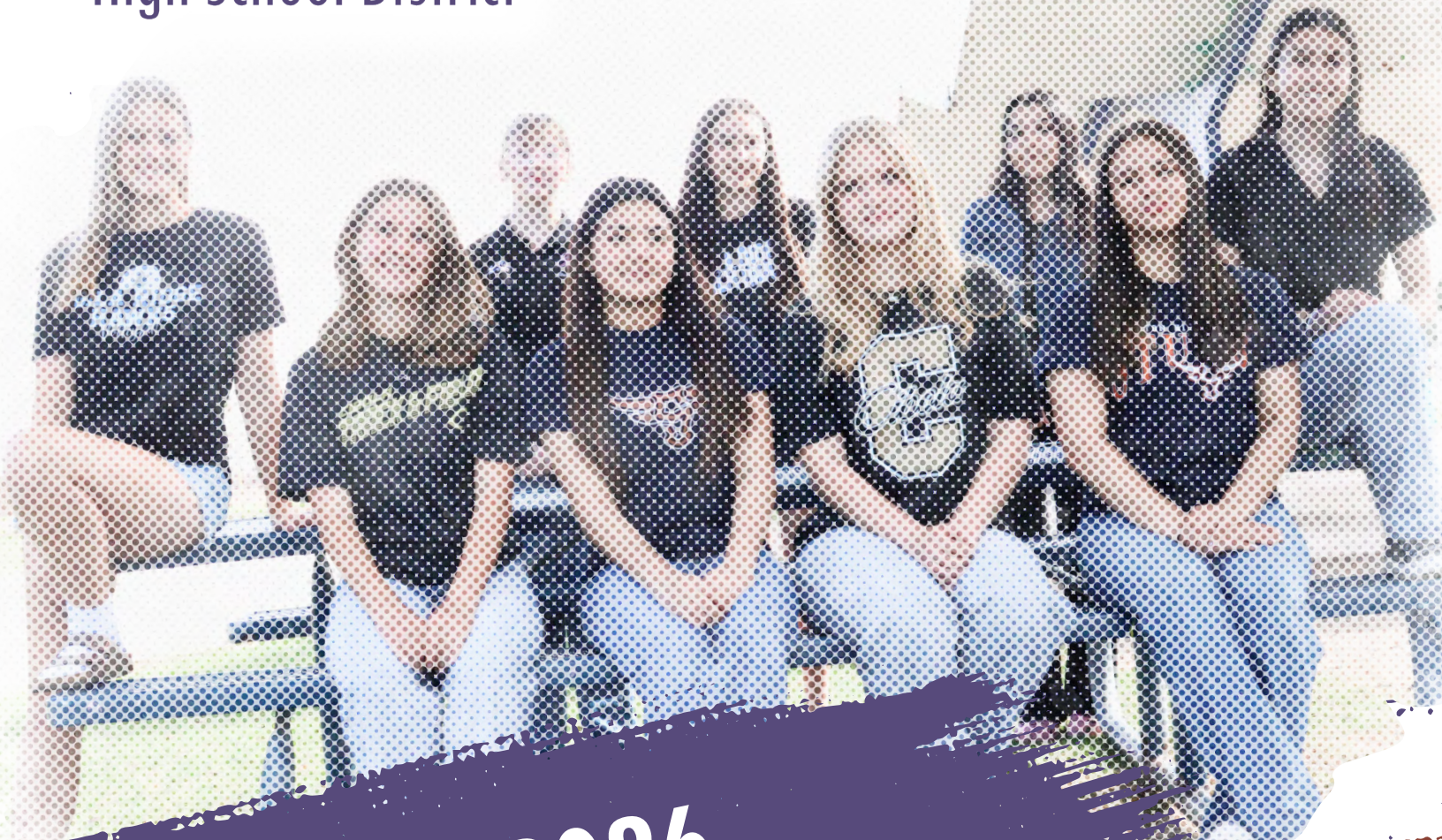




Yuma Union
High School District



2025-2026 HANDBOOK

For Students & Families

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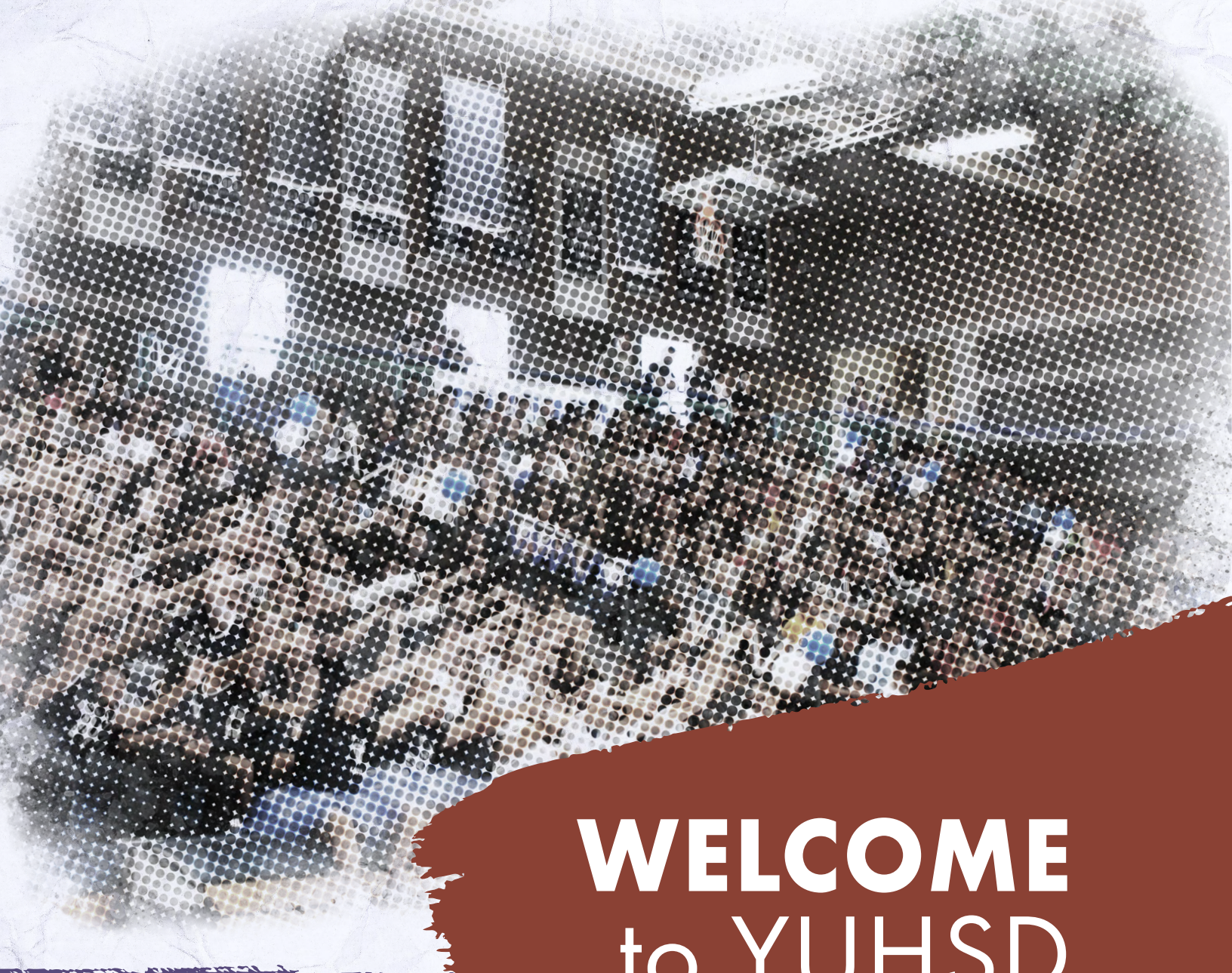
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WELCOME to YUHSD



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Superintendent's Message

Dear Yuma Union High School District 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. YUHSD70 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



Christy Cradic
Board Vice President



Carlos Gonzalez



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.



