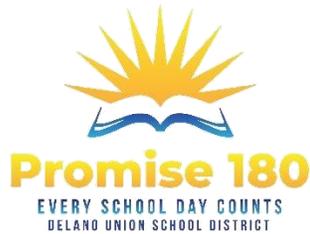


DELANO UNION SCHOOL DISTRICT
CONDUCT POLICY
2023-2024



Empowering Students to Succeed



Delano Union School District

Office of Rosalina Rivera, Superintendent

1405 - 12th Avenue
Delano, California 93215
Phone (661) 721-5000 x00102
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Goal

The goal of the Delano Union School District is to provide a safe and positive learning environment for all pupils.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the pupil's behavior. Continually disruptive pupils may be assigned to alternative programs or removed from school. At all times, the safety of pupils and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. **Board Policy 5144(a)**

All staff at the Delano Union School District Middle Schools will follow a uniform classroom management process for all pupils. The following Conduct Policy will be in effect for the 2023-2024 school year.

Please review this plan carefully and discuss it with your child. 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 the school site administration listed.

Rosalina Rivera
Superintendent

BOARD OF TRUSTEES

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Working Together For A Better Education -- The Delano Way!
AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Conduct Management Process

All staff at the Delano Union School District schools will follow a consistent classroom management process for all the pupils.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Reteach Behavioral Expectations under “Discipline” 2. Behavior Intervention 3. Teacher/Parent Conference 4. Behavioral Intervention 5. Submit Office Discipline Referral (ODR) | <ul style="list-style-type: none"> -Begin Conduct Documentation in Aeries -Parent Notification & Documentation -Document in Aeries under “Discipline” -Document in Aeries under “Discipline” -Complete in Aeries under “Discipline” and submit to office. May result in alternative interventions/consequences. |
|--|---|

The following minor conduct issues should be addressed in the classroom based on the classroom management procedures **prior** to sending the pupils with an ODR to the office:

RUNNING IN THE ROOM / HALLWAYS	WATER GAMES – Throwing or squirting water on others
LITTERING – Throwing garbage on campus	SAFETY VIOLATION – A behavior that puts others at risk of danger or injury. <ul style="list-style-type: none"> Minor aggression-(grabbing, pushing, etc.) Unsafe or rough play
DRESS CODE VIOLATIONS – Failure to observe the school dress code (refer to dress code policy)	MINOR CLASSROOM DISRUPTIONS – Behavior that is unsuitable or inappropriate in the classroom which includes; horseplay, out of seat, unnecessary laughing and giggling, whistling, noisy; not in assigned place; shouting/calling out; electronic device out/on; inappropriate language; tardy
EATING/ CHEWING GUM IN CLASS – Consumption of candy, gum, breath mints, and/or any food items during school hours	REFUSAL OF AUTHORITY – Refusal to comply with request of school staff; refusal to work; disrespectful (tone/attitude)
MISUSE OF PROPERTY - Throwing objects or damaging items creating a class disruption; disrespect to property; using or possessing permanent markers	CHEATING/LYING – Copying from another / looking at notes. Classwork or homework; false information
TEASING – <i>Name calling</i> or making remarks to or about another person causing them to feel uncomfortable; Invading personal space	BANGING DOORS – Banging on classroom doors while class is in session causing unnecessary interruption



The following accommodations are available for the use by all Delano Union School District teachers to maintain open communication with the parents:

- The administration of Delano Union School District will provide interpreters for teachers when necessary.
- A school phone will be made available to call parents after school hours.

Office Disciplinary Referrals (Major Conduct Violations)

The following conduct violations will result in an **immediate ODR** to the school administration.

● Abusive / Profane Language	● Forgery
● Theft – Attempting to Steal	● Cheating (Benchmarks / Classroom Tests)
● Obscene Act/Materials	● Stink Bomb
● Possession of Stolen Property	● Combustible Substances
● Open Defiance / Disrespect	● Weapons
● Vandalism	● Drugs
● Sexual Harassment	● Assault
● Defacing or destroying school property (i.e., tagging or graffiti)	● Firearm
	● Robbery
● Fighting / Provoking a Fight	● Explosives
● Cigarettes / Tobacco	● Dangerous Objects
● Spray Paint / Aerosol / Inhalants	● Arson
● Tampering with Fire Alarm / Security Alarms	● Threatening School Personnel
	● Cigarettes / Tobacco
● Ditching School or Class / Truancy	● Alcohol
● Severe Unsafe behaviors	● Use of drug paraphernalia (selling/possession)
● Inappropriate use of the Internet	
● Bullying / Threatening	● Gambling
● Bomb Threats	

Note: Other conduct violations as determined by site administration.



Behavior Referral Interventions

An ongoing accumulation of behavior referrals after appropriate interventions MAY result in a recommendation for expulsion.

*** Interventions could include:**

- **Parent/Student Conference**
- **Break, Lunch, or After School Reflection/Intervention Table**
- **In-School Intervention for behavior intervention and character development**
- **Mentoring**
- **Academic Behavior Intervention**
- **Referral to School Social Worker**
- **Referral to SAT (Student Assistant Team)**
- **Saturday School**
- **MTSS (*Multi-Tiered Systems of Support*) such as, positive attendance recognition, tutoring, counseling, anger management support, drug ,and alcohol or gang diversion programs, (*requires parental consent*)**
- **Restorative Practices which includes, (conflict resolution skills program, restitution, and community service (*may include, but is not limited to, work performed on school grounds during non-school or school hours in the areas of outdoor beautification or campus betterment*))**
- **Referral to the SARB (*School Attendance Review Board*)**
- **Referral to community-based Social Services (medical, family support services, etc.)**
- **Suspension**

NOTE: Alternative consequences imposed in lieu of suspension may result in the loss of the same extra-curricular privileges that would have been forfeited if the student had been suspended.

- Law Enforcement may be notified at the discretion of the administration
- If the nature of the offense is serious enough to warrant an alternative education placement or expulsion recommendation, the student may be suspended five (5) days for the infraction.
- Students may be suspended on the first offense for E.C. 48900 (a), (b), (c), (d) or € if it is determined that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. (E.E. 48900.5).

Behavior Intervention Policy

Behavior Intervention will be served at break, lunch, and/or after school. Intervention will not exceed 1 hour per day. Pupils that ride the bus will participate in intervention before school, during break, and / or during lunch. Parents will be notified if their child has been assigned to intervention prior to the intervention being served.

Pupils that fail to serve intervention will be subject to other disciplinary actions.



MTSS Supports

DUSD is a MTSS (Multi-Tiered Systems of Support) 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.

MENTAL HEALTH SUPPORT

DUSD has established a Mental Health Team that includes academic counselors (AC), school social workers (SSW), school psychologist (SP), a marriage and family therapist (MFT), and several district administrators. The focus of the team is provide student and families at each site support in the area of SEL (Social Emotional Learning) with strategies to maintain good mental health and academic success.

