, school property, school buses, at school bus stops, at school-sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.



- Disciplinary action may result for bullying, harassment, or intimidation which occurs outside of the school and the school day when such bullying, harassment, or intimidation results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school-sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.



Reporting Incidents of Bullying/ Harassment/Intimidation

- A student who is experiencing bullying, harassment, intimidation or believes another student is experiencing bullying, harassment, or intimidation is to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied, harassed or intimidated shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information.
- The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies GCQF and GDQD.
- Reprisal by any student or staff member directed toward a student or employee related to the reporting of a case of bullying or a suspected case of bullying, harassment, or intimidation shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable District policies and administrative regulations.
- At the time a student reports alleged bullying, harassment, or intimidation the principal shall provide to the student who has allegedly been bullied, harassed, or intimidated a written copy of student rights, protections and support services available to the student and shall notify the student's parent(s)/guardian(s) of the suspected incident of harassment, intimidation or bullying.
- The principal shall investigate all reports of bullying, harassment, or intimidation. If the principal determines that bullying, harassment, or intimidation has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in Policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Reporting Incidents of Bullying/ Harassment/Intimidation (Continued)

- ▶ Documentation related to reported bullying, harassment, or intimidation and subsequent investigation shall be maintained by the District for not less than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.
- ▶ The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall
 - A)** occur during the first (1st) week of each school year,
 - B)** be provided to each incoming student during the school year at the time of the student's registration,
 - C)** be posted in each classroom and in common areas of the school, and
 - D)** be summarized in the student handbook and on the District website, and
- ▶ The Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to
 - A)** Governing Board policy,
 - B)** preventive measures,
 - C)** incident reporting procedures,
 - D)** available support services for students (both proactive and reactive), and
 - E)** student rights.
- ▶ Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.
- ▶ The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying, harassment, or intimidation. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.
- ▶ Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.
- ▶ Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.



Student Due Process Procedures (YUHSD Policies JKD & Jke)



STUDENT SUSPENSION (YUHSD POLICY JKD)

A student may be removed from contact with other students as a temporary measure. The authority to suspend a student for up to ten (10) days, after an informal hearing is held, rests with the Superintendent, principal, or other school officials granted this power by the Governing Board of the School District. If a danger to students or staff members is present, the Superintendent may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practicable. Each suspension shall be reported to the Governing Board, within five (5) days, by the person imposing it. [A.R.S. [15-843](#)]

In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted. In no instance shall students be released early from school unless parents have been notified.

The Superintendent may designate a hearing officer for suspension hearings.

REGULAR EDUCATION STUDENTS

Suspension for ten days or less:

Step 1: The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.

Step 2: Following Step 1

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
 - a) Suspend the student for up to ten (10) days.
 - b) Choose other disciplinary alternatives.
 - c) Exonerate the student.
 - d) Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
2. When suspension is involved:
 - a) A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
 - b) A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
3. No appeal is available from a short-term suspension.

REGULAR EDUCATION STUDENTS (CONTINUED)

Suspension for over ten days:

Step 3: If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.

Step 4: A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:

1. The charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at student's expense.
7. If a hearing officer has been designated, the name of the hearing officer.

Step 5: A formal hearing will be held, during which the student will be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses, and may be represented by an attorney.

Step 6: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.
2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.
3. The decision of the Board is final.

SPECIAL EDUCATION STUDENTS

Suspension for ten days or less:

Suspension for ten days or less. Short-term suspension (ten [10] days or less) may be used for special education students for disciplinary reasons on the same basis as for a regular education student. (It is not considered a change of placement.)

Step 1: The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

- 1.** After having received notice, the student will be asked for an explanation of the situation.
- 2.** The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

Step 2: Following Step 1

- 1.** Provided that a written record of the action taken is kept on file, authorized District personnel may:
 - a)** Suspend the student for up to ten (10) days.
 - b)** Choose other disciplinary alternatives.
 - c)** Exonerate the student.
 - d)** Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
- 2.** When suspension is involved:
 - a)** A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
 - b)** A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
- 3.** No appeal is available from a short-term suspension.



Suspension for over ten days

If a special education student is recommended for a suspension of more than ten (10) days during the school year (a possible change in placement), a manifestation determination conference must be held.