2025-2026 Calendar



First Semester Important Dates

July 2025

Independence Day Friday, July 4
First Student Day Tuesday, July 29

August-September 2025

Labor Day (No School) Monday, September 1
All District In-Service (Remote Learning Day) Monday, September 22

October 2025

Fall Break (No School) Friday-Monday, October 10-13

November 2025

Veterans Day Tuesday, November 11
Fall Break (No School) Monday-Tuesday, November 24-25
Thanksgiving Break (No School) Wednesday-Friday, November 26-28

December 2025

Vista High School Winter Graduation Thursday, December 18
End of 1st Semester Friday, December 19
Christmas Break (No School) Monday-Wednesday, December 22-31



Second Semester Important Dates

January 2026

Christmas Break (No School)	Thursday-Friday, January 1-2
Winter Break (No School)	Monday-Friday, January 5-9
Second Semester Begins	Monday, January 12
Martin Luther King Day (No School)	Monday, January 19

February 2026

All District In-Service (No School)	Friday, February 13
President's Day (No School)	Monday, February 16

March-April 2026

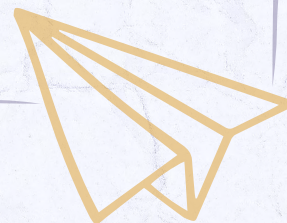
Spring Break (No School)	Monday-Friday, March 30-April 3
Good Friday (No School)	Monday, April 6

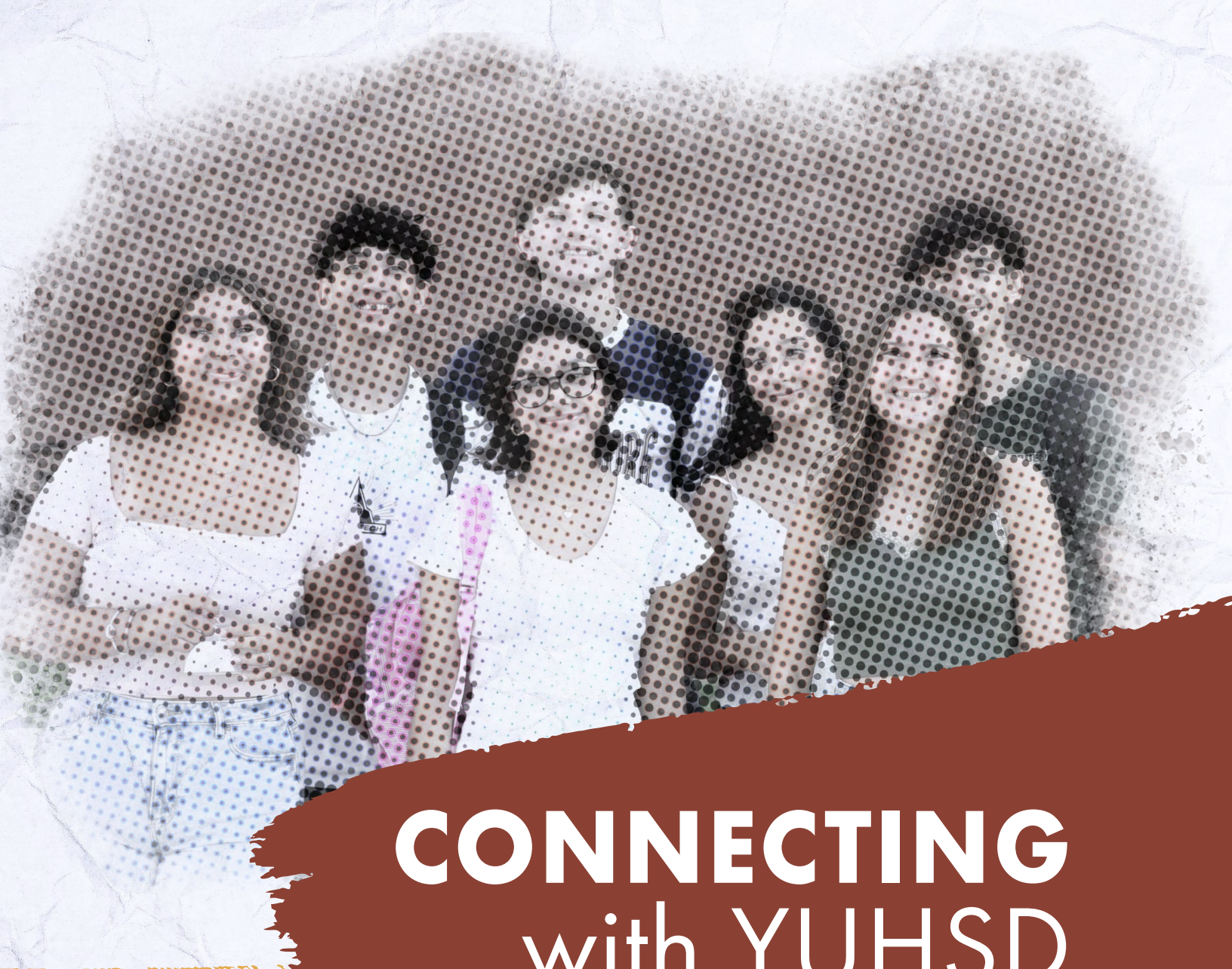
May 2026

Vista High School Spring Graduation	Wednesday, May 20
Last Student Day	Thursday, May 21
Graduation	Friday, May 22
Memorial Day	Monday, May 25

June 2026

Juneteenth	Friday, 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)

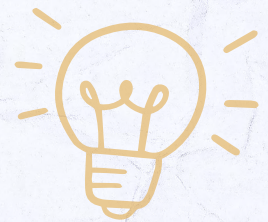
What to Consider:

- ▶ 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?

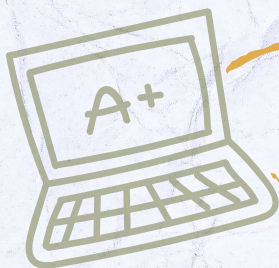


Update your contact information with your school's front office to be sure you are receiving all the communication sent by your school and Yuma Union. This includes current email, phone, address, etc.

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

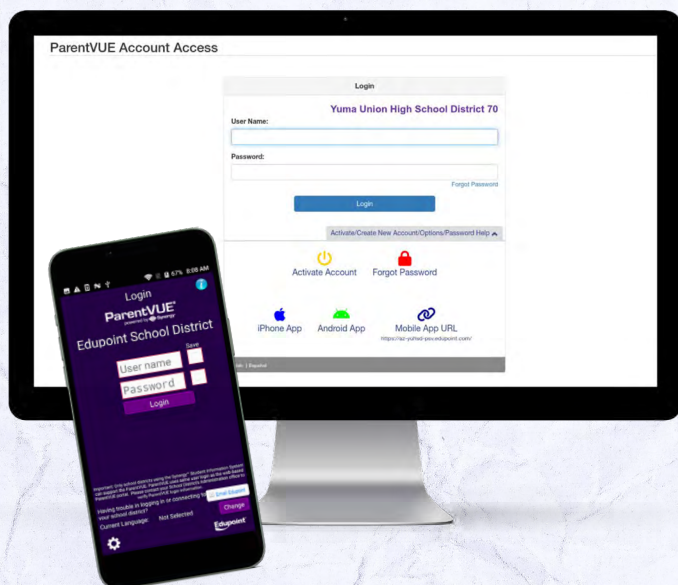
View current grades and assignments for each scheduled class.

REPORT CARD & SCHEDULE

Review student grades posted for each grading period.

ATTENDANCE

Review all absences and tardies by date and period.



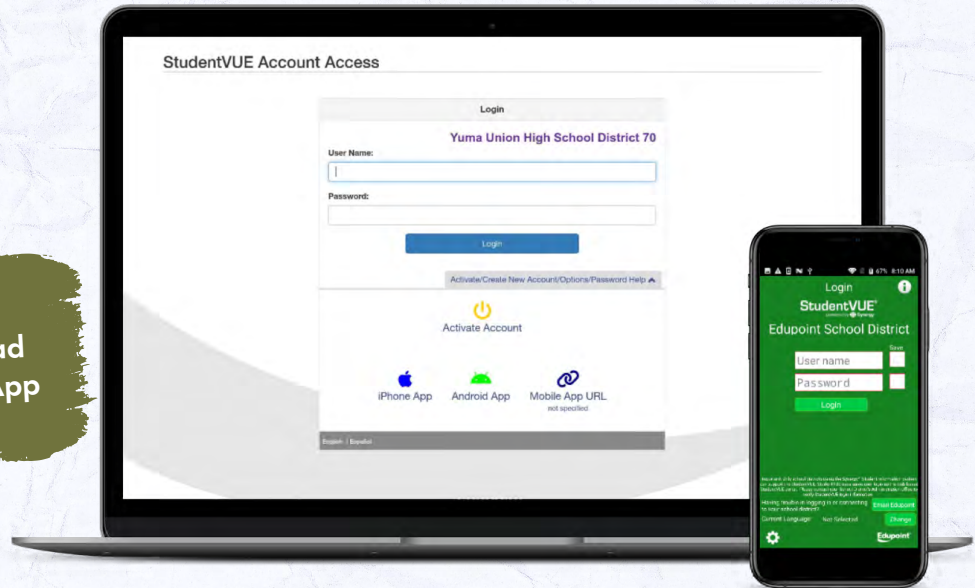
FAMILIES CAN LOG IN TO THE PARENT & STUDENT PORTALS AT:

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

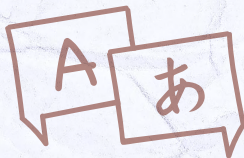
Activation Key

Continue to Step 3



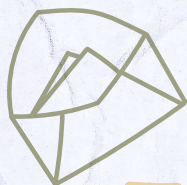
ParentSquare

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 & school staff.
- ▶ 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.
- ▶ Receive daily attendance notifications.