Each school site has a team that includes site administration, a social worker, a school psychologist, a marriage and family therapist, and an academic counselor (*middle school only*). *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 students academic standing, regarding grades, test scores, and graduation status

College and Career: Prepare and educate students and parents of post-secondary educational opportunities available to students

School Social Worker (SSW):

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

Services to Students: Providing crisis intervention and developing intervention strategies to increase academic success

Services to Parents/Guardians: Alleviating 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 behavior success through individual or small group settings

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

Provide social, emotional 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 student, teacher and parent/guardian

Marriage and Family Therapist (MFT):

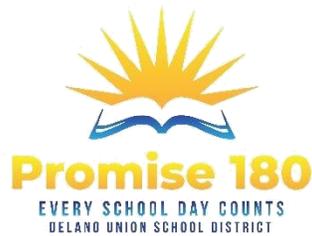
Provide mental health therapy and interventions (including crisis intervention services)

Teach and promote positive coping skills to alleviate various mental health symptoms (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!



SPRIGEO

<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 your school site will be notified and address your concerns.

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

National Suicide Prevention Life Line

CALL: 988

(800) 273-8255

Crisis Text Line:

Text “HOME” TO 741741

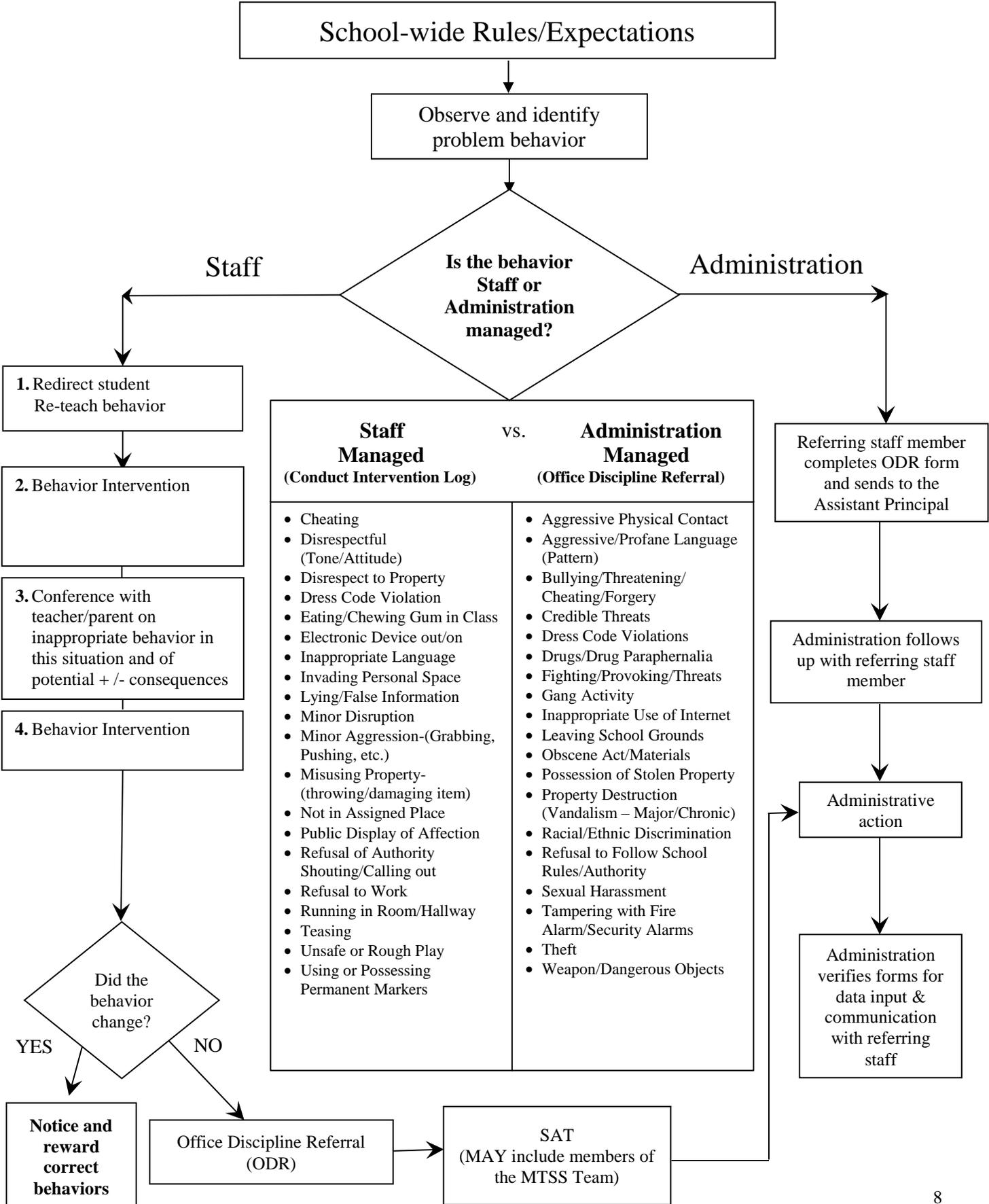
TEEN Line:

Call (800) 852-8336 or Text TEEN to 839863

Trevor Project:

Call (866) 488-7386 or Text START to 678678

DUSD School-Wide Discipline Flow Chart



Delano Union School District

PARENT CONTACT LETTER

Teacher's Name/*Nombre de Maestro(a)*: _____

School/*Escuela*: _____

Parents of/*Padres de*: _____ Date/*Fecha*: _____

I am writing to inform you that _____ is having some behavioral problems. I would greatly appreciate your cooperation in working with me to resolve these issues.

Le escribo para informarle que _____ está teniendo algunos problemas de comportamiento. Le agradecería su cooperación en trabajar conmigo para resolver estos problemas.

In order to keep the class productive and calm, it is essential that each child in my classroom avoid certain behaviors. I've marked the problem areas below. _____ must improve in these areas to develop his/her full potential.

Para mantener la clase productiva y tranquila, es esencial que cada niño en mi salón de clases evite ciertos comportamientos. He marcado el problema abajo. _____ debe mejorar en estas áreas para desarrollar su máximo potencial.

