

CONDUCT POLICY

2025-2026



DELANO UNION SCHOOL DISTRICT
Empowering Students to Succeed



Delano Union School District

Office of Rosalina Rivera, Superintendent

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Dear Parents,

The Delano Union School District is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement. Our goal is to prepare students for responsible citizenship by fostering self-discipline and personal responsibility.

At all times, the safety of students and staff and the maintenance of an orderly school environment are priorities in determining appropriate discipline. When misconduct occurs, staff will attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff will consider the effect of each option on the student's health, well-being, and opportunity to learn. (Board Policy 5144, Discipline)

This Conduct Policy will be in effect for the 2025-2026 school year. It will help ensure that staff enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies and that parents/guardians are involved in the process to help minimize the need for disciplinary measures that exclude students from instruction.

Please review the Conduct Policy carefully and discuss it with your child. Also, note that the District's updated Mobile Communication Devices Policy does not permit students to use smartphones or other mobile communications devices while at school; however, students are allowed to use smartphones or other mobile communications devices to contact parents or guardians while exiting campus at the end of the instructional day. Any violations of the mobile communications policy may result in additional restrictions. Please sign and return the attached signature page to your child's school as soon as possible. Should you have any questions regarding the Conduct Policy please contact your school administrator.

Rosalina Rivera
Superintendent

WORKING TOGETHER FOR A BETTER EDUCATION – THE DELANO WAY!
An affirmative action/equal opportunity employer.

BOARD OF TRUSTEES

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Dr. Efrain Rodriguez, *Board Clerk*
Ignacio Ayon, *Board Member*
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Sandra Rivera, *Assistant Superintendent, Business Services*
Rosa Montes, *Assistant Superintendent, Education Services*
Joseph Hunter, *Assistant Superintendent, Human Resources*
Tina Tyler Smith, *Director of Student Support Services*



TABLE OF CONTENTS

Conduct Management Process	4
Classroom Management Process	6
Mental Health Supports	8
Grounds for Suspension and Expulsion	10
Progressive Discipline Matrix	12
Extracurricular Activity Eligibility	25
Dress Code Guidelines	27
Mobile Communication Devices	28
School Bus Conduct	29
After School Safety	31
Receipt of Acknowledgement	32

The Delano Union School District is committed to equality for all individuals in education and providing a learning and working environment free from unlawful discrimination, harassment, intimidation and bullying based on actual or perceived race, color, nationality, national origin, physical or mental disability, age, religious creed, sex, gender, sexual orientation, gender identity or expression, marital or parental status, immigration or citizenship status, ancestry, ethnicity, ethnic group identification, medical condition, or genetic information; or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, consistent with Education Code 200 and 220, Government Code 11135, and Title IX. If you believe you have been subjected to discrimination, harassment, intimidation, or bullying, contact your school site principal, or Joseph Hunter, Assistant Superintendent of Human Resources, at 1405 12th Avenue, Delano, CA 93215, (661) 721-5000, or jhunter@duesd.org.

CONDUCT MANAGEMENT PROCESS

The Delano Union School District is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The District believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. In this section, the different positive interventions and alternatives to disciplinary measures that may be used to correct student misconduct are explained.

DISCIPLINARY STRATEGIES

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

- Discussion or conference between school staff, the student, and the student's parents/guardians
- Referral of the student to the school counselor, school social worker, or other school support service personnel for case management and counseling
- Referral to community-based social services (*e.g.*, medical, family support services, etc.)
- Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and the student's parents/guardians; such as referral to the Student Assistant Team (SAT) or the School Attendance Review Board (SARB)
- When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
- Enrollment in a program for teaching prosocial behavior or anger management
- Participation in a restorative justice program
- A positive behavior support approach with tiered interventions that occur during the school day on campus
- Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
- Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
- After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
- Break, lunch, or after school reflection/intervention table
- Mentoring

- Saturday school
- Community service
- Restriction or disqualification from participation in extracurricular activities
- Reassignment to an alternative educational environment
- Suspension and expulsion in accordance with law, Board policy, and administrative regulation

Any alternatives to suspension or expulsion that are implemented will be documented and retained in the student's records.

BEHAVIOR INTERVENTIONS

Behavior intervention will be served at break, lunch, and/or after school. Intervention will not exceed one hour per day. Students who ride the bus will participate in intervention before school, during break, and/or during lunch. Parents/Guardians will be notified if their child has been assigned to intervention prior to the intervention being served. Students who fail to serve intervention will be subject to other disciplinary actions.

MULTI-TIERED SYSTEMS OF SUPPORTS



DUSD is a Multi-Tiered Systems of Support (MTSS) district that focuses on supporting the whole child through academics, social, emotional, and behavior supports with the help of family and community engagement, administrative leadership, integrated educational framework, and inclusive policy and practices.

California MTSS is designed to help districts and schools realign their current services under a comprehensive MTSS umbrella (see Figure). MTSS comprises three tiers of support: Tier (1) universal supports designed to improve academic, behavioral, and social-emotional outcomes for all students; Tier (2) supplemental supports for students who need additional support; and Tier (3) intensified supports for students with the

greatest needs.

SATURDAY SCHOOL

The Delano Union School District operates a “Saturday School” (middle schools) and a “Camp Success” (elementary schools) on selected Saturdays as an intervention/disciplinary measure for students who have misbehaved, and an opportunity for chronic/habitual truant students to recover learning time. Saturday School and Camp Success sessions are held at school sites on selected Saturdays from 8:00 a.m. to 12:00 p.m. Parents/Guardians will be required to transport their child to and from Saturday School and Camp Success. If a student is assigned to Saturday School or Camp Success but does not attend, the student may be assigned four hours of intervention detention by the site administration.

COMMUNITY SERVICE

A student may be required to perform community service during non-school hours on school grounds, or, with written permission of the student's parent, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. This option is not available for a student who is pending expulsion.

CLASSROOM MANAGEMENT PROCESS

All staff will follow a consistent classroom management process for all students.

- | | |
|--|--|
| 1. Reteach behavior expectations | Begin conduct documentation in Aeries under “Discipline” |
| 2. Implement behavior intervention | Notify parent and document in Aeries |
| 3. Conduct teacher/parent conference | Document in Aeries |
| 4. Implement behavior intervention | Document in Aeries |
| 5. Submit Office Discipline Referral (ODR) | Complete in Aeries under “Discipline” and submit to Office |

Below are descriptions of minor conduct issues that are not subject to suspension or expulsion and should be addressed in the classroom based on the classroom management procedure described above. For repeated violations that are documented in Aeries, the student may be referred to the office using an ODR.