Scan the QR to Download the ParentSquare Mobile App

SOCIAL MEDIA

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

Follow **Yuma Union** on Social Media



YUUSD



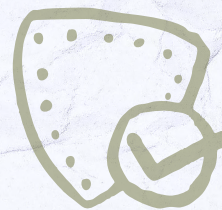
@yuhsd70



Youtube.com/YUUSD



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, ParentSquare messaging platform, and Yuma Union social media channels for updated information.
- ▶ Tune into local TV and radio stations for school news alerts.
- ▶ Please wait for messages (via email, text, and phone) from our ParentSquare messaging platform that will notify you when it is safe to pick up your student and the location for 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 website. The header includes the Yuma Union High School District logo and the text "Report urgent student concerns quickly to school officials". The main content area features the "Anonymous Alerts" logo, a language selection dropdown, and a "Step 1 of 2:" heading. Below this, there is a paragraph explaining the system's purpose and a warning about false reporting. A section titled "Please do not use this system for issues requiring immediate assistance" includes a note about emergency reporting. The form fields include "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!**





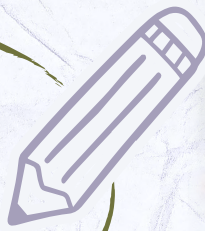
KEEPING YOUR Student On Track



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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 Standards-based grading seeks to make learning more apparent by showing a students' level of understanding for each individual standard.

COURSE FEES

Yuma Union High School District does not require students to pay for a required program of instruction. The opportunity to attend school, complete required course work, or earn required course credit during the regular school day is not contingent upon payment of any optional fee/material charge. However, students who choose to take any course that requires the use of expendable materials will be charged a fee to cover the cost of materials. The administration may waive the assessment of all or part of the fee upon request if it creates an economic hardship. Requests can be made to the administration during registration or throughout the school year.



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. Students 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.



Attendance

(Continued)



DOCUMENTATION OF ABSENCES

A student between the ages of six (6) and sixteen (16) is required to attend school during the school's hours. Since absences do occur, procedures are in place for parents to notify the school regarding their student's absences. The student's parent/legal guardian is required to notify the school regarding the student's absence by calling the attendance office or reporting the absence through ParentVUE.

ADMINISTRATIVE REVIEW

Administrative reviews determine which absences may be excused. These reviews follow the Arizona Department of Education's guidelines for excused absences.

- ▶ In order for absences to be counted as excused absences, the school must be notified in advance or at the time of any absences by the parent or other person who has custody of the student.
- ▶ Absences that qualify as excused and require proof for waiver include, but are not limited to:
 - Time necessary to process for armed forces (e.g., orders, travel forms)
 - Bereavement (e.g., obituary, funeral home card, death certificate)
 - Chronic illness (forms available through the school nurse and must be updated annually)
 - College visits/interviews (valid, dated proof of visit required)
 - Family emergency
 - Homelessness
 - Illness (e.g., notes from a doctor, dentist, orthodontist, therapist)
 - Medical documentation can be used to excuse a student's absence upon their return to school.
 - Religious Purposes
 - Written consent given to school by parent/legal guardian and religious instruction or exercise must take place away from the school property.

TARDY

Being on time for class is a key part of demonstrating respect for your education and others. Students are considered tardy if they are not in their assigned classroom and ready to start when the bell rings. Tardiness can disrupt the learning environment and affect not only your own progress but that of your classmates as well.

Arriving on time shows responsibility, commitment, and respect for the time and effort of both your teachers and peers. Regular punctuality is an essential habit that will benefit you throughout your academic journey and beyond.

Repeated tardiness may result in disciplinary actions, as we strive to maintain an atmosphere where all students can thrive. We encourage all students to take responsibility for their time and be prepared to start learning promptly each day.

PERMISSION TO LEAVE CAMPUS DURING SCHOOL DAY

YUHS schools are closed campuses, which means that students are not allowed to leave school during the day without permission. If you need to leave campus, you must check out through the attendance office, and permission from a parent or guardian is required. There are certain exceptions to this policy, including for work-based learning, school activities, early release schedules, or other pre-approved departures. If you plan to leave for any of these reasons, make sure you have received proper approval in advance.



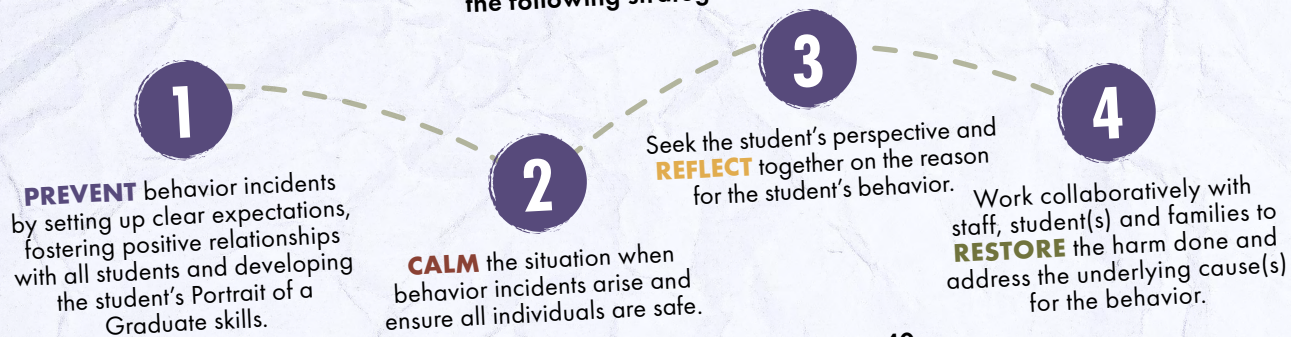
Behavior

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:



Read our Student Code of Conduct on page 40.

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.

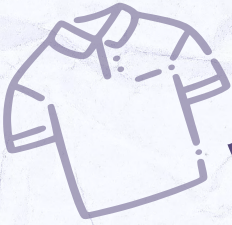
SET BOUNDARIES & STAY INFORMED

- ▶ 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 Procedure **3-403.A. Student Acceptable Use Agreement**.



Dress for Success

Student attire may be regulated as necessary and appropriate to maintain order and decorum within the educational system and to avoid material and substantial interference with schoolwork or discipline.



Prohibited Attire

Attire may be prohibited when it:

- ▶ Significantly interferes with the District's ability to maintain order; such as disrupting schoolwork, school programs and activities, creates disorder, or prevents any student(s) from achieving educational objectives.
- ▶ Affects the health or safety of students, personnel or visitors.
- ▶ Conveys affiliation with a criminal street gang.
- ▶ Exposes the wearer's midriff, undergarments, or undergarment areas.
- ▶ Contains or conveys obscene language, symbols or messages.
- ▶ Promotes or depicts the unlawful use of alcohol, tobacco, or drugs.
- ▶ Violates the constitutional rights of any other person(s).
- ▶ Is inconsistent with or prohibited by the course, program, or activity.
- ▶ The District does not discriminate against student or parents/legal guardians on the basis of religious viewpoint or expression. Students may wear clothing, accessories and/or jewelry ("attire") displaying religious messages or symbols in the same manner and to the same extent that other types of attire are permitted.

Religious Attire

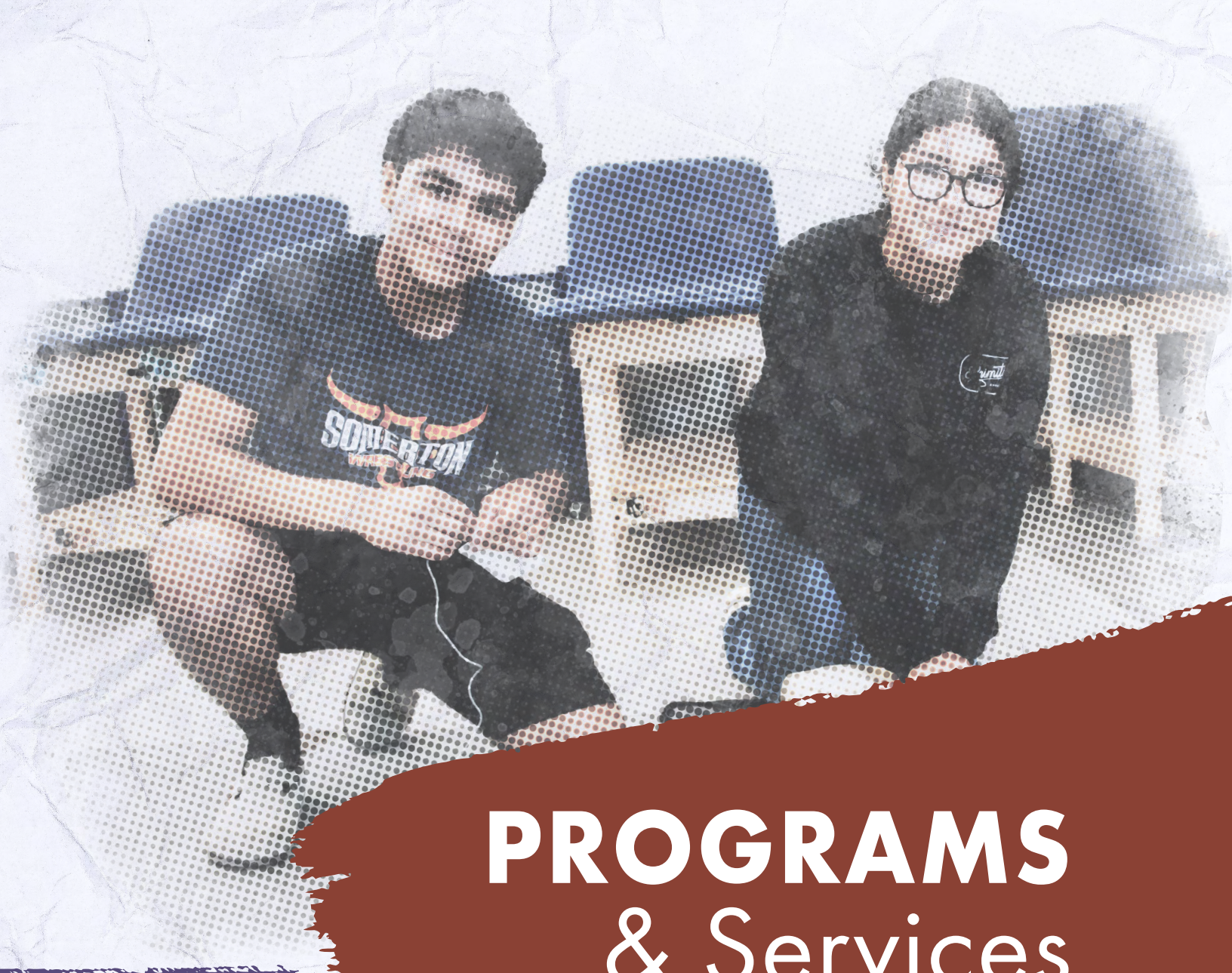
The District does not discriminate against students or parents/legal guardians on the basis of religious viewpoint or expression. Students may wear clothing, accessories and/or jewelry ("attire") displaying religious messages or symbols in the same manner and to the same extent that other types of attire are permitted.