- Excessive talking / *Hablar en exceso*
- Lack of effort / *Falta de esfuerzo*
- Lack of attention / *Falta de atención*
- Disrespectfulness to others / *Irrespetuoso hacia los demás*
- Incomplete or late assignments / *Trabajo incompleto o tarde*
- Missing assignments / *Trabajo no ha sido entregado*
- Poor test scores / *Resultados bajos de exámenes*
- Excessive detentions / *Detenciones excesivas*
- Parent Conference Requested / *Conferencia de Padres solicitada*
- Other / *Otro* _____

I would like your help in putting an end to these problems and how we can help _____ resolve them. **Please call** _____

*Quisiera su ayuda para poner fin a estos problemas y cómo podríamos ayudar a _____ a resolverlos. **Por favor llame a** _____*

Sincerely/*Atentamente*, _____
(Teacher/Maestro(a))

Comments/Comentarios: _____

Copy to Office (White)

Copy to Teacher (Yellow)

Copy to Parent (Pink)

Delano Union School District
Elementary
Conduct Monitoring Procedures

Name: _____ Week of: _____ Teacher: _____

Monday

	Period	Recess earned?	Initials/Comment
1	8:00 to recess	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2	Recess to Lunch	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3	After Lunch to the end of day	Yes <input type="checkbox"/> No <input type="checkbox"/>	ASP - Yes <input type="checkbox"/> No <input type="checkbox"/>

Tuesday

	Period	Recess earned?	Initials/Comment
1	8:00 to recess	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2	Recess to Lunch	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3	After Lunch to the end of day	Yes <input type="checkbox"/> No <input type="checkbox"/>	ASP - Yes <input type="checkbox"/> No <input type="checkbox"/>

Wednesday

	Period	Recess earned?	Initials/Comment
1	8:00 to recess	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2	Recess to Lunch	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3	After Lunch to the end of day	Yes <input type="checkbox"/> No <input type="checkbox"/>	ASP - Yes <input type="checkbox"/> No <input type="checkbox"/>

Thursday

	Period	Recess earned?	Initials/Comment
1	8:00 to recess	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2	Recess to Lunch	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3	After Lunch to the end of day	Yes <input type="checkbox"/> No <input type="checkbox"/>	ASP - Yes <input type="checkbox"/> No <input type="checkbox"/>

Friday

	Period	Recess earned?	Initials/Comment
1	8:00 to recess	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2	Recess to Lunch	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3	After Lunch to the end of day	Yes <input type="checkbox"/> No <input type="checkbox"/>	ASP - Yes <input type="checkbox"/> No <input type="checkbox"/>

The area/s of focus will be: **FOLLOWING DIRECTIONS, HOMEWORK, FOLLOWING SCHOOL RULES, FOCUSING,** and _____.

The classroom teacher will mark a “yes” if pupil adheres to the above area of focus during each period of the day. If not, a “no” will be marked and the pupil will report to intervention for recess or quiet table in the cafeteria. For the third period, the pupil should be given the opportunity to earn a reward or privilege for adhering to the contract. *Anytime a pupil receives a “NO,” he/she must bring contract folder with him or her to the cafeteria at recess, the quiet table at lunch, or intervention after school as well as any missing or incomplete work or a book.*

8:00 – Recess: If pupil gets a “no” - No a.m. recess, report to Intervention area.

Recess – Lunch: If pupil gets a “no” - No a.m. recess, report to Intervention area.

Lunch – Dismissal: If pupil gets a “no” - Pupil reports to After School Intervention teacher or to the office first thing the next morning (if applicable).

ASP (After School Programs): If a pupil gets a “no” - Reports to the office first thing in the morning.

The pupil must take a copy home for a parent/guardian signature on Friday and return it on Monday.

Parent/Guardian Signature _____

Delano Union School District

Middle School

Conduct Monitoring Procedures

Student Name/Nombre de Alumno _____ Date/Fecha _____

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

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

Progressive Discipline Matrix (*Companion*)

Level 1: Behavior that is disruptive to the school environment of student/others and is generally managed with a brief intervention by an adult present in the setting. (Behaviors are NOT California Ed Code Violations.)

Level 1 Behavior:	Definition	Intervention Options	Consequence
Academic Dishonesty	Taking credit for work that is not done by the student (cheating on tests, plagiarizing); forging signatures on school related documents	<ul style="list-style-type: none"> ● Increase prevention strategies ● Offer environmental supports ● Brief conference with student ● Teach social skills ● Make home contact 	<ul style="list-style-type: none"> ● Confiscate item ● Logical consequences ● Student designs a plan to repair harm
Disrespect/Name Calling	Showing a lack of courtesy exhibited through insults and/or displaying a disregard for the emotional wellbeing of another	<ul style="list-style-type: none"> ● Redirect, Reteach ● Clarify expectations ● Identify and modify environmental factors ● Identify function of behavior and teach replacement behaviors ● Provide opportunity to self-monitor / chart behaviors ● Arranged/facilitated meeting with student to repair harm with individuals affected by student's behavior 	<ul style="list-style-type: none"> ● Brief Time Out w/ Reflection Sheet ● Disable participant video and/or mute participant ● Clarify expectations during student conference in breakout session 1:1
Disruption of school operations/activities (Low intensity)	Low intensity behavior that is brief includes verbal and nonverbal behavior that disrupts a few students (noises, movements, tapping pencils)	<ul style="list-style-type: none"> ● Redirect, Reteach, Provide Choice ● Provide environmental supports ● Increase prevention strategies ● Determine when disruptions occur and their function (attention, escape, transitions etc.) ● Increase reinforcers ● Make home contact ● Virtual Check In/Check Out 	<p>Increase prevention strategies</p> <p>Clarify expectations during student conference in breakout session 1:1</p> <ul style="list-style-type: none"> ● Disable participant video and/or mute participant ● Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions)
Dress Code Violation	Wearing clothing or items inconsistent with dress code policy	<ul style="list-style-type: none"> ● State expectation ● Offer/Provide environmental supports 	<ul style="list-style-type: none"> ● Clarify expectations (verbally/ whole group, send personal message in chat) ● Disable participant video
False Information/Allegations	Providing untruthful information with the intent to deceive	<ul style="list-style-type: none"> ● Student completes reflection sheet ● Brief conference with student to clarify expectations ● Teach social skills ● Make home contact 	<ul style="list-style-type: none"> ● Logical Consequences ● Restorative Chat (at a time other than synchronous instruction)

Lack of Participation/ Refusing to Work	Failing to start and/or complete assigned work; failing to engage in instructional/ school related activity and/or task	<ul style="list-style-type: none"> ● Redirect, Reteach, Provide Choice ● Provide environmental supports ● Review schedule ● Lighten the load ● Offer choice ● Check with the student frequently ● Increase feedback and/or other reinforcers ● Build in breaks ● Allow for an option to request for break 	<ul style="list-style-type: none"> ● Loss of privilege ● Logical Consequences
Leaving Class w/o Permission	Failing to remain in assigned class; unauthorized exit from classroom	<ul style="list-style-type: none"> ● Identify and modify environmental factors ● Redirect, Reteach, Provide Choice ● Determine when behaviors occur and their function (attention, escape, transitions etc.) ● Increase reinforcers 	<ul style="list-style-type: none"> ● Loss of privilege ● Logical Consequences ● Home Contact
Misuse of technology	<p>An electronic device refers to a computer or a computer like device, including a cell phone, which is used for audio, video, or text communication.</p> <p>Appropriate use of technology involves authorized access according to the direction of the staff member for educational purposes. Use for any other purpose is prohibited except when specifically required to implement a student's current and valid IEP and/or when a staff member allows usage (for health related reasons and/or in emergency situations).</p>	<ul style="list-style-type: none"> ● Identify and modify environmental factors ● Increase feedback and/or other reinforcers ● Brief conference with student 	<ul style="list-style-type: none"> ● Disable participant video and/or mute participant ● Clarify expectations during student conference in breakout session 1:1 ● Loss of privilege
Profanity (not directed at others)	Derogatory and/or confrontational language not directly to another person (may include profanity, racial and/or sexist insults)	<ul style="list-style-type: none"> ● State expectation ● Assess child's level of escalation ● Use response strategies to de-escalate ● Determine when disruptions occur and their function (attention, escape, transitions etc.) ● Make home contact ● Restorative Chat ● Teach replacement behavior 	<ul style="list-style-type: none"> ● Clarify expectations during student conference in breakout session 1:1 ● Disable participant video and/or mute participant ● Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions)

Progressive Discipline Matrix (Companion)

Level 2: Behavior that is unresponsive to a variety of documented, targeted interventions over a 2-6 week timeframe (minimum); Behavior has become chronic and/or has increased in intensity; Behavior may occur across a variety of times and settings throughout the day.