Behavior	Description/Examples
<i>Banging doors</i>	Banging on classroom doors while class is in session, causing unnecessary interruption
<i>Cheating</i>	Copying classwork or homework from another student, looking at notes
<i>Eating/chewing gum in class</i>	Consumption of candy, gum, breath mints, and/or any food items during school hours
<i>Dress code violation</i>	Failure to observe the school dress code (refer to dress code guidelines)
<i>Littering</i>	Throwing garbage on campus
<i>Lying</i>	Providing false information
<i>Minor classroom disruptions</i>	Behavior that is unsuitable or inappropriate in the classroom which includes horseplay, being out of seat, unnecessary laughing and giggling, whistling, being noisy, not in assigned place, shouting/calling out, having electronic device out/on, using inappropriate language, being tardy
<i>Misuse of property</i>	Throwing objects or damaging items, creating a class disruption; disrespecting property; using or possessing permanent markers
<i>Refusal of authority</i>	Refusal to comply with request of school staff; refusal to work; disrespectful tone/attitude
<i>Safety violation</i>	Behavior that puts others at risk of danger or injury – such as, minor aggression (grabbing pushing, etc.) or unsafe or rough play
<i>Teasing</i>	Name calling or making remarks to or about another person causing them to feel uncomfortable; invading personal space
<i>Water games</i>	Throwing or squirting water on others

The following accommodations are available for the use by all DUSD teachers to maintain open communication with the parents:

- Administration will provide interpreters for teachers when necessary.
- A school phone will be made available to call parents after school hours.

Middle School

Conduct Monitoring Procedures

Student Name/Nombre de Alumno _____ Date/Fecha _____

Period / Periodo	Class work completed? ¿Trabajo de clase terminado?	Homework completed? ¿Tarea completada?	Homework assignments: Tarea(s) asignadas	Behavior *S Being Great Comportamiento *S Siendo el mejor	Teacher's Initials/ Iniciales del Maestro/a
1	Yes No	Yes No		1 2 3 4 5* *S Being Great	
2	Yes No	Yes No		1 2 3 4 5* *S Being Great	
3	Yes No	Yes No		1 2 3 4 5* *S Being Great	
4	Yes No	Yes No		1 2 3 4 5* *S Being Great	
5	Yes No	Yes No		1 2 3 4 5* *S Being Great	
6	Yes No	Yes No		1 2 3 4 5* *S Being Great	
7	Yes No	Yes No		1 2 3 4 5* *S Being Great	
After School Tutoring/ Tutoría después de clases		Subject/ Materia		1 2 3 4 5* *S Being Great	

All daily assignments are to be listed above / Todas las tareas diarias deben ser anotadas arriba.
All class work must be completed on time / Todo el trabajo de clase debe ser completado a tiempo.
All homework must be completed on time / Toda la tarea debe ser completada a tiempo.
Any work turned in late should be noted below / Todo trabajo entregado tarde debe ser anotado abajo.

Comments: _____

Parent Signature/Firma De Padre/Tutor _____

Reviewed by/Revisado por _____



DELANO UNION SCHOOL DISTRICT OFFICE DISCIPLINE REFERRAL FORM

Office Use Only
Referral #: _____
Received: _____

STUDENT (Last, First Name)	STUDENT ID#	GRADE	REFERRING STAFF	DATE	TIME
LOCATION					
☐ Classroom	☐ Cafeteria	☐ Restroom	☐ Library		
☐ Hallway	☐ Bus/Loading Zone	☐ Quad/Patio	☐ Special Event Field Trip		
☐ Playground/Yard	☐ Gym	☐ Computer Lab	☐ Other		
PROBLEM BEHAVIORS (Check all that apply – only document most intrusive behavior on Aeries)					
☐ Caused/intended/threatened to cause physical injury (a)(1)		☐ Drug paraphernalia (j)			
☐ Willful use of force or violence (a)(2)		☐ Disruption of school activities; willful defiance (k)			
☐ Firearm, knife, explosive, or other dangerous object (b)		☐ Received stolen property (l)			
☐ Controlled substance, alcoholic beverage, or intoxicant (c)		☐ Imitation firearm (m)			
☐ Imitation of items listed in (c) above (d)		☐ Sexual assault or sexual battery (n)			
☐ Robbery or extortion (e)		☐ Retained against witness in disciplinary proceeding (o)			
☐ Damaged to school/private property (e)		☐ Hazing (q)			
☐ Stole school/private property (f)		☐ Bullying/cyberbullying (r)			
☐ Tobacco or nicotine products (h)		☐ Aided or abetted (t)			
☐ Obscene act, habitual profanity, or vulgarity (i)		☐ Sexual harassment 48900.2			
☐ Harassment against personnel or pupils 48900.4		☐ Terroristic threats 48900.7			
☐ Other non-statutory offense: _____					
Description of Incident		Others Involved			
Possible Motivation		Special Program (select all that apply)			
☐ Obtain peer attention		☐ Foster			
☐ Obtain adult attention		☐ McKinney-Vento			
☐ Obtain items		☐ Academic Support			
☐ Unknown		☐ Behavior Goal			
☐ Other: _____		Teacher Name			
ADMINISTRATIVE DISCIPLINE ACTION(S) TAKEN					
☐ Time out/intervention		☐ Time in office		☐ Law enforcement contact	
☐ Conference with student		☐ Individual instruction		☐ On-campus suspension No. of days: _____	
☐ Conference with parent		☐ Saturday school Date: _____		☐ Out-of-school suspension No. of days: _____	
☐ Loss of privileges		☐ Behavior Contract Start: _____ End: _____		☐ Expulsion recommended	
☐ Other/Action pending		☐ Alternative Placement			
Comments					
Administrator Signature		Parent Signature			
Entered into Aeries		Parent contacted at:		by:	
		☐ Spoke with parent			
		☐ Sent email			
		☐ Left voicemail			
		☐ Left message with family			
		☐ Referral mailed			

The *Conduct Monitoring Procedures* is used to keep students on track, academically and behaviorally. It is an intervention strategy that can be utilized by teachers, academic counselors, and administrators. It also serves as an accountability piece that can be paired with an incentive to help students change their behavior.

The *Office Discipline Referral Form* is used by staff, especially classroom teachers, in reporting statutory offenses committed by students to administration for consideration for disciplinary action. Staff may also report repeated behaviors of non-statutory offenses, as described in the section on “Classroom Management Process”.

MENTAL HEALTH SUPPORT

DUSD has established a Mental Health Team at each school site that includes an academic counselor (middle schools only), a school social worker, a school psychologist, a marriage and family therapist, and site administrators. The focus of the Team is to provide students and families at each site support in the area of social emotional learning (SEL) with strategies to maintain good mental health and academic success.

Below is a list of some of the services the team members provide.

ACADEMIC COUNSELORS (AC)

Academics: Provide interventions and support services to students to meet their academic goals and graduation requirements.

Parent Engagement: Inform parents of their child's academic standing, including grades, test scores, and promotion status.

College & Career: Prepare and educate students and parents about post-secondary educational opportunities available to students.

SCHOOL SOCIAL WORKER (SSW)

Community/School Liaison: Advocate for new and improved community/school services to meet the needs of students and families.

Services to Students: Provide crisis intervention and develop intervention strategies to increase academic success.