STUDENT & PARENT/LEGAL GUARDIAN COMPLAINTS

Students or parents/legal guardians may challenge a District decision on religious attire by submitting a written complaint pursuant to Policy 5-301 (Student Freedom of Expression).

Tribal Attire at Graduation Ceremony

The District does not prohibit any student who is an enrolled member of a federally recognized Indian tribe from wearing traditional tribal regalia or objects of cultural significance ("tribal objects") at the student's graduation ceremony



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 **fee** per sport will be charged.

- ▶ The Athletic Fee is \$55 per sport for YUHSD students. Student-athletes 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 (Yuma High School & Kofa High School)

Clubs Offered in Yuma Union

- ▶ Academic Decathlon
- ▶ Art Club
- ▶ AVID
- ▶ Band
- ▶ Class of 2026/2027/2028/2029
- ▶ 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 Point of Contact 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.

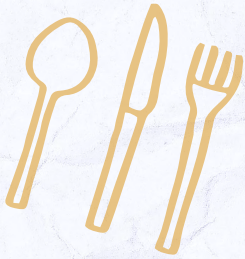
Eligibility Requirements

- 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.*

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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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)

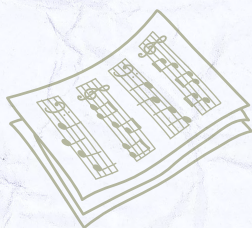


The YUHSD Mastery of the Arts program is designed for **ALL YUHSD students who have a purposeful interest within arts**. The intent is to work collaboratively with each of the YUHSD high schools' fine arts programs and community artists to grow, enhance and refine a student's skill sets within the art 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.



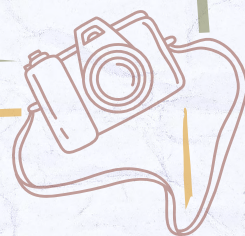
ADDITIONAL DETAILS

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 5-303).....**38**

Student Rights & Responsibilities
(YUHSD Policies 5-305 & 5-306).....**39**

Student Code of Conduct**40**

Hazing (YUHSD Policy 5-408).....**45**

Bullying & Harassment (YUHSD Policy 5-409).....**47**

Student Due Process Procedures
(YUHSD Procedure 5-306.A).....**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 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.

The District may disclose your student's address, telephone number or email address only if 1) disclosure is required by state or federal law; 2) the District has obtained affirmative written consent from you; or 3) you have not opted out of the disclosure or directory information and the disclosure is to enrolled students for an educational purpose or to school employees for school business.

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.

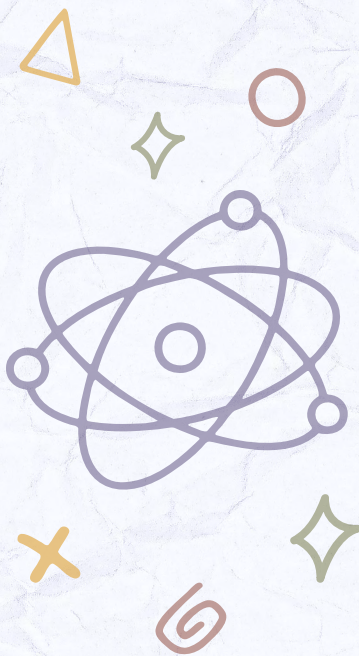
SECTION 504 OF THE REHABILITATION ACT OF 1973

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 (YUHSD Policy 5-303)



GENERAL INFORMATION

Student records will be created, managed, and disclosed in a manner consistent with state and federal laws, including the Family Educational Rights and Privacy Act (FERPA); the Individuals with Disabilities Education Act (IDEA), the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT), the Every Student Succeeds Act of 2015 (ESSA), the requirements of the Arizona Uniform System of Financial Records (USFR), and the Arizona Department of Libraries, Archives and Public Records.

The Board directs the Superintendent to establish procedures for such compliance, including informing parents/legal guardians, students, and the public of the contents. The Superintendent will implement procedures as required by law and will establish procedures for dealing with violations.

ANNUAL NOTIFICATION

The District shall annually notify parents/legal guardians of students currently in attendance, or eligible students currently in attendance, of their rights under FERPA. The notice must inform parents/legal guardians or eligible students that they have the right to:

- ▶ Inspect & review the student's education records;
- ▶ Seek amendment of the student's education records that the parent/legal guardian or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- ▶ Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that state or federal regulations authorize disclosure without consent; and
- ▶ File a complaint with the United States Department of Education under 34 C.F.R. §§ 99.63 and 99.64 concerning alleged failure by the District to comply with the requirements of FERPA and its implementing regulations.

The District shall also provide parents/legal guardians with access to:

- ▶ The procedure for exercising the right to inspect and review education records;
- ▶ The procedure for requesting amendment of records under 34 C.F.R. § 99.20; and
- ▶ The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.



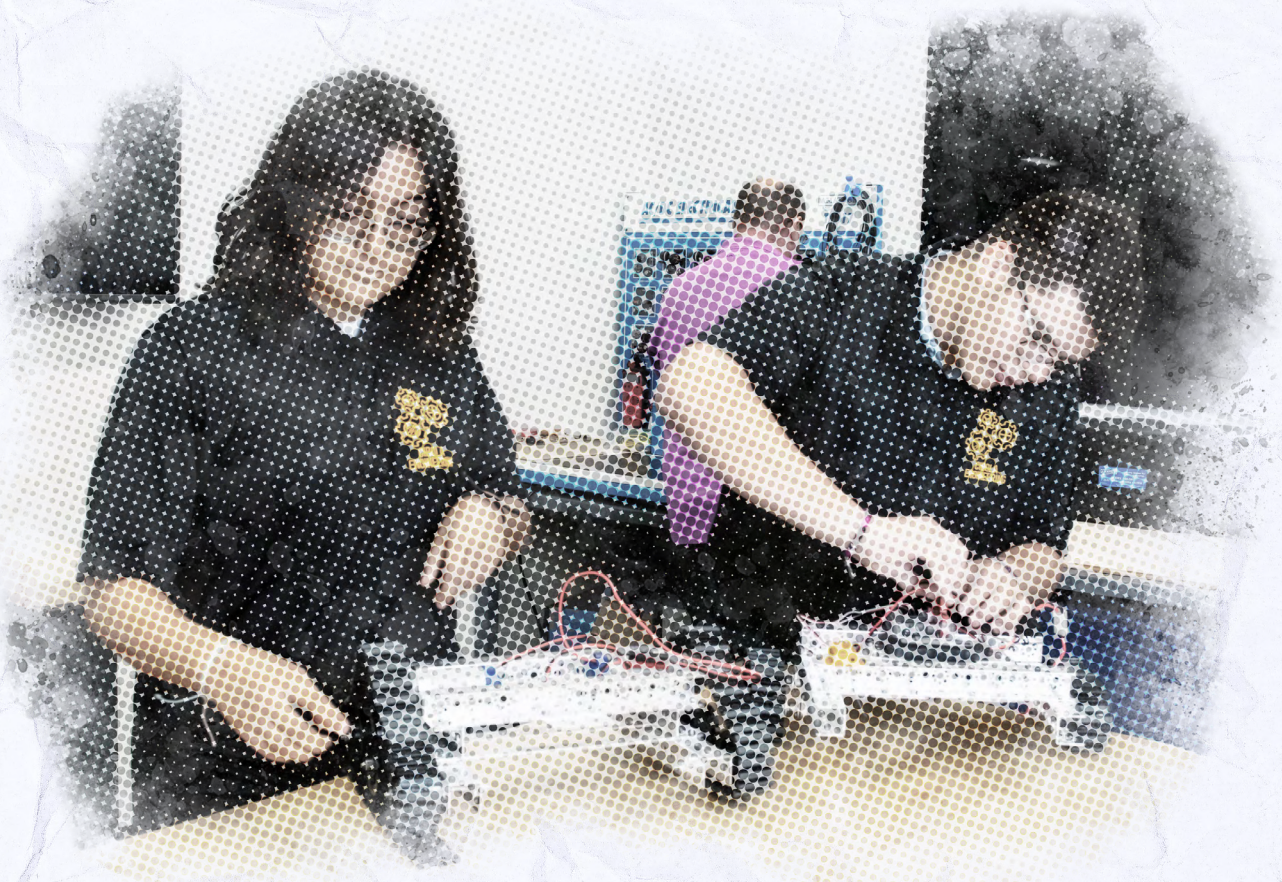
The Superintendent shall develop procedures to communicate to students and their parents/legal guardians in a timely manner information relating to access to the Arizona Department of Education form which is designed to allow pupils to request that directory information not be released pursuant to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA). The Superintendent shall also develop forms to notify parents/legal guardians of their right to opt-out of the disclosure of directory information pursuant to FERPA and of opt-out procedures.