Level 2 Behavior:	Definition	Intervention Options	Consequence
<p>Bullying (all forms)/ 48900 r; Harassment 48900 o; Intimidation 48900 o; Creating a Hostile Environment</p>	<p>Use of verbal and/or nonverbal language or other actions (includes negative or derogatory comments based on race, religion, age, sexual orientation and/or preference, disability, national origin and/or personal matters) that students can be reasonably expected to know is hurtful or discriminatory/ FOR SEXUAL HARASSMENT SEE LEVEL 3</p> <p><u>Bullying</u>: When an individual or a group of people with perceived power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying that continues over time is often hidden from adults and will probably continue if no action is taken</p> <p><u>Intimidation</u>: Verbal, nonverbal and/or written acts committed to coerce and/or instill fear for the purpose of gaining control</p> <p><u>Creating a Hostile Environment</u>: conduct that is severe, pervasive, or persistent so as to interfere with a student’s wellbeing and ability to learn; a victim may also be someone who is reasonably affected by conduct directed toward another individual</p>	<ul style="list-style-type: none"> ● Engage in restorative chat. ● Closely monitor unstructured time ● Make home contact. ● Referral to SAT Process ● Referral Admin./SSW/Counselor ● Student led behavior contract ● Targeted social skills training ● 2 by 10 Relationship Building ● Adult mentor/ Check and Connect ● Pre or Full Threat Assessment 	<ul style="list-style-type: none"> ● Remove privilege ● Disable participant video and/or mute participant ● Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) ● Conflict Resolution

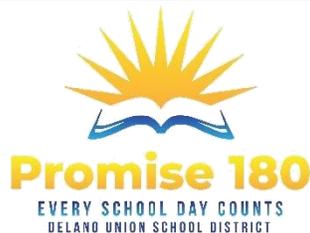
<p>Willful Defiance/ Insubordination</p>	<p><u>Defiance</u>: failure to comply to staff safety related request or directives</p> <p><u>Insubordination</u>: persistent lack of cooperation; refusal to report to detention and/or serve consequences given by school authority</p>	<ul style="list-style-type: none"> ● Assess child’s level of escalation. ● Use response strategies to de-escalate. ● Offer environmental supports ● Brief conference with student ● Referral to Counselor ● Immediately report student leaving campus to appropriate staff ● Referral to SAT Process ● Referral Admin./SSW/Counselor ● Alternative Programming ● 2 by 10 Relationship Building ● Virtual Check In/Check Out 	<ul style="list-style-type: none"> ● Disable participant video and/or mute participant ● Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions)
<p>Inappropriate Language and/or Profanity (specifically directed at others) 48900 i (if profanity is habitual)</p>	<p>Derogatory and/or confrontational language spoken directly to another person (may include profanity, racial and/or sexist insults)</p>	<ul style="list-style-type: none"> ● State expectation ● Assess child’s level of escalation. ● Use response strategies to de-escalate. ● Determine when disruptions occur and their function (attention, escape, transitions etc.) ● Make home contact. ● Restorative Chat ● Teach replacement behavior. ● Referral to SAT Process ● Referral Admin./SSW/Counselor 	<ul style="list-style-type: none"> ● Disable participant video and/or mute participant ● Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) ● Reverse suspension ● Restorative Circle facilitated by someone not directly involved in the situation ● Suspension of technology privileges pending parent meeting

Progressive Discipline Matrix (*Companion*)

Level 3: Education Code violation(s) and/or extreme behavior that causes a danger to property or people; significantly disrupts the learning environment

Level 3 Behavior:	Definition	Intervention Options	Consequence
Disruption of school operations/activities (High intensity) 48900 (k)	High intensity behavior that significantly interrupts the learning process and creates unsafe situations for the health and wellbeing of staff and/or students <u>Defiance:</u> failure to comply to staff safety related request or directives	<ul style="list-style-type: none"> ● Assess child's level of escalation ● Use response strategies to de-escalate ● Offer environmental supports ● Brief conference with student ● Referral to Counselor ● Immediately report student leaving classroom/campus to appropriate staff ● Alternative Programming ● Check In/Check Out 	<ul style="list-style-type: none"> ● Disable participant video and/or mute participant ● Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) ● Reverse suspension ● Restorative Circle facilitated by someone not directly involved in the situation ● Remove from Class Meeting/assign to ABI Teacher
Obscene Act 48900 i	Use of verbal and/or nonverbal language or other actions (including wearing and/or possessing items with indecent or offensive messages or images, exposing private body parts, engaging in consensual sexual acts, viewing and/or offering to show pornography to others) that students can be reasonably expected to know is strongly offensive, immodest and/or indecent	<ul style="list-style-type: none"> ● Approach student and state expectation/directive ● Provide structured choice ● Brief conference with student/Restorative Chat ● Make home contact ● Teach replacement behavior 	<ul style="list-style-type: none"> ● Disable participant video and/or mute participant ● Brief time out in waiting room with clearly communicated expectations for student during time out (reflection questions) ● Reverse suspension ● Restorative Circle facilitated by someone not directly involved in the situation ● Remove from Class Meeting/assign to ABI Teacher
Possession of controlled substance, Intent to Sell & Under the Influence of alcohol and/or controlled substance 48900 (c)	Refers to drug use, possession, and intent to sell/sales - includes inhalants, marijuana, and cocaine, drug paraphernalia and look-alike drugs and synthetics - NOT to be used for prescription controlled substances or over the counter medication use/possession against school policy.	<ul style="list-style-type: none"> ● Engage in restorative chat ● Student led behavior contract ● Make home contact ● Specialized and individual instruction/intervention ● Adult mentor/ Check and Connect ● Alternative Programming ● Re-entry conference 	<ul style="list-style-type: none"> ● Reverse suspension ● Restorative Circle facilitated by someone not directly involved in the situation ● Remove from Class Meeting/assign to ABI Teacher ● Recommendation for expulsion
Possession of an imitation firearm 48900 (m)	Willful, malicious destruction and/or defacement of school or personal property without consent of the owner	<ul style="list-style-type: none"> ● Brief conference with student ● Identify behavior skill deficit and provide corrective teaching ● Make home contact ● Restitution Contract 	<ul style="list-style-type: none"> ● Restitution ● Restorative Circle Facilitated by Someone Not Directly Involved in Situation ● Remove from Class Meeting/assign to ABI Teacher ● Recommendation for expulsion