Services to Parents/Guardians: Alleviate family stress to enable the child to function more effectively in school and community by utilizing school and community resources.

SCHOOL PSYCHOLOGIST (SP)

Assist students in achieving academic, social, emotional, and behavioral success through individual or small group settings.

Administer psychological, cognitive, academic processing, visual processing, auditory processing, and behavior assessments testing.

Provide social, emotional, and behavioral consultation and support to families, parents, teachers, and administrators.

Collaborate/consult during Student Assistance Team (SAT) and Individualized Education Program (IEP) to identify classroom interventions/strategies/goals necessary to assist the student, teacher, and parent.

MARRIAGE AND FAMILY THERAPIST (MFT)

Provide mental health therapy and interventions, including crisis intervention services.

Teach and promote positive coping skills to alleviate various mental health symptoms (e.g., depression, anxiety, grief, trauma, etc.).

Identify and assist students in addressing social emotional and mental health barriers to learning and identifying strategies to help overcome those challenges.

Provide clear and concise therapeutic interventions parents/guardians can implement at home to promote positive mental health.

DUSD supports the whole child for the greatest success!



**SOWN
TO GROW**

*A weekly SEL platform
used to stay connected to
students, and an
opportunity for students
share their feelings.*

Students share authentically and apply crucial life skills.

Teachers build connections and deepen relationships.

Counselors and social workers proactively support students who are struggling.

School leaders get insights to create safe and supportive learning environments.

District leaders use data to build, measure, and grow student support systems.



<https://app.sprigeo.com/>



<https://www.p3campus.com/tipform.aspx?ID=3000&HF=1&Logo=0&X=1&H=0>

Students have access to **Sprigeo** or **Say Something**, two anonymous reporting platforms, to report safety concerns for themselves or others. Someone from the applicable school site will be notified and address the reported concerns.

We encourage you to “say something if you see something”.
Our goal is to keep you safe!

Suicide & Crisis Lifeline

CALL: 988

(800) 273-8255

Crisis Text Line:

Text “HOME” to 741741

TEEN Line:

Call (800) 852-8336 or

Text TEEN to 839863

Trevor Project:

Call (866) 488-7386 or

Text START to 678678



GROUNDS FOR SUSPENSION AND EXPULSION

Below are descriptions of acts for which a student may be suspended from school or expelled from the District. A teacher may only suspend a student from class for an act that is described in EC 48900, and not for acts described in EC 48900.2, 48900.3, 48900.4, or 48900.7. A teacher may also suspend a student for having committed an act described in EC 48900(k), disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

STUDENTS IN TK THROUGH GRADE 8

EC 48900

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a)(2) Willfully used force or violence upon another person, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- (c) Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing.
- (r) Engaged in an act of bullying.
- (t) Aided or abetted the infliction or attempted infliction of physical injury on another person.

EC 48900.7 Made terrorist threats against school officials and/or school property.

STUDENTS IN GRADES 4-8

EC 48900.2 Committed sexual harassment.

EC 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

EC 48900.4 Intentionally engaged in harassment, threats, or intimidation against district personnel or students.

DISCRETIONARY RECOMMENDATION FOR EXPULSION

If a student commits any of the acts described below, the principal must recommend expulsion unless the principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

EC 48915(a)(1)

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the student.
- (C) Unlawful possession of any controlled substance, except for either of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery upon any school employee.

MANDATORY RECOMMENDATION FOR EXPULSION

If a student commits any of the acts described below, the principal must immediately suspend the student and recommend expulsion.

EC 48915(c)

- (1) Possessing, selling, or otherwise furnishing a firearm.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance.
- (4) Committing or attempting to commit a sexual assault or committing a sexual battery.
- (5) Possession of an explosive.

DECISION TO EXPEL

Upon finding that a student did commit an act listed in EC 48915(c), the Board of Trustees will order the student expelled from the District. For all other acts, the Board must find that either or both of the following is true:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others.

PROGRESSIVE DISCIPLINE MATRIX

NON-STATUTORY OFFENSES

The following chart lists conduct that is disruptive to the school environment, staff, and other students (typically occurring in the classroom and managed by staff) but are not grounds for suspension or expulsion, as specified in the California Education Code. The possible intervention options and consequences for each misconduct are provided, many of which may occur or be implemented simultaneously and **must be documented in Aeries under “Discipline”**.

<i>Behavior</i>	<i>Description</i>	<i>Intervention Options</i>	<i>Possible Consequences</i>
Academic Dishonesty	Taking credit for work that is not done by the student (plagiarizing); copying other students' homework; cheating on tests	- Identify function of behavior - Provide student opportunity to redo the assignment/test with reduced credits - Offer tutoring and other appropriate academic supports	- Clarify expectations during student conference - Issue no credit for the assignment/test - Hold conference with student and parent
Disrespect/Name Calling	Showing a lack of courtesy exhibited through insults; displaying a disregard for the emotional well-being of another	- Redirect, reteach - Identify and modify environmental factors - Identify function of behavior and teach replacement behaviors - Provide opportunity to self-monitor/chart behaviors - Arrange/facilitate meeting with student to repair harm with individuals affected by student's behavior	- Clarify expectations during student conference - Brief time out with reflection sheet - Loss of privileges - Hold conference with student and parent
Disruption of School Operations/Activities (<i>low intensity</i>)	Low intensity behavior that is brief, including verbal and nonverbal behavior that disrupts a few students (<i>e.g.</i> , noises, movement, tapping)	- Redirect, reteach, provide choice - Provide environmental supports - Increase prevention strategies - Determine when disruptions occur and their function (<i>e.g.</i>, attention, escape, transitions, etc.) - Increase reinforcers	- Clarify expectations during student conference - Brief time out with reflection sheet - Loss of privileges - Hold conference with student and parent
Dress Code Violation	Wearing clothing or items inconsistent with the dress code policy	- Review dress code - Offer/provide environmental supports	Clarify expectations during student conference