Student Rights & Responsibilities

School Jurisdiction

- ▶ Students are responsible for their conduct on the way to and from school.
- ▶ School Sanctioned Trips: Groups traveling under District sponsorship represent the student body and community. They must adhere to the Student Code of Conduct.
- ▶ 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: "Detention" means the campus detention program. Students may be assigned detention for violations of school rules and regulations. The campus detention program may consist of one (1) or more hours of after-school detention. Students who fail to attend assigned detentions may be suspended.

Suspension: "Suspension" means the temporary withdrawal of the privilege of attending a school for a specified period of time.

Expulsion: "Expulsion" means the permanent withdrawal of the privilege of attending a school unless the Governing Board reinstates the privilege of attending the school.

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 user 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.

1. In any suspension hearing in which the issue of self-defense, defense of others or defense of property is raised by a student, the principal, hearing officer or Board shall consider the defense raised and whether the physical force threatened or used by the student in the situation was justified as being the action of a reasonable person of similar age and experience.

2. Notwithstanding the above:

- a. Verbal provocation alone shall never be deemed to justify the threat or use of physical force;
- b. Students are never entitled to violate the District's weapons policy; and
- c. Excessive physical force or deadly physical force may never be used in defense of property.

Violations & Consequences

In every circumstance where it is established that a student has violated a rule, and it is found that they have previously committed, or are currently committing, an equally serious or more severe violation as defined by the class, the current conduct will be classified as a second violation for the purpose of punishment. When assessing a student's prior violations, their entire time enrolled in the District will be taken into account.

Class One Violations:

1. Arson: A student shall not start, attempt to start, or promote the continuation of any fire or explosion. This does not preclude teacher-approved and supervised class activities.

2. Assault & Aggravated Assault: The physical assault of a staff member or of a student is prohibited.

3. Sexual Misconduct: Indecent exposure, pornography, public sexual indecency, are prohibited. It also includes sexual innuendos, unsolicited and unwelcome conduct that has sexual overtones, or continuing to express sexual or social interest after being informed that the interest is unwelcome.

4. Drugs—Drug Paraphernalia: A student shall not possess, distribute, dispense, be under the influence of, purchase, obtain, use, sell, or transfer, or attempt to purchase, obtain, sell, or transfer any controlled substance, dangerous drug, narcotic drug, or precursor chemical. The terms "controlled substance," "dangerous drug," "narcotic drug," and "precursor chemical," have the meaning as defined in Policy 4-205.

a. A student shall not purchase, transfer, or sell any drug that is available by prescription only, or any over-the-counter medication.

b. A student shall not possess or use any drug that is available by prescription only, or an over-the-counter medication, without the authorization of the building principal or the principal's designee.

c. A student, including a cardholder as defined in A.R.S. § 36-2801, shall not possess or use marijuana on any District property or at any District-sponsored event.

d. A student shall not possess, sell, offer to sell, transfer, or use drug paraphernalia as defined by A.R.S. § 13-3415. Drug paraphernalia includes vaping devices or inhalant products.

5. Alcohol: A student shall not possess, sell, offer to sell, purchase, offer to purchase, use, transfer, or be under the influence of alcohol. The term "alcohol" means beer, wine, or any distilled spirits as defined in A.R.S. § 4-101.

6. Threatening an Educational Institution: A student shall not make a false report (electronic, verbal, or written) regarding a serious offense or threaten a school or the District by interfering with or disrupting a school, the District, or any school or District activity in violation of A.R.S. § 13-2911, A.R.S. § 15-841.H, and/or A.R.S. § 13-2907.

7. Bomb Threat; Chemical or Biological Threat: A student shall not threaten to cause harm to property or persons using a bomb, explosive, or arson-causing device or dangerous chemical or biological agent.

8. Misrepresentation; Extortion; Theft: A student shall not take, use, or borrow any property by misrepresentation, deception, or by an express or implied threat. A student shall not take, use, or borrow property belonging to another person without that person's permission to use or take the property.

9. Weapons or Dangerous Items: A student shall not possess or use a firearm, weapon, explosive, fireworks, or any other instrument capable of harming any person or property or that reasonably would create the impression of such harm.

10. Simulated Firearms/Weapons: A student shall not possess a simulated firearm or other simulated weapon that appears to be capable of causing bodily harm.



Penalties: Students who commit a Class One violation may be recommended for suspension for the remainder of the current semester or longer, or even for expulsion. If a student commits a second offense while enrolled in the District, this may lead to a recommendation for expulsion. Parents or guardians will be informed, and relevant law enforcement officials may also be notified.

Class Two Violations:

1. Defiance of Authority; Untruthfulness:

A student shall obey the reasonable orders of teachers, administrators, and other District employees and shall respond to requests for information from those persons in a truthful manner. Continued acts of insubordination will be considered defiance.

2. Endangering the Health and Safety of Other:

A student shall not engage in conduct that endangers or reasonably appears to endanger the health or safety of other students, school employees, or other persons.

3. Fighting: Instigating, challenging to fight, or threatening to fight another student while under school jurisdiction is prohibited.

4. Harassment: A student shall not harass another person. Harassment includes, but is not limited to, verbal abuse that insults or humiliates others. It also includes sexual innuendos, unsolicited and unwelcome conduct that has sexual overtones, or continuing to express sexual or social interest after being informed that the interest is unwelcome. Harassment also includes non-sexually-oriented conduct that includes words, actions, jokes, or comments based upon an individual's sex, gender identity, disability, race, national origin, religion, political beliefs/affiliation, marital status, home language, family, social or cultural background, or other legally protected characteristic.

5. Written or Verbal Abuse of a Staff Member:

The written or verbal abuse (threats or harassment of any kind) of a staff member is prohibited (A.R.S. 15-507).

6. Initiation and Hazing: A student shall not engage in any activity involving an initiation, hazing, intimidation, assault or other activity related to group affiliation that is likely to cause, or does cause bodily injury, mental harm, or personal degradation or humiliation. All initiations, including those related to any school club, athletic team, or other group are subject to these prohibitions whether or not the conduct occurs on school grounds.

7. Bullying and Cyberbullying: A student shall not bully or cyberbully another student or any District employee. Bullying and cyberbullying include acting toward someone in an unwelcome manner, repeated over time, that exerts or attempts to exert power over that person. It also includes actions that contribute to a substantial risk of, or cause, injury, mental harm, degradation or social exclusion.

8. Unauthorized Entry: A student shall not gain, or attempt to gain, forceful or unauthorized entry to, or occupation of, school buildings or grounds or designated off-limits areas on school property. 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.

9. Vandalism; Destruction of Property: A student shall not damage, destroy, or deface any school property or property belonging to any other person. 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.

10. Violation of Federal, State, or Local Law: A student shall not violate any federal, state, or local law.

11. Violation of School Policies and Rules: A student shall not violate any Governing Board policy, regulation, or rule.

Class Two Violations (Continued):

12. Gang Activity or Association: A student shall not wear, carry, or display gang paraphernalia and/or exhibit behavior or gestures that symbolize gang membership or affiliation. By definition, a gang is a group of three (3) 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 (2) 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.

Penalties: Students who commit a Class Two violation may face a suspension of five (5) to nine (9) days for their first offense, unless the seriousness of the offense warrants a suspension for the rest of the semester or longer, or even expulsion. Additionally, students may be assigned to the school's detention program. A second Class Two violation, or committing any two (2) Class Two violations while under the District's jurisdiction, may lead to suspension for the remainder of the semester or a recommendation for expulsion. Parents or guardians will be notified, and relevant law enforcement officials may also be informed.

Class Three Violations:

1. Leaving Class or School Grounds: A student shall not leave class without the teacher's permission. A student shall not leave school grounds during regular school hours without authorization by the principal or the principal's designee.