<p>Possession of a weapon and/or explosive device 48900 (b)</p>	<p>Possession, use, or distribution of firearm, weapon, or explosive device as defined in district policy and regulations</p> <p><u>Explosive devices:</u> Possession or use of pyrotechnic devices on school property. Includes but not limited to devices such as fireworks and smoke/stink bombs</p>	<ul style="list-style-type: none"> ● Contact administration and/or police. ● Closely monitor unstructured time. ● Identify function of behavior and teach replacement behaviors ● Specialized and individual instruction/intervention ● Re-entry circle w/ restorative contract 	<ul style="list-style-type: none"> ● Notify Law Enforcement ● Restorative Circle facilitated by someone not directly involved in the situation ● Remove from Class Meeting/assign to ABI Teacher ● Recommendation for expulsion
<p>Raising A False Alarm; Inciting a Disturbance; Making a Terroristic Threat 48900.7; Bomb Threat</p>	<p>Actions that cause school officials to forecast a substantial disruption of or material interference with school activities, such as inciting a riot and/or pulling a fire alarm</p> <p><u>Bomb Threat:</u> Verbal, electronic or written threat to detonate an incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists</p> <p><u>Terroristic Threat:</u> Verbal, electronic or written threat to commit a crime - even if there is no intent of carrying out threat- which will result in death, great bodily injury to another or property damage in excess of one thousand dollars</p>	<ul style="list-style-type: none"> ● State expectation ● Student completes reflection sheet ● Contact administration ● Make home contact ● Restorative Conference ● Teach replacement behavior. ● Closely monitor unstructured time. ● Re-entry Circle w/ Restorative Contract ● Pre or Full Threat Assessment 	<ul style="list-style-type: none"> ● Notify Law Enforcement ● Restorative Circle facilitated by someone not directly involved in the situation ● Remove from Class Meeting/assign to ABI teacher ● Recommendation for expulsion
<p>Sexual Harassment 48900.2; Hate Violence 48900.3 /Involvement</p>	<p><u>Sexual Harassment:</u> Unwanted sexual advances, requests for sexual advances and/or other verbal, visual and/or physical contact of a sexual nature/ may include other forms of prohibited conduct</p> <p><u>Hate Violence:</u> Involvement in actions committed because of a victim's race, color, religion, nationality, country or origin, ancestry, disability or sexual orientation</p>	<ul style="list-style-type: none"> ● State expectation ● Provide environmental supports ● Brief conference with student ● Student completes reflection sheet ● Increase prevention strategies ● Make home contact ● Refer to counselor ● Restorative contract ● Alternative Programming ● Specialized and individual instruction/intervention ● Pre or Full Threat Assessment 	<ul style="list-style-type: none"> ● Notify Law Enforcement ● Harm Circle facilitated by someone not directly involved in the situation ● Remove from class meeting/assign on Opportunity to Learn ● Recommendation for expulsion



Discipline Matrix

The following list identifies the sections of the California Education Code that governs pupil conduct and the consequences in the Conduct Code that may be applied. Most violations allow for a range of disciplinary responses. Some consequences may occur simultaneously.

When a pupil violates the Conduct Code, the principal will follow the guidelines related to consequences as outlined in this code. However, in some cases, particular circumstances may make expulsion inappropriate. In those instances, the principal may use his/her discretion and not recommend expulsion. When this option is exercised within five (5) days of the infraction, the principal will request expulsion with the hearing officer, describing the incident, the particular circumstances that make expulsion inappropriate, and the nature of the alternative consequences that will be used to hold the pupil accountable. This applies to all elements of the Conduct Code, except the five (5) mandatory expulsion offenses outlined in Ed. Code 48915, subsection c:

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

A conduct violation involving any of these five (5) offenses requires a mandatory expulsion without exception. The following document serves as a conduct guideline for site administrators. When a pupil should be considered for suspension, the principal can use his/her discretion to impose alternative consequences that are comparable in magnitude. These may include community or school service, Saturday School, detention, in-school detention, etc.

Law enforcement agencies may be notified at the discretion of the administration.

Mandatory Expulsion [E.C. 48915(c)]	Alternative to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
1. Possession, selling or otherwise furnishing a firearm	No	Yes 5 days	Yes	Yes
2. Brandishing a knife (blade longer than 3 1/2 inches, fixed/locking blade - Section 48915(g))	No	Yes 5 days	Yes	Yes
3. Unlawfully selling a drug	No	Yes 5 days	Yes	Yes
4. Committing or attempting to commit sexual assault or battery	No	Yes 5 days	Yes	Yes
5. Possession of Explosives	No	Yes 5 days	Yes	Yes
Qualified Mandatory Referral [E.C. 48915(a)]	Alternative to Suspension	Shall Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Causing serious physical injury to another person, except in self defense	No	Yes Up to 5 days	Yes	Yes
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil	No	Yes Up to 5 days	Yes	Yes
3. Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana	No	Yes Up to 5 days	Yes	Yes

4. Robbery or extortion	No	Yes Up to 5 days	Yes	Yes
5. Assault or battery upon a school employee	No	Yes Up to 5 days	Yes	Yes
1. Acts of Violence [E.C. 48900(a)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
a1. Caused, attempted to cause, or threatened to cause physical injury to another person.	<u>MAY</u> be suspended on the first offense	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
a2. Willfully used force or violence upon another person, except in self-defense.	<u>MAY</u> be suspended on the first offense	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
2. Weapons and Dangerous Objects [E.C. 48900(b)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or explosive.	<u>MAY</u> be suspended on the first offense	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
3. Drugs and Alcohol [E.C. 48900(c)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possession, use, sale or otherwise furnishing, or being under the influence of alcohol or drugs.	<u>MAY</u> be suspended on the first offense	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
4. Sale of "look-alike" Drugs and Alcohol [E.C. 48900(d)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Offering, arranging, or negotiating to sell drugs, alcohol, or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant.	<u>MAY</u> be suspended on the first offense	1 st : 2-5 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
5. Robbery or Extortion [E.C. 48900(e)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Committed or attempted to commit robbery or extortion.	<u>MAY</u> be suspended on the first offense	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
6. Damage of Property [E.C. 48900(f)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Cause or attempt to cause damage to school or private property including electronic files and databases.	<u>MAY</u> be suspended on the first offense	1 st : 1 – 3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
7. Theft or Stealing [E.C. 48900(g)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Stealing or attempting to steal school or private property including electronic files and databases.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May