<i>Behavior (continued)</i>	<i>Description</i>	<i>Intervention Options</i>	<i>Possible Consequences</i>
False Information/ Allegations	Providing untruthful information with the intent to deceive; forging signatures on school related documents	• Teach social skills • Identify function of behavior and teach replacement behaviors • Arrange/facilitate meeting with student to repair harm with individuals affected by student's behavior	• Clarify expectations during student conference • Brief time out with reflection sheet • Hold conference with student and parent
Lack of Participation/ Refusing to Work	Failing to start and/or complete assigned work; failing to engage in instructional/ school activity and/or task	• Redirect, reteach, provide choice • Provide environmental supports • Identify function of behavior • Review class schedule and make appropriate adjustments (<i>e.g.</i>, lighten load, build in breaks) • Check-in with student frequently • Increase feedback and/or other reinforcers	• Clarify expectations during student conference • Logical consequences • Loss of privileges • Hold conference with student and parent
Leaving Class without Permission	Failing to remain in assigned class; leaving class without authorization	• Redirect, reteach, provide choice • Identify and modify environmental factors • Determine when behaviors occur and their function (<i>e.g.</i>, attention, escape, transitions, etc.) • Increase reinforcers	• Clarify expectations during student conference • Logical consequences • Loss of privileges • Hold conference with student and parent
Misuse of Technology	Failing to follow the acceptable use of technology policy such as gaining access to another person's account or bypassing the security measures	• Identify and modify environmental factors • Increase feedback and/or other reinforcers • Arrange/facilitate meeting with student to repair harm with individuals affected by student's behavior	• Clarify expectations during student conference • Loss of privilege to use district technology • Hold conference with student and parent
Profanity (<i>not directed at others</i>)	Using derogatory or confrontational language, including profanity, racial, and/or sexist insults	• Assess student's level of escalation • Use response strategies to de-escalate • Determine when disruptions occur and their function (<i>e.g.</i>, attention, escape, transitions, etc.) • Provide opportunity to self-monitor/chart behaviors • Engage in restorative chat • Teach replacement behavior	• Clarify expectations during student conference • Brief time out with reflection sheet • Loss of privileges • Hold conference with student and parent

STATUTORY OFFENSES

The following chart identifies the sections of the California Education Code that govern student conduct and the consequences that may be applied. Most violations allow for a range of disciplinary responses; some consequences may occur simultaneously. The offense and the subsequent interventions/corrective measures and/or consequences **must be documented in Aeries under “Assertive Discipline”** by an administrator. Offenses that are highlighted in **light green** indicate that the student must be immediately suspended and recommended for expulsion, as required by EC 48915(c); therefore, the column under “Intervention/Corrective Options” provide the steps that need to be taken as part of the investigation.

Statutory Offense		Description/Notes	Intervention/Corrective Options	Possible Consequences
<i>Alcohol & Intoxicants</i>				
48900(c)	Possessed, used, or been under the influence of an alcoholic beverage or intoxicant	The harm is to self	• Conference with student • Offer environmental supports • Referral to admin/SSW/counselor	• Suspension • Expulsion recommendation • Contact law enforcement
48900(c)	Furnished or sold an alcoholic beverage or intoxicant	The harm may come to others	• Conference with student • Offer environmental supports • Referral to admin/SSW/counselor • Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior	• Suspension • Expulsion recommendation • Contact law enforcement
48900(d)	Offered, arranged, or negotiated to sell an alcoholic beverage or intoxicant but either sold, delivered, or otherwise furnished an imitation item instead	Imitation substance (e.g., rubbing alcohol instead of vodka)	• Conference with student • Offer environmental supports • Referral to admin/SSW/counselor • Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior	• Suspension • Expulsion recommendation • Contact law enforcement
<i>Controlled Substance</i>				
48900(c)	Possessed, used, or been under the influence of a controlled substance	Controlled substance is defined in HSC 11053 <i>et seq.</i> It does not include over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician	• Conference with student • Offer environmental supports • Referral to admin/SSW/counselor	• Suspension • Expulsion recommendation • Contact law enforcement
48900(c)	Furnished a controlled substance		• Conference with student • Offer environmental supports • Referral to admin/SSW/counselor • Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior	• Suspension • Expulsion recommendation • Contact law enforcement

Statutory Offense <i>(continued)</i>		Description/Notes	Intervention/Corrective Options	Possible Consequences
<i>Controlled Substance (continued)</i>				
48900(c)	Sold a controlled substance	Controlled substance is defined in HSC 11053 <i>et seq.</i> It does not include intent to sell	● Confiscate the substance using gloves ● Take a picture of the substance on a scale, and any other evidence of sale ● Conduct a search of the student’s person/property	● Immediate suspension ● Mandatory recommendation to expel ● Contact law enforcement ● Contact parent
48900(d)	Offered, arranged, or negotiated to sell a controlled substance but either sold, delivered, or otherwise furnished an imitation substance instead	Imitation substance (<i>e.g.</i> , oregano instead of weed)	● Conference with student ● Offer environmental supports ● Referral to admin/SSW/counselor ● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior	● Suspension ● Expulsion recommendation ● Contact law enforcement
48900(p)	Offered, arranged to sell, or negotiated to sell the prescription drug Soma	Soma is a prescription muscle relaxant used as a short-term treatment for muscle pain and discomfort. It is an unscheduled drug in California with the potential of abuse.	● Conference with student ● Offer environmental supports ● Referral to admin/SSW/counselor ● Conduct a search of the student’s person/property ● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior ● Conduct parent conference	● Suspension ● Expulsion recommendation
48900(p)	Sold the prescription drug Soma		● Conference with student ● Offer environmental supports ● Referral to admin/SSW/counselor ● Conduct a search of the student’s person/property ● Conduct parent conference	● Suspension ● Expulsion recommendation
<i>Defiance/Disruption (suspension imposed by teachers only; staff may refer to administration for intervention and supports)</i>				
48900(k)	Willful defiance against school personnel engaged in the performance of their duties	Failure to comply with staff safety-related request or directives	● Assess student’s level of escalation ● Use response strategies to deescalate ● Offer environmental supports ● Referral to counselor ● 2 by 10 relationship building	● Brief time out with reflection sheet ● Contact parent

Statutory Offense <i>(continued)</i>		Description/Notes	Intervention/Corrective Options	Possible Consequences
<i>Defiance/Disruption (continued)</i>				
48900(k)	Disruption of school activities	High intensity behavior that significantly disrupts the learning process and creates unsafe situations for the health and wellbeing of staff and/or students	● Conference with student ● Offer environmental supports ● Referral to admin/SSW/counselor ● Referral to SAT process ● Alternative programming	● Brief time out with reflection sheet ● Involuntary transfer ● Contact parent
<i>Drug Paraphernalia</i>				
48900(j)	Possessed a drug paraphernalia	Drug paraphernalia is defined in HSC 11014.5; includes e-cigs, vapes, etc.	● Conference with student ● Offer environmental supports ● Referral to admin/SSW/counselor	● Time out with reflection sheet ● Suspension
48900(j)	Offered, arranged, negotiated to sell drug paraphernalia		● Conference with student ● Offer environmental supports ● Referral to admin/SSW/counselor ● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior	● Time out with reflection sheet ● Suspension
<i>Harassment, Threats, & Intimidation</i>				
48900(o)	Harassed, threatened, or intimidated a student who is a complaining witness in a school disciplinary proceeding for purposes of either preventing the student from being a witness or retaliating against the student for being a witness, or both	Conduct must be sufficiently severe or pervasive; the act must occur as a result of a pending disciplinary proceeding	● Conference with student ● Offer environmental supports ● Assess student’s level of escalation ● Referral to admin/SSW/counselor ● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior	● Time out with reflection sheet ● Involuntary transfer ● Suspension
48900(q)	Engaged or attempted to engage in hazing	Hazing is defined in EC 48900(q)	● Conference with student ● Offer environmental supports ● Assess student’s level of escalation ● Referral to admin/SSW/counselor ● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior	● Time out with reflection sheet ● Suspension