2. Tardiness: A student shall not be tardy to class or to any required school activity.

3. Disruptive Conduct: A student shall not engage, or attempt to engage, in any conduct that is reasonably likely to disrupt, or that does disrupt, any school function, process, or activity.

4. Improper Use of Technology: A student shall not use District computers, network, or other technology to post, send, or share personal information about the student or others without prior permission of both a teacher and parent/legal guardian. A student shall not make or attempt unauthorized access to any District information system. A student shall not use District technology to bypass or attempt to bypass any firewall, or to perform any illegal act, or to access a District-prohibited website.

5. Cellular Telephone & Other Wireless Communication Devices: a student shall not use a cellular telephone or other electronic wireless communication device during the school day, except as expressly permitted by the District. Restrictions are listed in Procedure 5-305.A, the District's technology use agreement and A.R.S. § 15-120.05. A student shall not record or transmit speech or other communications of other persons without those persons' express consent.

6. Insubordination: Failure to comply with a reasonable request of a staff member is prohibited.

7. Forgery; Plagiarism; Cheating: Student shall not use or attempt to use the identity, signature, academic work, or research of another person representing that work to be their own. A student shall not share the student's knowledge or work with another student during an examination or test unless specifically approved in advance by the teacher. A student shall not use during any examination or test any materials or notes unless approved by the teacher. A student shall not forge a parent's/legal guardian's, or any other person's signature on any communication to the school, or on any school document or form.

8. Tobacco and or Nicotine Products: A student shall not possess or use tobacco and or nicotine products.

Penalties: Students who commit Class Three violations may be assigned to detention and/or face a suspension of one (1) to five (5) days, unless the seriousness of the violation warrants a harsher penalty. Parents or guardians will be notified. Repeated Class Three violations may lead to more severe consequences, including long-term suspension..



Class Four Violations:

1. Dress & Appearance: A student's dress or appearance shall not present health or safety problems or cause disruption of educational activities. Items of attire with words, slogans or graphics that are obscene or that are related to drugs or alcohol shall not be worn or displayed. Footwear must be worn.

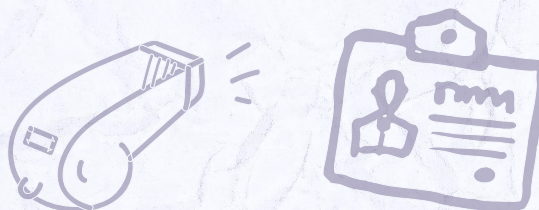
2. Gambling: A student shall not engage in any game or activity that involves the element of risk or chance with the intention that property or money will be exchanged based on the outcome of the game or activity.

3. Obscenity; Vulgarity: A student shall not use obscene or vulgar language or gestures or distribute obscene or vulgar materials.

4. Traffic and School Bus Rules: When operating a motor vehicle on school grounds or at a school event, a student shall follow all school and other traffic rules and shall operate the motor vehicle in a safe and prudent manner. A student shall abide by all school rules regarding the student's conduct while in a school bus or other vehicle and shall obey the directives of school bus drivers and monitors.

5. Public Display of Affection: Groping, kissing, hugging, or any other expressions of affection are not allowed during school hours or at school events.

6. 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.



Penalties: Students who commit a Class Four violation shall have a conference with an administrator and may be suspended one (1) to three (3) days. Students may also be assigned to the school's detention program. Any repetition of a Class Four violation will result in a more severe penalty. Parent(s)/guardian(s) will be notified.



Hazing

(YUHSO Policy 5-408)

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.

Hazing is prohibited. Solicitation to engage in hazing is prohibited. Aiding and abetting another person who is engaged in hazing is prohibited. All students, teachers, and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this Policy.

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 5-408.

Reporting/Complaint Procedure

Complaints of hazing and violations of this Policy should be reported to the principal or assistant principal of the school that sponsors the organization or where any student allegedly involved is enrolled.

- ▶ The principal, assistant principal, or designee shall promptly investigate all complaints of hazing and violations of this Policy.
- ▶ Violations of this Policy shall be reported to the appropriate law enforcement agency whenever a crime is reasonably suspected to have occurred.
- ▶ Students who violate this Policy are subject to disciplinary action, including suspension and expulsion.
- ▶ Any teacher or staff who knowingly allows, authorizes, or condones a violation of this Policy is subject to disciplinary action, including suspension without pay and termination of employment.
- ▶ Any organization that knowingly allows, authorizes, or condones a violation of this Policy may have its permission to conduct operations at the school suspended or revoked.
- ▶ All persons and organizations alleged to have violated this Policy are entitled to appropriate due process, including the right to appeal the discipline or sanction to the next administrative level.



Bullying & Harassment (YUHSO Policy 5-409)



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

Harassment: Harassment means any unwelcome conduct by one student toward another student on the basis of race, color, national origin, religion, sex (including sexual orientation and gender identity), or disability and that is sufficiently severe, pervasive, and objectively offensive so as to effectively deny a person equal access to the District's education program or activity.

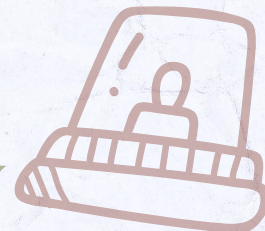
Intimidation: Intimidation means any behavior by one student toward another student intended to induce fear of physical or emotional harm.

Bullying: Bullying means any aggressive behavior by one student toward another student that involves an observed or perceived power imbalance and is repeated multiple times. Bullying may inflict physical, psychological, social, or educational harm or distress on a targeted student.

Prohibitions & Discipline

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

► Students who have admitted to or been found to have engaged in harassment, intimidation, or bullying are subject to disciplinary action, including suspension and expulsion. Any student determined to have submitted a false report of harassment, intimidation, or bullying is also subject to disciplinary action, including suspension and expulsion.



Reporting Incidents of Bullying/ Harassment/Intimidation

- ▶ All schools shall make a written form available for the reporting of incidents of harassment, intimidation, or bullying. Students and parents/legal guardians may make a confidential report to the appropriate school official. District employees are to report suspected incidents of harassment, intimidation, or bullying to the appropriate school official in writing. District employees who fail to do so are subject to disciplinary action, including suspension without pay and termination of employment.
- ▶ All reported incidents of harassment, intimidation, or bullying are to be documented and the documentation maintained for at least six years. The documentation shall not be used to impose disciplinary action unless an appropriate school official determines that the alleged harassment, intimidation, or bullying occurred. The documentation shall be maintained confidential to the extent possible, and if provided to persons other than school officials or law enforcement, all individually identifiable information shall be redacted.
- ▶ If an incident of harassment, intimidation, or bullying is reported, school officials will provide an alleged victim with a written copy of the rights, protections, and support services available.
- ▶ An appropriate school official shall investigate reported and suspected incidents of harassment, intimidation, or bullying and shall notify the alleged victim and alleged victim's parents/guardians 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 Policy 5-306 & Procedure 5-306.A)



STUDENT SUSPENSION (YUHSD PROCEDURE 5-306.A)

"Suspension" means the temporary withdrawal of the privilege of attending a school for a specified period of time. The Board is statutorily authorized to discipline students and to suspend or expel students as it deems appropriate. The Board vests the Superintendent, or a person designated by the Superintendent with the power to suspend students.

A building principal (or other designated administrator) has the authority to suspend a student for ten (10) school days or less. Prior to imposing a short-term suspension, the principal will conduct an informal hearing. The principal may immediately suspend a student when the student's presence creates a danger to others. In those circumstances, the principal will initiate the informal hearing as soon as practicable.

GENERAL EDUCATION STUDENTS

Short-Term Suspension (Ten (10) School Days or Less)

Step 1:

1. The principal will orally inform the student of the alleged behavior that is considered a violation of the rules and the basis of the allegation(s).
2. The student will be given an opportunity to respond.

Step 2:

1. If the principal determines that a short-term suspension is appropriate, the suspension will be imposed, and the student's parent/legal guardian will be notified.
2. The principal may, where appropriate, impose a short-term suspension pending a recommendation for long-term suspension or expulsion.
3. No appeal process is available for a short-term suspension.

GENERAL EDUCATION STUDENTS (CONTINUED)

Long-Term Suspension

Step 3:

If a long-term suspension is recommended, a written Notice of Intent to Impose a Long-Term Suspension shall be mailed and/or hand-delivered to the parent/legal guardian at the last known address. The District may also email a copy to the parent/legal guardian. This notice should contain the following information:

1. The nature of the offense(s) alleged, and the policies, regulations or rules allegedly violated and known to the administration of that time;
2. A statement that the principal has recommended that a long-term suspension be imposed;
3. A definition of long-term suspension;
4. The extent of the discipline recommended, including the restrictions placed on the student during the period of suspension;
5. A statement that the parent/legal guardian are welcome to meet with the principal to discuss the situation in an informal setting;
6. A statement that the student and the parent/legal guardian are entitled to a hearing prior to the imposition of the long-term suspension unless the hearing is waived in writing by the parent/legal guardian; and
7. Information regarding where the applicable due process procedures, student handbook, and policy may be found and how to obtain copies.