8. Tobacco [E.C. 48900(h)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possession or use of tobacco or nicotine products.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Directed at peers.	May be considered after appropriate interventions	1 st : Alternative Consequences 2 nd : 1-3 days 3 rd : Up to 5 days	Yes	May
2. Directed at school personnel.	May be considered after appropriate interventions	1 st : Alternative Consequences 2 nd : 1-3 days 3 rd : Up to 5 days	Yes	May
10. Drug Paraphernalia [E.C. 48900(j)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.	<u>MAY</u> be suspended on the first offense	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]	Alternative to Suspension	May Not Suspend (Only after Appropriate Interventions) for the same offense	May Recommend Expulsion	Contact Law Enforcement
1.Failure to follow school rules.	Appropriate Intervention		No	No
2.Failure to follow directive or instruction of staff or teachers.	Appropriate Intervention		No	No
12. Possession of Stolen Property [E.C. 48900(l)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Knowingly receive stolen school property or private property.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
13. Imitation Firearm [E.C. 48900(m)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May

14. Sexual Assault or Sexual Battery [E.C. 48900(n)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Committed or attempted to commit sexual assault or battery.	May be considered after appropriate interventions	1 st : 1-5 days and recommendation for expulsion	Yes	May
15. Harassment of a Pupil Witness [E.C. 48900(o)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that pupil from being a witness and/or retaliating against that pupil for being a witness.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
16. Unlawful Drug Soma [E.C. 48900(p)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
17. Hazing [E.C. 48900(q)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Engaged in or attempted to engage in hazing.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
18. Bullying [E.C. 48900(r)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
19. Aids or Abets [E.C. 48900(t)]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
The infliction or attempted infliction of physical injury to another person.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	No, unless judged by a juvenile court to have acted as an aider or abettor causing serious injury. Expulsion would move forward under E.C. 48900 a1 or a2.	May

20. Sexual Harassment [E.C. 48900.2]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
21. Acts of Hate Violence [E.C. 48900.3]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Cause, threaten, attempt to cause, or participate in an act of hate violence defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, disability or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat may be considered an act of hate violence. Applies to grades 4-12.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
22. Other Harassment [E.C. 48900.4]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Intentionally engaged in harassment, threats, or intimidation against pupils or school personnel that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or pupils by creating an intimidating or hostile educational environment. Applies to grades 4-12.	May be considered after appropriate interventions	1 st : 1-3 days 2 nd : 3-5 days 3 rd : Up to 5 days	Yes	May
23. Terrorist Threats [E.C. 48900.7]	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Making terrorist threats against school officials and/or school property.	May be considered after appropriate interventions	1 st : 1-5 days and recommendation for expulsion	Yes	May
24. Attendance	Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Truant [E.C. 48260] (Warning letter #1). Absent from school without a valid excuse.	No	No	No	May
2. Repeat truant [E.C. 48261] (Warning letter #2).	No	No	No	May

3.Habitual truant [E.C. 48262] (Warning letter #3). Any pupil truant three or more times per school year. Pupils who are habitually truant may be referred to the School Attendance Review Board (SARB) for further action.	No	No	No	May
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Note: The site administrator may use alternative consequences depending upon the severity of the infraction.

**DELANO UNION SCHOOL DISTRICT
OFFICE DISCIPLINE REFERRAL FORM (ODR)**

Referral # _____
Office Use Only

STUDENT Last Name, First Name	GRADE:	Staff:	Date:	Time:
Location				
<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Restroom	<input type="checkbox"/> Library	
<input type="checkbox"/> Hallway	<input type="checkbox"/> Bus/Loading Zone	<input type="checkbox"/> Quad/Patio	<input type="checkbox"/> Special Event/Field Trip	
<input type="checkbox"/> Playground/Yard	<input type="checkbox"/> Gym	<input type="checkbox"/> Computer Lab	<input type="checkbox"/> Other	
PROBLEM BEHAVIORS: Select only the most intrusive behavior (check only one)				
<input type="checkbox"/> Caused/Threatened Physical Injury (a1)		<input type="checkbox"/> Paraphernalia (j)		
<input type="checkbox"/> Willful use of force or violence on another (a2)		<input type="checkbox"/> Disruption/Defiance (k) <i>(Must have appropriate interventions noted)</i>		
<input type="checkbox"/> Weapons/Dangerous Objects (b)		<input type="checkbox"/> Receiving stolen property (l)		
<input type="checkbox"/> Drugs/Alcohol possession (c)		<input type="checkbox"/> Imitation Firearm (m)		
<input type="checkbox"/> Negotiate sale/furnished unlawful substance (d)		<input type="checkbox"/> Sexual assault / battery (n)		
<input type="checkbox"/> Robbery/Extortion (e)		<input type="checkbox"/> Harassment/Intimidation of a Witness (o)		
<input type="checkbox"/> Vandalism/Damage (f) <input type="checkbox"/> Arson		<input type="checkbox"/> Bullying (r)		
<input type="checkbox"/> Theft (g)		<input type="checkbox"/> Other:		
<input type="checkbox"/> Tobacco (h)				
<input type="checkbox"/> Profanity/vulgarity (i)				
Comments:				
Possible Motivation		Others Involved		<input type="checkbox"/> FY <input type="checkbox"/> McKinney-Vento <input type="checkbox"/> Special Ed (IEP) <input type="checkbox"/> Behavior Goal <input type="checkbox"/> 504 <input type="checkbox"/> Academic Support
TEACHER SIGNATURE: (type name)				
ADMINISTRATIVE DISCIPLINE ACTION(S) TAKEN				
<input type="checkbox"/> Time out/detention	<input type="checkbox"/> Time in the office	<input type="checkbox"/> Law Enforcement Contact	<input type="checkbox"/> In-School Suspension Days	
<input type="checkbox"/> Conference with student	<input type="checkbox"/> Individual instruction	<input type="checkbox"/> Restitution	<input type="checkbox"/> Out-of-school Suspension Days	
<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Saturday School Date:	<input type="checkbox"/> Community Service	<input type="checkbox"/> Expulsion Recommended	
<input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Behavior Contract	<input type="checkbox"/> Action Pending	<input type="checkbox"/> Other	<input type="checkbox"/> Alternative Placement/ABI	
Start: _____ End: _____				
Comments:				
Administrator Signature			Parent Signature	
Entered into Aeries			Parent contacted @ _____ by _____	
			<input type="checkbox"/> Spoke with parent <input type="checkbox"/> Voice message <input type="checkbox"/> Message with family member <input type="checkbox"/> No answer/referral mailed	

Delano Union School District

Fighting on Campus / Fighting off Campus

Delano Union School District emphasizes a safe and protected environment – free from threatening and aggressive behavior. School administrators will take disciplinary action with situations that arise when pupils are walking to and from the school. Pupils that engage in fights either on or off campus will receive the following consequences:

First Offense:

The pupil will receive a 1 to 3-day suspension. The Loss of Privilege Program will be enforced. Conflict Resolution session required.

Second Offense:

The pupil will receive a 3 to 5-day suspension. The Loss of Privilege Program will be enforced. Referral to the Delano Police Department, parent conference, Conflict Resolution session required with students involved in the conflict, and a Peace Agreement signed by students and Administration.