Statutory Offense (<i>continued</i>)		Description/Notes	Intervention/Corrective Options	Possible Consequences
Harassment, Threats, & Intimidation (<i>continued</i>)				
48900.2	Committed sexual harassment	Sexual harassment is defined in EC 212.5; only grades 4-8	• Review sexual harassment policy • Referral to counselor • Identify function of behavior • Initiate Title IX investigation • Alternative programming	• Involuntary transfer • Suspension • Expulsion recommendation
48900.4	Engaged in harassment, threats, or intimidation directed against staff or students	Conduct must be sufficiently severe or pervasive; only grades 4-8	• Determine when behaviors occur and their function (e.g., attention, escape, transitions, etc.) • Referral to admin/SSW/counselor • Arrange/facilitate meeting with student to repair harm with individuals affected by student's behavior • Alternative programming	• Involuntary transfer • Suspension • Expulsion recommendation
Physical Injury				
48900(a)(1)	Caused physical injury to another person	Appropriate for mutual combat	• Determine when behaviors occur and their function (e.g., attention, escape, transitions, etc.) • Arrange/facilitate meeting with student to repair harm with individuals affected by student's behavior • Alternative programming	• Involuntary transfer • Suspension • Expulsion recommendation
48900(a)(1)	Attempted to cause physical injury to another person	Tried to cause injury but failed in the attempt	• Determine when behaviors occur and their function (e.g., attention, escape, transitions, etc.) • Alternative programming	• Time out with reflection sheet • Involuntary transfer • Suspension
48900(a)(2)	Willfully used force or violence upon another person, except in self-defense	Appropriate for one-sided assault	• Determine when behaviors occur and their function (e.g., attention, escape, transitions, etc.) • Conduct threat assessment • Alternative programming	• Involuntary transfer • Suspension • Expulsion recommendation
48900(t)	Aided or abetted the infliction or attempted infliction of physical injury to another person	Aiding and abetting is defined in PC 31	• Arrange/facilitate meeting with student to repair harm with individuals affected by student's behavior	• Involuntary transfer • Suspension if paired with EC 48900(a)(1)

Statutory Offense <i>(continued)</i>		Description/Notes	Intervention/Corrective Options	Possible Consequences
Property				
48900(e)	Committed or attempted to commit robbery	Taking property by violence or force.	● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior ● Conduct threat assessment	● Restitution ● Involuntary transfer ● Suspension ● Expulsion recommendation
48900(e)	Committed or attempted to commit extortion	Obtaining property through coercion and threats.	● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior ● Conduct threat assessment	● Restitution ● Involuntary transfer ● Suspension ● Expulsion recommendation
48900(f)	Damaged or attempted to damage school or private property	School property includes, but is not limited to, electronic files and databases, as provided in EC 48900(u).	● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior	● Restitution ● Involuntary transfer ● Suspension ● Expulsion recommendation
48900(g)	Stole or attempted to steal school or private property		● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior	● Restitution ● Involuntary transfer ● Suspension ● Expulsion recommendation
48900(l)	Knowingly received stolen school or private property		● State expectations ● Identify function of behavior ● Provide environmental supports ● Engage in restorative chat	● Restitution ● Involuntary transfer ● Suspension ● Expulsion recommendation
Sexual Misconducts				
48900(i)	Committed an obscene act	Obscene matter is defined in PC 311. Example of obscene acts include showing/drawing images of genitals, mooning, streaking.	● State expectations ● Provide structured choice ● Identify function of behavior ● Engage in restorative chat ● Arrange/facilitate meeting with student to repair harm with individuals affected by student’s behavior ● Conduct parent conference	● Brief time out with reflection sheet ● Suspension ● Expulsion recommendation
48900(n)	Committed or attempted to commit sexual assault	Sexual assault is defined in PC 261, 266c, 286, 287, 288, or 289	● Contact parents of students involved ● Provide counseling and health services ● Ensure students are separated ● Initiate Title IX investigation	● Immediate suspension ● Mandatory recommendation to expel ● Contact law enforcement
48900(n)	Committee sexual battery	Sexual battery is defined in PC 243.4		

Statutory Offense (<i>continued</i>)		Description/Notes	Intervention/Corrective Options	Possible Consequences
<i>Tobacco & Nicotine</i>				
48900(h)	Used or possessed tobacco or products containing tobacco or nicotine products	Smoking and tobacco product are defined in BPC 22950.5; includes vaping	• State expectations • Determine when behaviors occur and their function (<i>e.g.</i>, attention, escape, transitions, etc.) • Teach replacement behavior • Provide environmental supports	• Brief time out with reflection sheet • Suspension
<i>Verbal Acts</i>				
48900(a)(1)	Threatened to cause physical injury to another person		• Determine when behaviors occur and their function (<i>e.g.</i>, attention, escape, transitions, etc.) • Teach replacement behavior • Provide environmental supports • Arrange/facilitate meeting with student to repair harm with individuals affected by student's behavior • Conduct parent conference • Alternative programming	• Brief time out with reflection sheet • Involuntary transfer • Suspension • Expulsion recommendation
48900(i)	Engaged in habitual profanity	Expletives, swearing, cursing, or cussing	• State expectation • Assess student's level of escalation • Use response strategies to deescalate • Determine when disruptions occur and their function (<i>e.g.</i>, attention, escape, transitions, etc.) • Teach replacement behavior • Provide opportunity to self-monitor/chart behaviors • Engage in restorative chat • Referral to SAT process • Referral to admin/SSW/counselor • Conduct parent conference	• Brief time out with reflection sheet • Suspension
48900(i)	Engaged in habitual vulgarity	Use of gross, indecent, or obscene language		

Statutory Offense <i>(continued)</i>		Description/Notes	Intervention/Corrective Options	Possible Consequences
Verbal Acts <i>(continued)</i>				
48900(r)	Engaged in an act of bullying	Bullying is defined in EC 48900(r); includes cyberbullying and cyber sexual bullying	• Review bullying policy • Determine when disruptions occur and their function (e.g., attention, escape, transitions, etc.) • Teach replacement behavior • Provide environmental supports • Provide opportunity to self-monitor/chart behaviors • Engage in restorative chat • Referral to admin/SSW/counselor • Conduct parent conference • Alternative programming	• Brief time out with reflection sheet • Involuntary transfer • Suspension • Expulsion recommendation if paired with EC 48900(a)(1), 48900.2, 48900.3, or 48900.4
48900.3	Caused or participated in an act of hate violence	Willful force used to interfere with another person's civil or constitutional rights because of that person's disability, gender, nationality, race/ethnicity, religion, or sexual orientation; only grades 4-8	• Review nondiscrimination policy • Determine when disruptions occur and their function (e.g., attention, escape, transitions, etc.) • Teach replacement behavior • Provide environmental supports • Increase prevention strategies • Conduct restorative conference • Referral to admin/SSW/counselor • Conduct threat assessment • Conduct parent conference • Alternative programming	• Involuntary transfer • Suspension • Recommendation to expel • Contact law enforcement
48900.3	Attempted or threatened to cause an act of hate violence		• Review nondiscrimination policy • Determine when disruptions occur and their function (e.g., attention, escape, transitions, etc.) • Teach replacement behavior • Establish restorative contract • Conduct parent conference • Alternative programming	• Time out with reflection sheet • Involuntary transfer • Suspension