Step 3: A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.

Step 4: If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.

SPECIAL EDUCATION STUDENTS (CONTINUED)

Step 5: If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

An exception to the above allows for an IDEA qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accord with federal law and regulation, if the removal is for IDEA defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained.

Any interim alternative educational setting must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP; and include services and modifications which are designed to prevent the behaviors for which the placement was made from recurring. (Caution: refer to IDEA statutes and regulations before implementing the exception.)

ALTERNATIVE TO SUSPENSION

Students meeting the following requirements may participate in an alternative to suspension program described below at the determination of the Superintendent:

A) Suspension from school has been determined as the punishment for an offense and any appeal has been denied.

B) The immediate suspension was not due to:

- 1.** Fighting or engaging in violent behavior
- 2.** Threatening an educational institution
- 3.** Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
- 4.** Making a bomb threat
- 5.** Engaging in arson

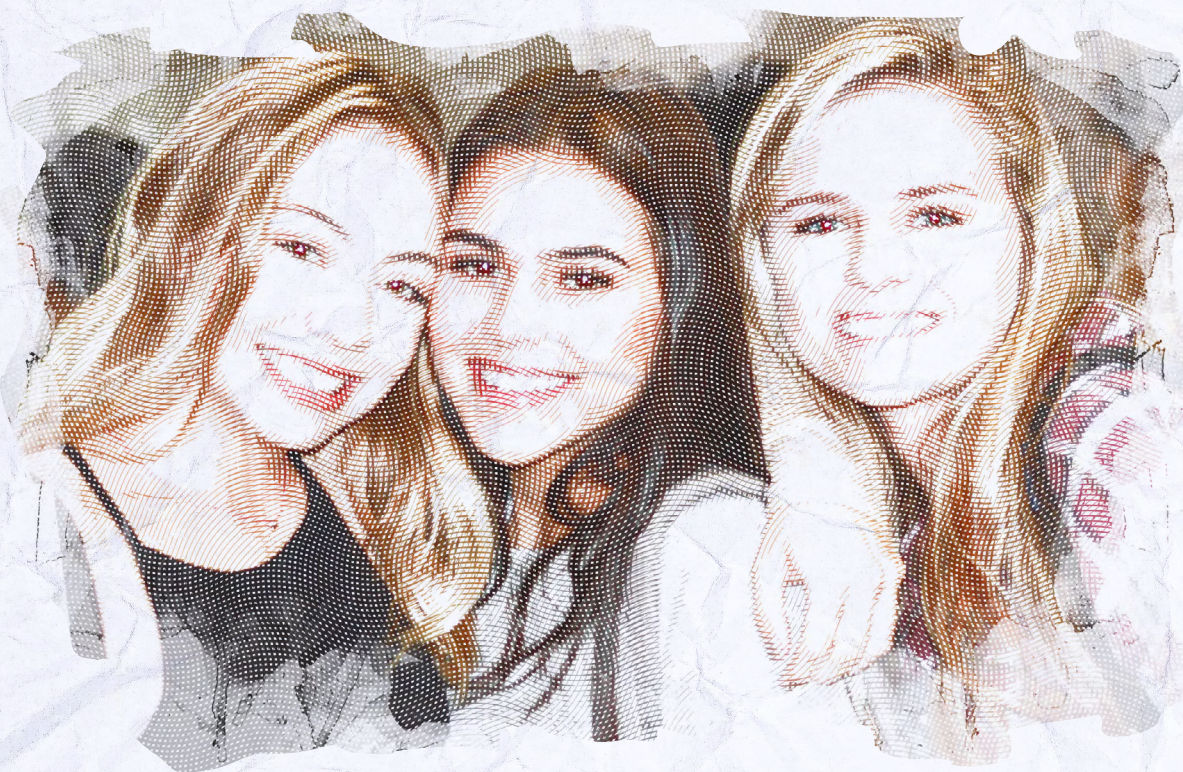
C) The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.

D) The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.

E) The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and, in its entirety, should the student violate the conditions or requirements of the Alternative to Suspension Program. (Note: Follow appropriate dismissal procedures.)