Step 4:

If the parent/legal guardian requests a hearing to review the District's intent to impose a long-term suspension, the District shall schedule a hearing and provide written notice of the hearing. Written notice regarding the hearing shall be mailed and/or hand-delivered to the parent/legal guardian at the last known address no less than five (5) working days prior to the hearing. The District may also email a copy to the parent/legal guardian.

This notice shall include the following information:

1. The time, date and place of the hearing;
2. The student's right to be represented by legal counsel at the student's own cost;
3. Obligation for the student to provide the District with notice that the student will be represented by legal counsel at least two (2) working days prior to the hearing;
4. A list of the administration's witnesses who may appear at the hearing;
5. The student's right to present witnesses, cross-examine the administration's witnesses, and to introduce documentary evidence;
6. The administration's right to cross-examine the student's witnesses and to introduce documentary evidence;
7. Copies of any documentary evidence the administration may present at the hearing;
8. Notice that the administration bears the burden of proof for the offense(s); and
9. The student's right to have the hearing recorded, whether on tape or by some other appropriate manner, and to tape-record the meeting at the student's own expense.

GENERAL EDUCATION STUDENTS (CONTINUED)

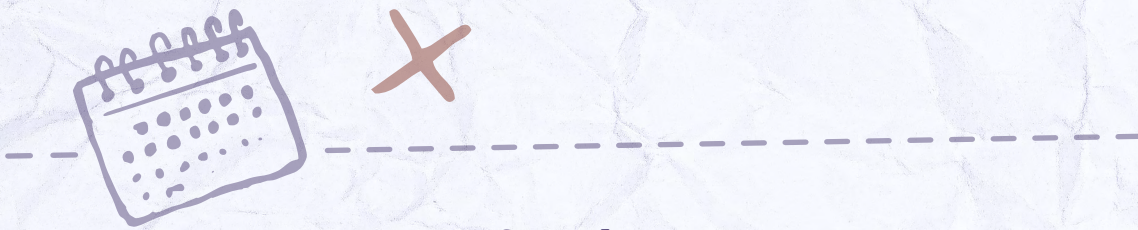
Step 5:

The Superintendent or the designated hearing officer shall prepare a written decision within five (5) working days after the hearing. Copies of the decision shall be provided to the student, parent/legal guardian of the student, and principal.

The decision of the Superintendent or the designated hearing officer is binding upon the parties, subject to appeal to the Board. The decision shall take effect upon verbal or written notification of the decision, whichever occurs first.

The decision of the Superintendent or the designated hearing officer is not binding on the Board in the event of an appeal to the Board.

The suspension shall be reported to the Board within five (5) working days.



Step 6:

The decision of the Superintendent or the designated hearing officer may be appealed to the Board on the following grounds only:

1. Alleged denial of a right available to the student that resulted in an unfair hearing;
2. New evidence that was unavailable at the time of the hearing;
3. Allegation of insufficient evidence; or
4. Allegation of excessive discipline.

A written notice of appeal must be received by the District within five (5) working days after the decision has been hand-delivered or within ten (10) working days of the date the decision was mailed to the parent/legal guardian, student and principal. The notice of appeal shall indicate the specific factual and/or legal basis for the appeal.

The Board shall review the appeal in executive session unless the parent/legal guardian demands an open meeting.

The Board shall consider the appeal at its next regularly scheduled Board meeting or within fourteen (14) working days, whichever is more appropriate.

If the Board determines the recommended long term suspension was not reasonable or warranted, it may modify the discipline accordingly. If the Board decides to impose a long-term suspension upon the student, the suspension shall become effective the day after the Board's decision. The Board's decision is final. Written notice of the decision shall be mailed and/or hand-delivered to the parent/legal guardian and to the student. The District may also email a copy to the parent/legal guardian.

SPECIAL EDUCATION STUDENTS (YUHSD POLICIES 5-203 & 5-204)

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 general education student. (It is not considered a change of placement.)

Step 1:

The principal will orally inform the student of the alleged behavior that is considered a violation of the rules and the basis of the allegation(s). The student will be given an opportunity to respond.

Step 2:

1. If the principal determines that a short-term suspension is appropriate, the suspension will be imposed, and the student's parent/legal guardian will be notified.
 2. The principal may, where appropriate, impose a short-term suspension pending a recommendation for long-term suspension or expulsion.
 3. No appeal process is available for a short-term suspension.
-

Long-Term Suspension

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 District, parent/legal guardian, and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent/legal guardian and District agree to a change of placement.

District personnel may remove a student to an interim alternate educational setting for not more than forty-five (45) school days without regard to manifestation of disability if the child: Carries a weapon to or possesses a weapon at school, on District premises to or at a District function. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on District premises, or at a District function; or Has inflicted serious bodily injury upon another person while at school, on District premises, or at a District function.

After a child with a disability has been removed from the child's current placement for ten (10) school days in the same school year, during any subsequent days of removal, the District must provide services to the extent required to: Enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the student's IEP goals; and Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

ALTERNATIVE TO SUSPENSION YUHSD POLICY 5-306

1. As an alternative to suspension or expulsion, the District may reassign any student to an alternative education program.
2. The District may reassign a student to an alternative education program if the student refuses to comply with rules, refuses to pursue the required course of study or refuses to submit to the authority of teachers, administrators or the Board.
3. An alternative to suspension and expulsion program shall be developed in consultation with local law enforcement officials or school resource officers.
4. Students who would otherwise be subject to suspension and who meet the District's requirements for participation in the alternative to suspension program shall be transferred to a location on school premises that is isolated from other students or transferred to a location that is not on school premises.
5. The alternative to suspension program shall be discipline intensive and require academic work, and may require community service, groundskeeping and litter control, parent/legal guardian supervision, and evaluation or other appropriate activities. The community service, groundskeeping and litter control, and other appropriate activities may be performed on school grounds or at any other designated area.



PROCEDURES & CONDITIONS FOR READMISSION OF STUDENTS SUSPENDED FOR MORE THAN TEN DAYS (YUHSD PROCEDURE 5-306.A)

Early Readmission procedures (Non-Strategy for Success Students)

The Superintendent has the authority to approve early readmission for students suspended for over ten (10) days. A student will only be considered for readmission after serving the majority of their suspension (typically just over half, taking into account the grading period or academic division). The following conditions must be satisfied:

A) A written request for readmission must be submitted to the Superintendent by the student's parent or guardian, along with a request for a meeting to discuss any requirements.

B) This request must include a signed summary of the student's activities and achievements during the suspension, authored and signed by the student, and also signed by the parent or guardian.

C) The request should contain a signed statement from local law enforcement confirming no legal infractions occurred during the suspension.

D) During the review meeting, the student may need to explain the circumstances leading to the suspension.

E) The decision to allow readmission will consider various factors, including:

1. The student's age.
2. The frequency, type, and severity of past misbehavior.
3. The seriousness of the incident(s).
4. Any violations of civil or criminal laws by the student.
5. The impact of the incident(s) on the educational process.
6. The level of danger posed to the student, others, or property.
7. The student's unique intellectual, psychological, emotional, environmental, and physical characteristics.
8. The student's attitude regarding the incidents.
9. The student's stated intentions for future behavior.

If granted early readmission, the student, with parental consent, must agree to:

- Maintain regular attendance with no unexcused absences.
- Abide by all school rules and policies.
- Seek prior administrative approval to attend after-school events for the remainder of the suspension.
- Complete all class assignments promptly as instructed.
- Be supervised by a parent before and after school, travel directly to and from school, and report to a supervisor for the rest of the suspension.

Both the student and parent or guardian will receive a written warning that failure to comply with these conditions will result in the immediate enforcement of the remaining suspension and possible additional penalties as per District disciplinary policies



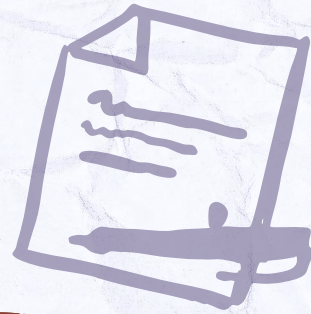
PROCEDURES & CONDITIONS FOR READMISSION OF STUDENTS SUSPENDED FOR MORE THAN TEN DAYS (CONTINUED)

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.



EXPULSION GENERAL EDUCATION STUDENTS

"Expulsion" means the permanent withdrawal of the privilege of attending a school unless the Governing Board reinstates the privilege of attending the school.

All hearings concerning the expulsion of a student will be conducted before a hearing officer selected from a list of hearing officers approved by the Board unless the Board in executive session determines that the Board will conduct the expulsion hearing.

Step 1: Written Notice of Intent to Expel

If expulsion is recommended, a written Notice of Intent to Expel shall be mailed and/or hand-delivered to the parent/legal guardian at the last known address. The District may also email a copy to the parent/legal guardian.

The notice should contain the following information:

- A)** The nature of the offense(s) alleged and the policies, regulations or rules allegedly violated;
- B)** A statement that the principal has recommended that an expulsion be imposed;
- C)** A definition of expulsion;
- D)** The restrictions placed on the student during the period of expulsion;
- E)** A statement that the parent/legal guardian are welcome to meet with the principal to discuss the situation in an informal setting; and
- F)** Information regarding where the applicable due process procedures, student handbook, and policy may be found and how to obtain copies.