Third Offense:

The pupil will receive up 1 to 5-day suspension. Other options that will be considered:

1. Referral to Delano Police Department.
2. Recommendation for Expulsion Hearing.

Suspension

The following policies will be in effect for all pupils who are suspended from the Delano Union School District.

1. For each day of suspension, the pupil will not be allowed to participate in any extra-curricular activity.
2. For each day of suspension, the pupil will be required to stay at home during the time the school day is in session.
3. The parent will be notified either by mail or by phone of the suspension. A conference will be requested by the administrator or suspending teacher.



Delano Union School District

Grounds for Suspension

The California Education Code, section 48900 indicates that a pupil may be suspended from school for the following reasons:

- Physical injury/violence (a1, a2)
- Possession, selling, and/or furnishing a firearm, knife, explosives, or other dangerous objects (b)
- Under the influence of a controlled substance (c) (d)
- Robbery or Extortion (e)
- Vandalism (School or Personal) (f)
- Stealing or attempted to steal (g)
- Tobacco (h)
- Obscene act, habitual profanity (i)
- Drug paraphernalia (Selling or Possession) (j)
- Disrupting school activities (k) – After Appropriate Interventions for the same offense
- Receiving stolen property (l)
- Possession of imitation firearm (m)
- Sexual harassment (n) (.2)
- Harassment, Threatening, or Intimidation (o) (.4)
- Possession of Soma (p)
- Hazing (q)
- Bullying (r)
- Aiding or Abetting (t)
- Hate crimes (.3)
- Harassment (.4)
- Terrorist Threats (.7)

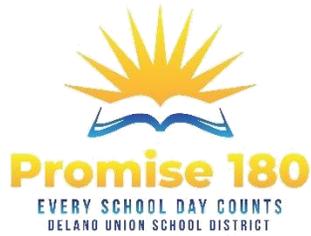
Sexual Harassment, Hate-motivated behavior, and Gang-related behavior are violations for which a pupil may be subject to suspension or expulsion.

- A. **Gang-related offenses** – a pupil may be suspended for five (5) days on the first offense and recommended for an alternative education placement or expulsion.

Gang definition – gangs are best described as a group of individuals involved in unusually close social relationships which promote negative behavior. They share a common collective identity expressed through a gang name. Gangs adopt certain symbols or signs and claim control over a certain turf or territory. These organized groups can create fear among other pupils and increase the level of violence in schools. Gangs solidify through participation in group and individual activities that are often antisocial.

B. Sexual Harassment

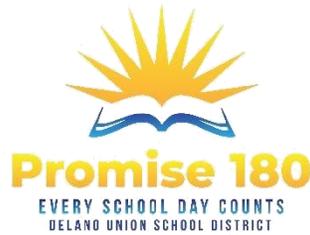
1. A safe school environment is free of sexual harassment as defined by Section 212.5 of the California Education Code.



Delano Union School District

Saturday School

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 pupils, and an opportunity for chronic/habitual truant pupils 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 will be required to transport their child to and from Saturday School and Camp Success. If your child is assigned to Saturday School or Camp Success but does not attend, he/she may be assigned four hours of intervention detention by the site administration.



Delano Union School District

EXTRA-CURRICULAR ACTIVITIES ELIGIBILITY **KINDERGARTEN TO EIGHTH GRADE**

Extra-curricular activities are a privilege and are encouraged by the District. The primary purpose of extra-curricular activities is to provide a variety of experiences appropriate to pupils.

EXTRA-CURRICULAR ACTIVITIES OFFERED THROUGH **DELANO UNION SCHOOL DISTRICT**

It is the goal of the District to work with parents to assist pupils in becoming self-directed and responsible for their own behavior.

When pupils do not meet the clearly defined and communicated expectations outlined, the pupil MAY not be allowed to participate in extra-curricular activities, which include but are not limited to:

1. After school recreation/athletics (practices, games, and tournaments)
2. School assemblies/performances*
3. Pupil clubs/activities
4. Pupil government activities
5. Cheerleaders/Spirit Leaders activities
6. Other special after school activities
7. Special field trips not a part of regular classroom work** (This included 8th grade graduation trip)
8. School dances (This includes 8th grade graduation dance and all school dances)
9. Extra-curricular public performances of music, dance, drama, and speech (the loss of these privileges shall not apply to class activities to publicize and/or promote school activities to feeder schools which are conducted during the school day)

NOTES: *1. The principal/designee may make exceptions regarding participation in specific activities if the activity/event supports positive behavior intervention.

Pupils need to be present on the day of the activity unless the site administrator grants prior approval.



Delano Union School District

EXTRA-CURRICULAR ACTIVITY ELIGIBILITY

1. ACADEMIC

In order for a pupil to participate in extra-curricular activities, the pupil shall achieve a grade average of 2.00 with no “F’s” and show maintenance of minimal progress towards meeting the middle school graduation requirements prescribed by the Governing Board in each grading period preceding the period of participation in the extra-curricular activities.

The six-week academic progress report and report card will be utilized to determine a pupil’s eligibility status for continued participation in extra-curricular activities. At the end of the first two weeks, those pupils who do not meet the academic requirements will be identified. The pupils will have the next two weeks as a probationary period allowing them to bring up their grades for continued participation. If a pupil is unsuccessful in improving his/her grades to the required standard (2.00 GPA with no “F’s”), the pupils will not be eligible to participate until he/she 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 pupil, during the third grading session, fails to achieve a GPA of 2.0 with no “F’s”, that pupil would only participate in extra-curricular activities while under probationary status for the first six weeks during the following year.

2. BEHAVIOR

Pupils who are suspended for infractions listed in the Conduct Policy may also be suspended from participation in extra-curricular activities upon the day they return to school consistent with the following proportions:

- 1-day school suspension = 1-week suspension from extra-curricular activity
- 2-day school suspension = 1-week suspension from extra-curricular activity
- 3-day school suspension = 2 weeks’ suspension from extra-curricular activity
- 4-day school suspension = 2 weeks’ suspension from extra-curricular activity
- 5-day school suspension = 2 weeks’ suspension from extra-curricular activity

Notices:

1. Pupils who are suspended, during the final 20 days of school may be denied the privilege of participating in the 8th grade graduation ceremony.
2. Pupils who have been placed on a suspended expulsion shall not participate in extra-curricular activities for the length of the suspended expulsion.