F) Parent(s) or guardian(s) shall agree to participate by:

- 1.** Providing transportation as necessary to and from the program location.
- 2.** Furnishing meals prepackaged or purchasing same for the student.
- 3.** Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.



ALTERNATIVE TO SUSPENSION (CONTINUED)

The Alternative to Suspension Program is to be one of social isolation. It shall be discipline intensive, requiring academic work and as determined may involve community service, groundskeeping, and litter control. Parents will participate by providing support and supervision.

- A)** Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school sponsored activity will be permitted during the program.
- B)** Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.
- C)** Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day.
- D)** Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.
- E)** Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program.
- F)** Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

PROCEDURES & CONDITIONS FOR READMISSION OF STUDENTS SUSPENDED FOR MORE THAN TEN DAYS

Early readmission procedures (Non-Strategy For Success Students)

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half $[1/2]$ with consideration for the grading period or academic division as necessary).

The following conditions must be met:

- A)** A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.
- B)** Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian. (Parents of elementary grade students may prepare the summary.)
- C)** The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.
- D)** At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.
- E)** The determination to allow readmission may be based on, but not limited to, the following elements:
 - 1.** The age of the student.
 - 2.** The frequency, type, and relative magnitude of previous misbehavior by the student.
 - 3.** The relative severity of the event(s).
 - 4.** Whether the student's behavior violated civil or criminal laws.
 - 5.** The degree to which the incident(s) interfered with the educational process.
 - 6.** The extent to which the event created endangerment to the student, others or property.
 - 7.** Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
- 8.** The student's attitude concerning the event(s).
- 9.** The expressed intent concerning the student's future behavior.
- F)** Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:
 - 1.** Regular attendance—no unexcused absences.
 - 2.** No violation of school rules or policies.
 - 3.** Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
 - 4.** Completion of all class tasks in timely fashion, as directed.
 - 5.** Student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.
 - G)** The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.



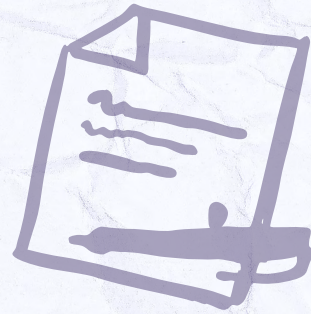
PROCEDURES & CONDITIONS FOR READMISSION OF STUDENTS SUSPENDED FOR MORE THAN TEN DAYS (CONTINUED)

Early readmission procedures (Strategy For Success Students)

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half [1/2] with consideration for the grading period or academic division as necessary).

The following conditions must be met:

A written request must be submitted to the Superintendent on behalf of the student by the Principal at the alternative to suspension program asking for readmission and certifying that the student has completed the program by meeting conduct and attendance expectations.



STUDENT EXPULSION (YUHSD POLICY JKE)

A recommendation to expel shall be by the Superintendent. The authority to expel rests only with the Board. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation.

Expulsion of pupils in a kindergarten program and grades one (1) through four (4) must comply with A.R.S. [15-843\(K\)](#), as follows:

Unless required by A.R.S. [15-841\(G\)](#), bringing a firearm to school, which may be modified on a case-by-case basis, a school District or charter school may out-of-school suspend or expel a pupil who is enrolled in kindergarten through fourth grade (K-4) only if all of the following apply:

- A)** The pupil is seven (7) years of age or older.
- B)** The pupil engaged in conduct on school grounds that meets one (1) of the following criteria:
 - 1.** Involves the possession of a dangerous weapon without authorization from the school.
 - 2.** Involves the possession, use or sale of a dangerous drug as defined in A.R.S. [13-3401](#) or a narcotic drug as defined in A.R.S. [13-3401](#) or a violation of A.R.S. [13-3411](#).
 - 3.** Immediately endangers the health or safety of others.

4. The pupil's behavior is determined by the School District Governing Board or Charter School Governing Body to qualify as aggravating circumstances and that all of the following apply:

- a)** The pupil is engaged in persistent behavior that has been documented by the school and that prevents other pupils from learning or prevents the teacher from maintaining control of the classroom environment.
- b)** The pupil's ongoing behavior is unresponsive to targeted interventions as documented through an established intervention process that includes consultation with a school counselor, school psychologist or other mental health professional or social worker if available within the School District or Charter School or through a state sponsored program.
- c)** The pupil's parent or guardian was notified and consulted about the ongoing behavior.