Statutory Offense (<i>continued</i>)		Description/Notes	Intervention/Corrective Options	Possible Consequences
Verbal Acts (<i>continued</i>)				
48900.7	Made terroristic threats against school officials or school property, or both	Threats are not against students or their property	• Identify function of behavior • Conduct restorative conference • Conduct threat assessment • Closely monitor unstructured time • Re-entry circle with restorative contract • Conduct parent conference • Alternative programming	• Involuntary transfer • Suspension • Expulsion recommendation if paired with EC 48900(a)(1) • Contact law enforcement
Weapons & Dangerous Objects				
48900(b)	Possessed, sold, or otherwise furnished a firearm	Firearm does not mean an imitation firearm	• Confiscate or isolate the item using gloves • Take a picture of the item next to a ruler • Complete a property tag and lock it up with the item • Conduct a search of the student's person/property • Conduct threat assessment	• Immediate suspension • Mandatory recommendation to expel • Contact law enforcement • Contact parent
48900(b)	Brandished a knife	Knife is defined in EC 48915(g); brandishing can be defined as drawing or exhibiting a weapon in a rude, angry, or threatening manner, or used in any fight or quarrel		
48900(b)	Possessed an explosive	Explosives are a “destructive device” defined in 18 USC 921(a)(3); does not include small firecrackers and smoke/stink bombs		
48900(b)	Possessed, sold, or otherwise furnished a knife or other dangerous object	Knife is defined in EC 48915(g)	• State expectations • Identify function of behavior • Referral to admin/SSW/counselor • Conduct random searches of person or property • Conduct threat assessment • Conduct parent conference	• Involuntary transfer • Suspension • Expulsion recommendation • Contact law enforcement
48900(m)	Possessed an imitation firearm	Imitation firearm is defined in EC 48900(m)	• State expectations • Identify function of behavior	• Involuntary transfer • Suspension • Expulsion recommendation

DISCIPLINARY OUTCOMES

The following chart identifies the possible disciplinary outcomes for each statutory offense described in the California Education Code and listed under the section for “Grounds for Suspension and Expulsion” in the Conduct Policy. Please keep in mind the following:

- Students may be suspended for no more than five consecutive school days for an incident, and no more than 20 school days in a school year.
- Suspension can be imposed only when other means of correction have failed to correct the student’s specific misbehavior. A student may only be suspended on a first offense:
 - For committing an act described in EC 48900(a)-(e), or
 - If determined that the student’s presence causes a danger to persons (*Note:* Where suspension is indicated with a “not on a first offense”, suspension may be imposed upon a first offense if there is evidence that supports this provision)
- The period of expulsion is either one semester or two semesters; for mandatory expellable offenses described in EC 48915(c), the period of expulsion can be up to one calendar year.
- EC 48902 and 49393 specify the reasons for which law enforcement must be contacted.

Mandatory Expulsion [EC 48915(c)]	Suspension	Expulsion Recommendation	Contact Law Enforcement
(1) Possessing, selling, or otherwise furnishing a firearm	Immediate	Mandatory	Yes
(2) Brandishing a knife at another person	Immediate	Mandatory	Yes
(3) Unlawfully selling a controlled substance	Immediate	Mandatory	Yes
(4) Committing or attempting to commit a sexual assault or committing a sexual battery	Immediate	Mandatory	Yes
(5) Possession of an explosive	Immediate	Mandatory	Yes
Discretionary Expulsion [EC 48915(a)(1)]	Suspension	Expulsion Recommendation	Contact Law Enforcement
(A) Causing serious physical injury to another person, except in self-defense	Yes	May	May
(B) Possession of any knife or other dangerous object of no reasonable use to the student	Yes	May	Yes
(C) Unlawful possession of any controlled substance (with exceptions)	Yes	May	Yes
(D) Robbery or extortion	Yes	May	May
(E) Possession of an explosive	Yes	May	Yes

Other Statutory Offenses (<i>continued</i>) [EC 48900, 48900.2, 48900.3, 48900.4, 48900.7]	Suspension	Expulsion Recommendation	Contact Law Enforcement
(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person	May	May	May
(a)(2) Willfully used force or violence upon another person, except in self-defense	May	May	May
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object	May	May	Yes
(c) Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind	May	May	Yes
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person an imitation substance	May	May	Yes
(e) Committed or attempted to commit robbery or extortion	May	May	May
(f) Caused or attempted to cause damage to school property or private property	Not on first offense	May	May
(g) Stole or attempted to steal school property or private property	Not on first offense	May	May
(h) Possessed or used tobacco, or products containing tobacco or nicotine products	Not on first offense	May	May
(i) Committed an obscene act or engaged in habitual profanity or vulgarity	Not on first offense	May	May
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia	Not on first offense	May	May
(k) Disrupted school activities or otherwise defied the valid authority of school personnel	Only by a teacher from class	No	May
(l) Knowingly received stolen school property or private property	Not on first offense	May	May
(m) Possessed an imitation firearm	Not on first offense	May	May
(n) Committed or attempted to commit a sexual assault or committed a sexual battery	Immediate	Mandatory	Yes
(o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding	Not on first offense	Not as the sole reason	No

Other Statutory Offenses (<i>continued</i>) [EC 48900, 48900.2, 48900.3, 48900.4, 48900.7]	Suspension	Expulsion Recommendation	Contact Law Enforcement
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma	Not on first offense	Not as the sole reason	No
(q) Engaged in, or attempted to engage in, hazing	Not on first offense	Not as the sole reason	No
(r) Engaged in an act of bullying	Not on first offense	Not as the sole reason	No
(t) Aided or abetted the infliction or attempted infliction of physical injury on another person	Not on first offense	Not as the sole reason	No
48900.2 Committed sexual harassment	Not on first offense	May	May
48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence	Not on first offense	May	May
48900.4 Intentionally engaged in harassment, threats, or intimidation against district personnel or students	Not on first offense	May	May
48900.7 Made terrorist threats against school officials and/or school property	Not on first offense	Not as the sole reason	Yes

EXTRACURRICULAR ACTIVITY ELIGIBILITY

Extracurricular activities enrich the educational and social development of students and enhance their feelings of connectedness with the school; they provide a variety of experiences that are appropriate for students. Participation in extracurricular activities is encouraged by the District; however, it is a privilege, and students must meet the eligibility requirements to participate in such activities.