EXPULSION GENERAL EDUCATION STUDENTS (CONT.)

Step 2: Written Notice of Expulsion Hearing

Written notice regarding the expulsion hearing shall be mailed and/or hand-delivered to the parent/legal guardian at the last known address no less than five (5) working days prior to the hearing. The District may also email a copy to the parent/legal guardian.

The notice should contain the following information:

- A)** The date, time and place of the hearing;
- B)** Notice of whether the Board will conduct the hearing or, if a hearing officer has been appointed, the name of the hearing officer;
- C)** Notice of the right to object to the Board's decision to hold the hearing in executive session, whether conducted by the Board or a hearing officer;
- D)** Notice of the right of the parent/legal guardian and the student to attend and/or have legal counsel attend any hearing or executive session pertaining to the proposed expulsion, to have access to the minutes and testimony of such hearing or executive session, and to record such session at their own expense;
- E)** List of the witnesses that the administration may call at the hearing and a copy of all exhibits that the administration may use at the hearing;
- F)** A brief description of the subject matter of the testimony of each witness who will be called to testify at the hearing;
- G)** Notice of the right of the parent/legal guardian to access any and all adverse evidence which may be presented, as well as access to the student's records prior to the hearing;
- H)** Notice that the parent/legal guardian shall provide the administration with the student's list of witnesses and exhibits prior to the hearing and with a brief description of the subject matter of the testimony of each witness who will be called to testify at the hearing;
- I)** Notice of the parent's/ legal guardian's responsibility to notify the District at least two (2) working days prior to the hearing whether the student will be represented by legal counsel; and
- J)** An explanation of the due process rights available to the student at the hearing, including:
 - 1.** The student's right to be represented by legal counsel at the student's own cost;
 - 2.** The student's right to present witnesses and cross-examine the administration's witnesses, and to introduce documentary evidence;
 - 3.** The administration's right to cross-examine the student's witnesses, and to introduce documentary evidence;
 - 4.** The Board's/hearing officer's right to examine all witnesses;
 - 5.** That the administration bears the burden of proof for the offense(s);
 - 6.** That the hearing will be recorded whether on tape or by some other appropriate manner; and
 - 7.** That the student may request a copy of the record.

Step 3: Open/Closed Hearing

If a parent/legal guardian or student has objected to the Board's decision to hold the hearing in executive session, the hearing shall be held in an open meeting unless:

- A)** If only one (1) student is subject to expulsion and disagreement exists between the student's parent/legal guardian, the Board, after consultation with the student's parent/legal guardian shall decide in executive session whether the hearing shall be in executive session or in an open meeting.
- B)** If more than one (1) student is subject to the proposed action and disagreement exists between the parent/legal guardian of different students, then separate hearings shall be held subject to the provisions of A.R.S. § 15-843.

EXPULSION GENERAL EDUCATION STUDENTS (CONT.)

Step 4: Hearing Officer's Role

If the hearing is conducted by a hearing officer, the hearing officer shall hear the evidence, prepare a record and make a recommendation to the Board. The hearing officer shall provide a copy of the recommendation to the parent/legal guardian, the student, the Superintendent and the Board within five (5) working days after the hearing concludes.

Step 5: Rescheduling

An expulsion hearing may be rescheduled:

- A)** Upon request of the parent/legal guardian or the administration if good cause is shown;
- B)** Upon written agreement of the parties or as deemed necessary by the hearing officer/Board; or
- C)** As deemed necessary by the hearing officer/Board.

Step 6: Governing Board Review

- ▶ If the Board has not conducted the hearing, the Board shall consider the hearing officer's recommendation and make its decision.
 - ▶ The Board shall consider the matter in executive session unless the parent/legal guardian demands an open meeting.
 - ▶ The Board shall consider the matter at its next regularly scheduled meeting or within fourteen (14) working days from the date the hearing officer's decision is received by the Board, whichever is more appropriate.
 - ▶ The parent/legal guardian will be provided notice of the date, time and place of the meeting at which the Board will consider the hearing officer's recommendation and make its decision. The parent/legal guardian may object to having such consideration made in executive session. Such objections must be made in writing to the Board at least thirty-six (36) hours prior to the Board meeting. Upon receipt of the objection the consideration will be made in open meeting once appropriately noticed on a Board agenda, but in no event later than the next regularly scheduled Board meeting after the objection is received.
 - ▶ The Board shall not be bound by the hearing officer's recommendation.
 - ▶ The Board may, in its sole discretion, permit oral argument and/or receive written memoranda setting forth the reasons why expulsion should or should not be imposed.
 - ▶ No separate hearing to hear additional evidence shall be held by the Board, unless, in its sole discretion, it determines that such a hearing is warranted. If the Board determines such a hearing is warranted, written notice regarding the hearing shall be mailed and/or hand-delivered to the parent/legal guardian and administration no less than five (5) working days prior to the hearing.
- This notice shall include the following information:**
- A)** The date, time and place of the hearing;
 - B)** The student's right to be represented by legal counsel at his/her own cost;
 - C)** Statement of the issue(s) upon which the Board will hear evidence and in what form the Board will allow the evidence to be presented (e.g., witnesses, documents, oral argument, and/or written memorandum);
 - D)** Statement of any limitations of time in which the parties have to present evidence on the issue(s), either through witness testimony and/or documents and/or oral argument, on the issue(s);
 - E)** Statement that the parent/legal guardian/student bear(s) the burden of proof on the appeal;
 - F)** The Board's right to cross-examine the student's/parent's/legal guardian's and/or administration's witnesses;
 - G)** Notice that the parent/legal guardian/student must provide a written list of witnesses and/or exhibits and/or written memorandum, along with copies

EXPULSION GENERAL EDUCATION STUDENTS (CONT.)

of any exhibits and/or written memorandum, to the administration and the Board at least two (2) working days prior to the hearing along with notice that failure to comply with this requirement may result in the denial of admission of said evidence;

H) The right to have the hearing recorded whether on tape or by some other appropriate manner, and to tape-record the meeting at student's own expense;

I) Statement that the hearing may be rescheduled for one time only by the Board upon request of the parent/legal

guardian/student or the administration, and only upon the showing of good cause; and

J) Statement that if the parent/legal guardian/student do not appear at the time and place set for the hearing the Board may render its decision based upon the record and include the result of such action in the student's permanent file

Step 7: Governing Board Decision

The Board may accept the hearing officer's recommendation, reject the recommendation, or modify the recommendation. The Board may also grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to reject a recommendation to expel a student, the student's readmission shall become effective the day after the Board's decision.

The decision of the Board is final.

Written notice of the decision shall be mailed and/or hand-delivered to the parent/legal guardian and to the student. The District may also email a copy to the parent/legal guardian.

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.

READMISSION FOLLOWING EXPULSION

A student expelled from the District may request readmission by making a written application to the Board. Readmission to the District is at the discretion of the Board. In addition, it is the prerogative of the Board to stipulate appropriate conditions for readmission, including assigning the student to a particular school.

The parent/legal guardian of a student who is fifth through twelfth grade may apply to the Board for readmission no less than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least one (1) calendar year has passed.

The application shall be filed with the Superintendent and must include the following:

- 1) Be written and be directed to the attention of the Board;
- 2) Contain all information that the student and parent/legal guardian consider relevant to the Board's determination as to whether to readmit the student;
- 3) Express an appreciation by the student of the severity and inappropriateness of the student's prior misconduct;
- 4) Contain a statement that such misconduct or similar misconduct will not be repeated;
- 5) A description of the student's activities since the expulsion, including but not limited to:
 - ▶ Courses taken and grades received;
 - ▶ Attendance records;
 - ▶ Discipline records;
 - ▶ Evidence of participation in counseling to remediate the misconduct that resulted in the expulsion; and/or
 - ▶ Community service.

In consultation with the principal and other District administration, the Superintendent will make a recommendation concerning the readmission of the expelled student.

The Board shall meet in executive session to consider an initial application for readmission. The student and parent/legal guardian have the right to be present in the executive session but do not have the right to make a presentation or address the Board unless they are asked to do so by the Board.

The Board, in its sole discretion, shall determine whether the student should be readmitted and, if so, under what restrictions and conditions, including assigning the student to a particular school. The burden is on the student and parent/legal guardian to convince the 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 Board's decision is final.

A student may file more than one (1) application for readmission; however, applications subsequent to an initial application may not be filed more frequently than every ninety (90) days.

As a condition for readmission, the student, with parent/legal guardian affirmation, shall agree to the following minimum conditions:

- ▶ Regular attendance - no unexcused absence;
- ▶ No violation of school rules or policies that carry the consequence of a suspension or expulsion; and
- ▶ Completion of all classroom tasks in a timely fashion, as directed.

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 who is readmitted 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 that disrupts 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.

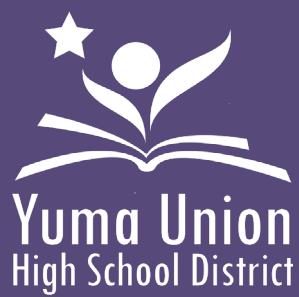
RESOURCE LINKS

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







2025-2026
HANDBOOK
For Students & Families