STUDENT EXPULSION (YUHSD POLICY JKE) CONTINUED

d) Before a long-term suspension or expulsion, the school provides the pupil with a disability screening and the screening finds that the behavioral issues were not the result of a disability.

c) Failing to remove the pupil from the school building would create a safety threat that cannot otherwise reasonably be addressed or qualifies as "aggravating circumstances."

D) Before suspending or expelling the pupil, the School District or Charter School considers and, if feasible while maintaining the health and safety of others, in consultation with the pupil's parent or guardian to the extent possible, employs alternative behavioral and disciplinary interventions that are available to the School District or Charter School, that are appropriate to the circumstances and that are considerate of health and safety. The School District or Charter School shall document the alternative behavioral and disciplinary interventions it considers and employs.

E) The School District or Charter School, by policy, provides for both:

1. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who have served at least five (5) school days of a suspension from the school that exceeds ten (10) school days to be considered for readmission on appeal of the pupil's parent or guardian.

2. A readmission procedure for pupils who are in kindergarten through fourth grade (K-4) and who are expelled from or subject to alternative reassignment at the school to be considered for readmission on appeal of the pupil's parent or guardian at least twenty (20) school days after the effective date of the expulsion or alternative reassignment.

A school District or charter school is exempt from having to meet the prescribed criteria for the suspension of a student in kindergarten (K) or the first through fourth (1st – 4th) grades if either:

A) Expulsion is required pursuant to A.R.S. 15-841 (G) due to a student's possession of a firearm at school.

B) The suspension does not exceed two (2) days and the aggregate suspensions for the pupil do not exceed ten (10) days within a school year

"Aggravating circumstances" means the pupil is engaged in persistent behavior that:

A) Has been documented by the school.

B) Prevents other students from learning or prevents the teacher from maintaining control of the classroom environment.

C) Is unresponsive to targeted interventions as documented through an established intervention process.

The Governing Board (Option A): will decide in executive session whether the Board will conduct an expulsion hearing or designate one (1) or more hearing officers to hear the evidence)

OR (Option B): directs all expulsions hearings to be conducted by a hearing officer selected from a list of hearing officers approved by the Board.



EXPULSION REGULAR EDUCATION STUDENTS

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student's privileges to attend school.

Step 1: Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after or in conjunction with a long-term suspension hearing, if one is to be held.

Step 2: If the Superintendent concurs with the recommendation, the Superintendent shall (Option A: present the recommendation to the Governing Board) OR (Option B: present the recommendation for expulsion to a hearing officer selected from a list of hearing officers approved by the Board).

Step 3: In each case in which a recommendation for expulsion receives approval by the Superintendent, *(and the Board has not determined that all expulsion hearings are to be conducted by a hearing officer)*, the Governing Board will meet in executive session:

1. To determine whether the nature of the accusations against the student justify an expulsion hearing,
2. To determine whether the hearing will be held before the Governing Board or before a hearing officer,
3. To designate a hearing officer if one will be used, and
4. If the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in executive session. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during the initial executive session.

Step 4: The expulsion hearing should be scheduled so it may be resolved, if reasonably possible, during the period of any suspension.

Step 5: A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain:

1. A statement of the charges and the rule or regulation violated.
2. The extent of the punishment to be considered.
3. The date, time, and place of the formal hearing.
4. A designation of the District's witnesses.
5. That the student may present witnesses.
6. That the student may be represented by counsel at the student's expense.
7. If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
8. Copies of this policy and A.R.S. [15-840](#) and [15-843](#) unless previously provided in connection with the same infraction.

EXPULSION REGULAR EDUCATION STUDENTS (CONT.)

Step 6: The parent, guardian or emancipated student shall be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses, and may be represented by an attorney.
9. If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.
10. If the hearing is held before the Governing Board the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

Step 7: A formal hearing will be held.

When a parent or legal guardian has disagreed that the hearing should be held in executive (closed) session, it shall be held in an open meeting unless:

- a) If only one (1) student is subject to the proposed action, and disagreement exists between that student's parents or legal guardians, then the Board (hearing officer), after consultation with the student's parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
- b) If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. [15-843](#).