EXAMPLES OF EXTRACURRICULAR ACTIVITIES

The types of activities that are considered extracurricular activities include, but are not limited to:

1. After school recreation/athletics (*i.e.*, practices, games, and tournaments)
2. School assemblies/performances
3. Student clubs/activities
4. Student government activities
5. Cheerleader/Spirit Leader activities
6. Other special after school activities
7. Special field trips that are not part of regular classroom work, including the 8th grade graduation trip
8. School dances, including the 8th grade graduation dance
9. Public performance of music, drama, and speech (the loss of this privilege does not apply to class activities conducted during the school day to publicize and/or promote school activities to feeder schools)

ELIGIBILITY

It is the goal of the District to work with parents/guardians to assist students in becoming self-directed and responsible for their own behavior. When students do not meet clearly defined and communicated expectations, as outlined below, they may not be eligible for, or lose the privilege of participating in, extracurricular activities.

Academic

To be eligible to participate in extracurricular activities, the student must achieve a grade point average of 2.0 on a 4.0 scale with no “F’s” (hereafter, “academic standard”) and show maintenance of minimum progress towards meeting the middle school graduation requirements prescribed by the Board of Trustees in each grading period preceding the period of participation in the extracurricular activity.

The six-week academic progress report and report card will be utilized to determine a student’s eligibility status for continued participation in extracurricular activities. At the end of the first two weeks, those students who do not meet the academic requirements will be identified and be given the next two weeks as a probationary period to allow them the opportunity to bring up their grades for continued participation. If a student is unsuccessful in improving their grades to the required academic standard, the student will not be eligible to participate until the student meets the academic standards at the next grade-reporting period.

The eligibility grading periods shall be the three grading sessions.

The grading periods shall be considered consecutive and uninterrupted. Therefore, the third grading period of the previous year shall be the basis for determining the first quarter eligibility for the following year.

If a sixth or seventh grade student, during the third grading session, fails to achieve the academic standard, that student would only participate in extracurricular activities while under probationary status for the first six weeks during the following year.

Behavior

Students who are suspended for any act listed under the section on “Grounds for Suspension and Expulsion” are prohibited from participating in extracurricular activities during the period of suspension and may be further suspended from such activities upon the day they return to school consistent with the following proportions:

- 1-day school suspension = 1-week suspension from extracurricular activity
- 2-day school suspension = 1-week suspension from extracurricular activity
- 3-day school suspension = 2-week suspension from extracurricular activity
- 4-day school suspension = 2-week suspension from extracurricular activity
- 5-day school suspension = 2-week suspension from extracurricular activity

Additional Provisions

The following are additional provisions that may impact a student’s ability to participate in an extracurricular activity:

1. Unless the site administrator has granted prior approval, students may need to be present at school on the day of the activity in order to participate (*e.g.*, attend school during the day in order to participate in the athletic tournament or a school dance held after school).
2. The principal or designee may make exceptions regarding participation in specific activities if the activity or event supports positive behavior interventions.
3. Students who are suspended during the final 20 days of school may be denied the privilege of participating in the 8th grade graduation ceremony.
4. Students who have been placed on a suspended expulsion may not participate in extracurricular activities for the duration of the expulsion order.

DRESS CODE GUIDELINES

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. Students are expected to wear clothing that is suitable for the school activities in which they participate.

The following guidelines shall apply to all regular school activities to ensure student learning and safety:

1. Students must adhere to uniform policies if a school implements such policy.
2. All clothing shall be *safe and hygienic* and shall not be *disruptive* to the school learning environment. Clothing shall cover undergarments at all times.
3. *No clothing, hairstyles, or accessories shall be permitted which reflects any gang affiliation.* Solid red or blue shirts, shoes, shoelaces, and bandanas, including accessories such as belts or jewelry, are not permitted. Three or more students wearing the same attire together are not allowed (see gang-related behavior). Gang related insignias include, but are not limited to, Roman numeral XIV, XIII, X14, X13, the words Sureños, Norteños, Norte, Sur, etc.
4. Skirts, shorts, dresses, and frays on pants must be longer than the fingertips when the arms are extended downward. Frayed shorts or pants are *permitted if no skin is showing above the permitted length*.
5. See-through blouses, halter tops, bare midriffs, or off-the-shoulder blouses are not permitted. No spaghetti straps. Tank tops or sleeveless shirts must be 3 fingers wide and **may not** expose the undergarment area.
6. Clothing that allows excessive space between the clothing and the body is not permitted. No sagging or oversized pants. Pants must be worn at waist length in a manner which does not expose undergarments.
7. Articles of clothing, including belts and jewelry, **may not** display profanity; display products or slogans which promote tobacco, alcohol, illegal drugs, or other products or activities that are illegal for school-age children; display explicit references to sexual activities; or otherwise interfere with school work, create disorder, or disrupt the school learning environment.
8. Straps on overalls or similar clothing must be fastened at all times.
9. Appropriate closed-toe shoes must be worn by all students. Flip flops, open-toe shoes, shoes without heel straps, steel-toe shoes, slippers, and sandals are not permitted for safety reasons. Students **must** wear appropriate shoes for physical education class (Crocs are not permitted).
10. Piercings of the body (eyebrows, nose, tongue, etc.) are not allowed. Nose studs may be permitted if there is no safety risk to the student. Any tattoos **must** be covered by appropriate clothing at all times.
11. Items confiscated from the students will only be returned to the parent.
12. Pajamas shall not be worn at school unless authorized in advance for a specific school-sponsored event or activity.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

MOBILE COMMUNICATION DEVICES

The use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee. However, students may use smartphones or other mobile communications devices to contact parents or guardians while exiting campus at the end of the instructional day, unless restricted from doing so due to violations of the mobile communication devices policy.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

SCHOOL BUS CONDUCT

Transportation to and from school by the school bus is a privilege. To help ensure the safety and well-being of everyone riding on a school bus, students are expected to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus. The following are lists of student actions that constitute violations of established rules and regulations, as well as the possible penalties for such violations.

TRANSPORTATION SAFETY

Students are not to:

- Open or close the bus doors and emergency exits without authorization
- Tamper with the bus radio, controls, doors, or emergency exits
- Damage or deface the bus
- Bring combustibles onto the bus
- Throwing any objects in, out of, or at the bus
- Transport live animals, reptiles, or insects on the bus (*Note: science specimens are to be encased in safe plastic or cardboard containers; glass containers are not allowed on the bus*)
- Give improper identification when requested by the bus driver
- Ride the bus after receiving a “No Ride” penalty
- Use other than the student’s regularly designated bus stop without proper authorization.