Delano Union School District

GUIDE TO STUDENTS' RESPONSIBILITIES WHILE RIDING SCHOOL BUSES

The following list of student actions constitutes violations of the established rules and regulations:

Transportation Safety

- Putting any part of the body out of the bus window
- Any movement out of seats while bus is in motion
- Unauthorized opening, closing, or tampering of any kind with the bus doors and emergency exits
- Any type of damage or defacing of the bus
- Bringing combustibles onto the bus
- Throwing any objects in, out of, or at the bus
- Transporting live animals, reptiles, or insects on the bus (science specimens are to be encased in safe containers of plastic or cardboard; glass containers will not be allowed on the bus)
- Eating, drinking, or chewing gum on the bus
- Using other than the student's regularly designated bus stop without proper authorization
- Tampering with the radio or bus controls

Driver / Rider Safety

- Abusive body contact when loading, unloading or riding the bus
- Using profane language, obscene gestures or gang signs
- Creating excessive noise that distracts the bus driver
- Failure to obey the driver or disrespect the bus driver
- Riding the bus after receiving "No Ride" penalty
- Any improper bus stop procedures, (e.g., not lining up, throwing objects, playing in the streets, damaging property at bus stop)
- Giving improper identification when requested by the bus driver
- Improper behavior
- Other

Transportation to and from school by the school bus is a privilege and not required by law. 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/guardian if there is a bus-riding suspension.
- 2nd Referral** Warning or possible bus-riding suspension. Telephone call or letter to parent/guardian if there is a bus-riding suspension.
- 3rd Referral** Mandatory five (5) day bus-riding suspension. Letter or telephone call to parent/guardian.
- 4th Referral** Mandatory ten (10) day bus-riding suspension. Letter and telephone call to parent/guardian. A conference with parent/guardian will be required with transportation supervisor, bus driver, and the school principal during the ten (10) day suspension period before the student can resume riding the bus.

5th Referral Mandatory bus suspension for balance of school year. Letter and telephone call to parent/guardian.

IMMEDIATE SUSPENSION

- Severe misbehavior
- Caused or attempted to cause, or threatened to cause physical injury to a bus driver
- Student's actions have become a safety hazard

Authority of bus driver (Section 14263 California Administrative Code Title 5) states:

- (a) Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. 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 en route between home and school or other destinations.

Delano Union School District
SCHOOL BUS CONDUCT REPORT

SCHOOL _____ DATE _____ BUS #/RTE ____/____

BUS CONDUCT REPORT # _____ BUS DRIVER (print) _____

_____ is being referred to the school administration for the following reason:
(Student's Name)

TRANSPORTATION SAFETY

- Putting any part of the body out of the bus window
- Any movement out of seats while bus is in motion
- Any type of damage or defacing of bus
- Bringing combustibles onto the bus
- Throwing any objects in, out of, or at the bus
- Eating, drinking, or chewing gum on the bus
- Tampering with the radio or bus controls
- Using other than the student's regularly designated bus stop without proper authorization
- Unauthorized opening, closing, or tampering of any kind, with the bus doors, and emergency exits
- Transporting live animals, reptiles or insects, on the school bus (Science specimens are to be encased in safe containers of plastic or cardboard, glass containers will not be allowed on the bus)

DRIVER/RIDER SAFETY

- Using profane language, obscene gestures or gang signs
- Creating excessive noise that distracts the bus driver
- Riding the bus after receiving "No Ride" penalty
- Failure to obey the driver or disrespect the bus driver
- Abusive body contact when loading, unloading or riding the bus
- Giving improper identification when requested by the bus driver
- Any improper bus stop procedures, (e.g., not lining up, throwing objects, playing in the streets, damaging property at bus stop)
- OTHER IMPROPER BEHAVIOR: _____

(SCHOOL ADMINISTRATOR'S SIGNATURE)

(PARENT/GUARDIAN SIGNATURE)

(BUS DRIVER'S SIGNATURE)

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

DELANO UNION SCHOOL DISTRICT

NOTICE

Safety Concerns and the Importance of Going Directly Home After School

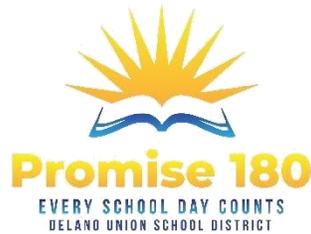
The Board of Trustees wishes to emphasize that parents should require their children to either proceed immediately and directly home upon leaving school grounds at the end of the school day, or to the location of their organized after-school activity or caregiver. The school is not, and cannot be, responsible for the conduct and/or safety of pupils 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 grounds, or the nearby soda and ice cream stops. These locations have been the site of physical assaults by pupils who are determined on attacking their fellow pupils. 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 direct jurisdiction, perpetrators and their accomplices will be expelled or otherwise appropriately disciplined. When circumstances permit, all participants in misconduct will be disciplined, including those who digitally record, in any form (i.e., video camera, camera phone, etc.), the attack.

The school however, does not have the staff to patrol or otherwise supervise immediately adjacent streets and parks or nearby soda, ice cream, or sandwich stops during or after school hours. Consequently, parents cannot rely on the school to protect their child or supervise other children once they leave school grounds. The school’s responsibility for your child’s safety and the behavior of other children ends immediately when children leave school grounds. Streets and parks immediately adjacent to the school are not on school grounds.

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



DELANO UNION SCHOOL DISTRICT

DRESS CODE GUIDELINES (K – 8th)

These guidelines are designed to ensure pupil learning and safety

1. Pupils 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 pupils wearing the same attire together are not allowed (see gang-related behavior). Gang related insignias such as, but 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 pupils. Flip flops, open-toed shoes, shoes without heel straps, steel-toe shoes, slippers, and sandals are not permitted for safety reasons (pupils **must** wear appropriate shoes for physical education class).
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 pupils will only be returned to the parent or legal guardians.
12. Pajamas shall not be worn at school unless authorized in advance for a specific school-sponsored event or activity.



Delano Union School District Cell Phone/Smartphone Acceptable Use Policy

DUSD board policy 5131 establishes the following guidelines for using a cellular/digital telephone (smartphone, iPhone or similar device), or any other signaling device.

Existing law ([AB 272](#)) authorizes the governing board of a school district or its designee to regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, attending school-sponsored activities, or under the supervision of or control of school district employees.

Except in cases where prior consent has been received for health-related reasons, possession or use of cellular/digital telephone (smartphone, iPhone, or similar device), or any other electronic signaling device shall require advance approval by the site administrator.

Permitted devices shall:

1. Be turned off during class time, school-related activities/events, athletic competitions, and at any other time as directed by a District employee.
2. Not disrupt the educational program or school activity.

If a disruption occurs, the District employee shall direct the pupil to turn off the device, and place the device in a Yondr (lockable pouch). Students will remain in possession of their phones, and the pouch will be unlocked at the end of the school day.

- Parents/Guardians, please discuss this policy with your child(ren). Please print your names and sign below.

Pupil Name

Pupil Signature

Parent Name

Parent Signature

Delano Union School District

Conduct Policy

2023-2024

Signature Page – Please sign and return to your child’s teacher

I have read and I fully understand the Conduct Policy and the dress code guidelines and limitations.
I have reviewed and discussed all rules and expectations with my child.

Pupil Name

Pupil Signature

Parent Name

Parent Signature

School

Grade

Principal’s Signature

Vice Principal’s Signature



Promise 180
EVERY SCHOOL DAY COUNTS
DELANO UNION SCHOOL DISTRICT

DELANO UNION ELEMENTARY SCHOOL DISTRICT

Empowering Students to Succeed