Step 8: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon conclusion of a hearing conducted by a hearing officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:
 - a) The time and place of the Board meeting at which the recommendation will be made.
 - b) That the recommendation may be appealed at the time the recommendation is made to the Board.
 - c) That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.
 - d) That the written appeal shall indicate a spokesperson on behalf of the student.
 - e) That the spokesperson will be given time to speak to the Board on appeal.
 - f) The Board may accept the hearing officer's recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student the expulsion shall become effective the day after the Board's decision. The decision of the Board is final.
2. Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

EXPULSION SPECIAL EDUCATION STUDENTS

A student qualified under the Individuals with Disabilities Education Act (IDEA) as revised in 2004 may not be expelled from school, unless as a result of a manifestation determination it has been determined that the student's behavior is unrelated to the child's disability. The manifestation determination must be held within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct.

In compliance with federal law and regulation, the student may be given a change in placement in lieu of expulsion. Expulsion may not result in termination of educational services for a student qualified under the Individuals with Disabilities Education Act. The individualized education program (IEP) team generally determines a change in placement of an IDEA qualified student. During any change in placement the school must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's individualized education programs.

A student with a disability qualified under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973 and not qualified under the Individuals with Disabilities Education Act as revised in 2004, may be suspended or expelled from school and education services may be ceased, if nondisabled students in similar circumstances do not continue to receive education services.

Readmittance Procedure:

A) A student expelled from the District may request readmittance by making a written application to the Board. Readmission is at the discretion of the Governing Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for readmittance. The application for readmittance shall occur no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed (the remainder of the semester in which the violation has occurred and two [2] additional semesters). The application must:

1. Be written and be directed to the attention of the Governing Board.

2. Contain all information that the student and parent(s) consider relevant to the Governing Board's determination as to whether or not to readmit the student. This should include information indicating:

a) An appreciation by the student of the severity and inappropriateness of the student's prior misconduct.

b) That such misconduct or similar misconduct will not be repeated.

c) A description of the student's activities since the expulsion.

d) Support of the student's application for readmission.

3. Be filed in the Superintendent's office.

B) The Governing Board shall meet in executive session to consider an initial application for readmission. The student and parents have the right to be present in the executive session but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted, and, if so, under what restrictions and conditions. The burden is on the student and parent(s) to convince the Governing Board that readmission is appropriate considering the interests of the expelled student, the District, and the interests of the other students and staff members. The Governing Board's decision is final.

C) A student may file more than one (1) application for readmission. Applications subsequent to an initial application, however, may not be filed more frequently than every ninety (90) days, and the Governing Board shall meet to discuss and consider the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

EXPULSION SPECIAL EDUCATION STUDENTS (CONT.)

Readmittance Conditions:

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions:

- A)** Regular attendance – no unexcused absence.
- B)** No violation of school rules or policies.
- C)** Completion of all classroom tasks in a timely fashion, as directed.
- D)** Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities.

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.



PRIMARY LANGUAGE OTHER THAN ENGLISH

If the student's parents or guardian(s) inform the Superintendent that the primary language used in the home is other than English, all documents pertaining to student discipline sent to the student or parent(s) or guardian(s) shall be in both English and, if practicable, the primary language used in the home. If the services of an interpreter are needed at the hearing, the parent(s) or guardian(s) shall contact the school and request an interpreter at least 48 hours before the hearing.

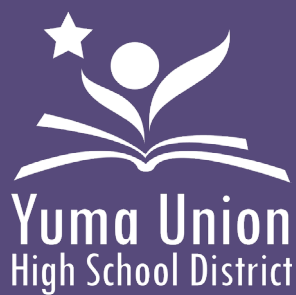
RESOURCE LINKS

Scan the Code Below to Refer
to the Statutes Mentioned in
this Section

- ▶ A.R.S. §13-1215
- ▶ A.R.S. 13-1216
- ▶ A.R.S. 15-843
- ▶ A.R.S. 15-841
- ▶ A.R.S. 13-3401
- ▶ A.R.S. 13-3411
- ▶ A.R.S. 15-840







2024-2025 **HANDBOOK**

For Students & Families