DRIVER/RIDER SAFETY

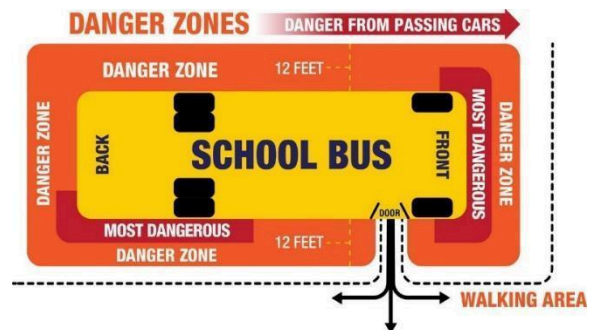
Students are not to:

- Put any part of the body out of the bus window
- Make any movement out of the seat while the bus is in motion
- Engage in abusive body contact when loading, unloading, or riding the bus
- Use profane language, obscene gestures, or gang signs
- Create excessive noise that distracts the bus driver
- Fail to obey or disrespect the bus driver
- Commit any improper bus stop procedures (*e.g., not lining up, throwing objects, playing in the streets, damaging property at bus stop*)
- Eat, drink, or chew gum on the bus
- Behave improperly

SCHOOL BUS DANGER ZONE

Any place around a school bus can be dangerous. It is safe to assume that if you cannot see the driver, the driver cannot see you. Some of the danger zones children are commonly found while loading or unloading the bus are shown in the diagram below. Never play in the following areas of a bus:

1. Directly in front of the bus.
2. The area near the entrance door.
3. The area near the front tires (on either side of the bus).
4. The area near the rear tires (on either side of the bus).
5. Directly behind the bus.



PENALTIES

Minimum penalties, as listed below, shall be used as guidelines for infractions of established rules.

- 1st Referral** Warning or possible bus-riding suspension. Telephone call or letter to parent if there is a bus-riding suspension.
- 2nd Referral** Warning or possible bus-riding suspension. Telephone call or letter to parent if there is a bus-riding suspension.
- 3rd Referral** Mandatory five-day bus-riding suspension. Letter or telephone call to parent.
- 4th Referral** Mandatory ten-day bus-riding suspension. Letter and telephone call to parent. A parent conference with the transportation supervisor, bus driver, and the school principal must be held before the student can resume riding the bus.
- 5th Referral** Mandatory bus suspension for balance of the school year. Letter and telephone call to parent.

A student may be immediately suspended from bus transportation for severe misbehavior that has or can reasonably be predicted to have jeopardized the health and safety of everyone on the bus – such behavior includes causing, attempting to cause, or threatening to cause physical injury to the bus driver.

Delano Union School District
SCHOOL BUS CONDUCT REPORT

SCHOOL _____ DATE _____ BUS #/ROUTE _____/_____

BUS CONDUCT REPORT # _____ BUS DRIVER (print name) _____

STUDENT NAME _____ GRADE _____ GENDER _____

The above-named student is being referred to school administration for the following reason(s):

TRANSPORTATION SAFETY

- ☐ Opened or closed the bus doors and emergency exits without authorization
- ☐ Tampered with the bus radio, controls, doors, or emergency exits
- ☐ Damaged or defaced the bus
- ☐ Brought combustibles onto the bus
- ☐ Throw any objects in, out of, or at the bus
- ☐ Transported live animals, reptiles, or insects on the bus
- ☐ Gave improper identification when requested by the bus driver
- ☐ Rode the bus after receiving a "No Ride" penalty
- ☐ Used other than the student's regularly designated bus stop without proper authorization.

DRIVER/RIDER SAFETY

- ☐ Put any part of the body out of the bus window
- ☐ Made any movement out of the seat while the bus is in motion
- ☐ Engaged in abusive body contact when loading, unloading, or riding the bus
- ☐ Used profane language, obscene gestures, or gang signs
- ☐ Created excessive noise that distracted the bus driver
- ☐ Failed to obey or disrespected the bus driver
- ☐ Committed any improper bus stop procedures (e.g., not lining up, throwing objects, playing in the streets, damaging property at bus stop)
- ☐ Ate, drank, or chewed gum on the bus
- ☐ Behaved improperly: _____

School Administrator's Signature/Date

Parent/Guardian Signature/Date

Bus Driver's Signature/Date

THIS NOTICE MUST BE SIGNED BY THE PARENT/GUARDIAN AND RETURNED TO THE SCHOOL OFFICE.

WHITE-M.O.T

YELLOW-PRINCIPAL

PINK-DRIVER

GOLDENROD-STUDENT

When a student has committed an infraction on the bus, a *School Bus Conduct Report* will be completed by the bus driver and submitted to school administration. The parent will be asked to sign the form to show receipt of the *Report*.

Please keep in mind that 5 CCR 14103 provides the following: *"Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations."*

AFTER SCHOOL SAFETY

Safety concerns and the importance of students going directly home after school.

The Board of Trustees wishes to emphasize that parents/guardians should require their children to either proceed immediately and directly home upon leaving school grounds at the end of the school day, or to the location of their organized after school activity or caregiver. The school is not, and cannot be, responsible for the conduct and/or safety of students once they leave school grounds.

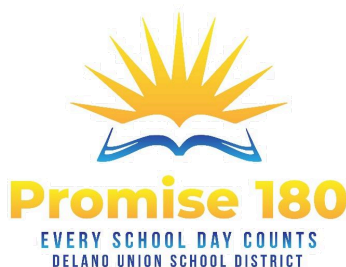
In particular, parents should discourage their children from “hanging out” at the parks or on the surrounding streets of the school, or food vendors. These locations have been the site of physical assaults by students who are determined on attacking their fellow students. Occasionally, the assaults have been particularly violent. Additionally, accomplices have digitally recorded the attacks and posted the images on the internet.

In circumstances where the school has jurisdiction over the incident, appropriate disciplinary action will be taken against perpetrators and their accomplices, including, but not limited to, suspension and expulsion. When circumstances permit, all participants in the incident will be addressed according to law and policy, including those who digitally recorded the attack in any form (*i.e.*, video camera, camera phone, etc.).

Streets and parks immediately adjacent to the school are not on school grounds. The school does not have the staff to patrol or otherwise supervise immediately adjacent streets and parks or food vendors during or after school hours. Consequently, parents cannot rely on the school to supervise and protect their children once they leave school grounds and are not engaged in any school-sponsored activity. The school’s responsibility to supervise children ends immediately when children leave school grounds.

Questions or concerns regarding this notification should be directed to the respective school site principal.

RECEIPT OF ACKNOWLEDGEMENT



Conduct Policy 2025-2026

The rules and guidelines provided in the Conduct Policy help ensure that staff enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies and that parents/guardians are involved in the process to help minimize the need for disciplinary measures that exclude students from instruction. Parents/Guardians are to **complete this form and return it to the student's teacher**.

Parents/Guardians, for each of the following topics, **your initial** indicates that you have reviewed and discussed the applicable rules and expectations with your child:

_____ Grounds for Suspension and Expulsion

_____ Extracurricular Activity Eligibility

_____ Dress Code Guidelines

_____ Mobile Communication Devices

_____ School Bus Conduct

_____ After School Safety

My signature below indicates that I have received and understand the Conduct Policy.

Student's Name (Print)

Student's Signature

Date

Parent/Guardian's Name (Print)

Parent/Guardian's Signature

Date

School

Grade Level