



# **Model School Discipline Policies and Programs**

June 27, 2008

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# **Denver Public Schools School Discipline Policy (Draft)**

## **EXECUTIVE SUMMARY OF RECOMMENDED CHANGES TO DPS POLICIES JK AND JK-R**

Submitted by  
Denver Plan Discipline Policy Writing Sub-Committee

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The Denver Plan Discipline Policy Work Group was created as a result of the Denver Plan's Goal III, Component C, Objective 2: "The district and each school community will embrace a code of conduct that supports student learning." Guided by that mandate, the Work Group was committed to reforming past and current disciplinary practices within DPS that have not supported student learning.

The Writing Sub-committee of the Discipline Work Group recognized that effective discipline policy is essential for current and future academic reforms within DPS to be successful. As such, the Sub-committee's central purpose throughout the process was to help create discipline policy within DPS that promotes academic achievement and that will be applied fairly and uniformly.

What follows is a summary of the recommended changes that the Sub-Committee is proposing for both Policy JK and Policy JK-R:

### **DPS Policy JK**

- The policy has been shortened substantially. Most of the detail about administration of discipline was moved to JK-R, and JK was devoted to the broader statements of policy that should guide discipline in DPS.
- The policy puts added emphasis on the prevention of misbehavior before it occurs, using effective intervention after it occurs, and utilizing restorative justice in addressing misconduct.
- There is additional focus on using developmentally appropriate disciplinary techniques that keep students in the school environment and learning, and limiting the amount of time spent outside of class.
- The policy advocates treating misbehavior as a chance to learn, and supporting students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.
- The policy asserts that law enforcement personnel should only be involved in school discipline when there is a serious or immediate threat to the safety of the school or its occupants.
- The policy stresses the importance of fairness and uniformity, and the elimination of racial disparities, in discipline.
- The policy cites the need for accurate and complete school discipline data collection in order to identify problems, monitor progress, and craft solutions.

### **DPS Policy JK-R**

- An effort was made to make the policy more user-friendly for school personnel, parents, and students by shortening it where possible, re-ordering it to be more cohesive and internally consistent, clarifying confusing sections, and wording it as simply as possible.
- The policy emphasizes the availability of different types of interventions within DPS that can be used to address student misbehavior. Examples of such alternatives to suspensions, expulsions, and referrals to law enforcement are provided, and encouraged.
- The policy states that efforts will be made to eliminate racial disparities in discipline, and that school personnel should monitor the impact of disciplinary decisions on racial and ethnic groups that have been over-represented in disciplinary measures.
- The policy puts additional emphasis on utilizing the principles and techniques of restorative justice in dealing with student misbehavior.
- In an effort to standardize discipline, a discipline “matrix” was developed. The offenses for which students can face disciplinary consequences are now more detailed, and they are broken into five categories, ranging from low-level misconduct that should be addressed within the classroom (Type One) to serious misconduct that would result in a recommendation of expulsion (Type Five).
  - Using the more precise list of offenses enables discipline to be applied consistently while also ensuring that the consequences given will be appropriate for the offense.
  - The matrix works in tandem with the discipline ladder from the current policy, so that offenses on the matrix correspond to particular rungs on the discipline ladder. This retains the principle of graduated consequences if a student commits similar disciplinary offenses.
    - For example, if a student commits a Type One offense, the procedures for discipline are determined by Level A of the discipline ladder. If similar violations continue, the student moves to a higher level on the ladder and faces additional consequences.
  - For each category of disciplinary offenses, the potential consequences are specified, including whether or not a student may be suspended, recommended for expulsion, or referred to law enforcement.
  - The emphasis of the matrix and discipline ladder is on resolving disciplinary matters at the lowest level possible. The most severe punishments (extended out-of-school suspension, expulsion, referral to law enforcement) are reserved for only those offenses that most seriously disrupt the school environment or seriously endanger other students or school personnel.

- Unless the student commits a Type Five offense (requiring a recommendation for expulsion), the maximum out-of-school suspension period he or she would face is three days (except in rare cases when extenuating circumstances necessitate an extension).
  - Visual representations of the matrix and discipline ladder are included as attachments.
- The policy clarifies when school personnel must, or may, utilize behavior intervention plans for disruptive students.
- Suspensions for conduct that occurs off of school property are limited to only the most serious infractions.
- The policy emphasizes students' rights to complete their academic work without penalty when they have been suspended.
- The use of in-school suspensions as an alternative to out-of-school suspensions is detailed and encouraged.
- The processes for suspending students, appealing suspensions, extending suspensions, and expelling students have been clarified.
- The policy emphasizes that every effort should be made to address discipline problems without involving law enforcement, and includes guidance for school officials when they are considering contacting the Denver Police Department.
- The policy retains the annual review and reporting process from the current policy, but elaborates on what should be included in the process.
- The policy encourages schools to establish discipline committees that will develop, monitor, and evaluate school discipline policy.

### **Change in Resources**

Some schools may require additional staff or changes in staff responsibilities in order to carry out the proposed interventions. For example, qualified staff must be able to provide meaningful activities for in-school-suspensions. Restorative Justice (RJ) coordinators and/or professional development (RJ) for staff will be needed. On-going professional development for teachers in classroom management is recommended.

### **Expected Outcomes**

- Discipline aimed at promoting learning with a focus on prevention and intervention rather than punishment.
- Discipline geared toward fairness and consistency throughout the district, while taking into account individual student needs.
- Reduction in district out-of-school suspensions and requests for expulsion hearings.
- Reduction in tickets and arrests.
- Reduction in racial disparity regarding suspensions, expulsions, and referrals to law enforcement.

Policy JK- Student Discipline

**I. Introduction**

- A. The Board of Education supports the mission of the Denver Public Schools (DPS), which is to guarantee that Denver students gain the knowledge, skills, and values needed to become engaged citizens and lifelong learners. Students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Students should receive effective and engaging teaching, with differentiated curriculum, instruction, and assessment designed to address the needs of our diverse learners. Students have a right to attend schools that are safe and free from unnecessary disruptions. The Board believes that proper student conduct, reinforced by an effective discipline program, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

**II. Purpose**

- A. The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible and respectful.
- B. The purpose of this policy is to support school discipline that:
- i. Maintains safe and orderly learning communities;
  - ii. Assures consistency across all schools in the district;
  - iii. Defines and communicates expectations for student behavior;
  - iv. Defines and communicates expectations for staff responsibility related to school discipline;
  - v. Assures equity across racial, ethnic, and cultural groups.

**III. General Principles**

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- A. School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
  - B. School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
  - C. Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students cause disruption or are removed from their classrooms due to misbehavior.
  - D. School discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
  - E. Effective discipline is built on consistent and effective classroom management, and is supported by a positive school climate. The vast majority of disciplinary issues should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment.
  - F. DPS serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, school and staff must build cultural competence. We must also acknowledge and strive to eliminate the institutional racism that presents barriers to success.
- IV. General Statement of the Policy**
- A. The DPS system of discipline is built on personal accountability, which is understood to mean:

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- i. Recognizing that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole;
  - ii. Having an opportunity to repair harm done and restore relationships whenever possible, as opposed to excluding the person who misbehaved;
  - iii. Building personal responsibility by helping individuals develop empathy, self-control, and motivation.
- B. School discipline interventions should be guided by the following principles:
  - i. Practicing early identification and assessment of struggling students before they fall behind;
  - ii. Using a problem solving process to provide interventions matched to student needs;
  - iii. Ensuring timely progress monitoring and feedback;
  - iv. Delivering scientific, research-based interventions with fidelity.
- C. There are three types of intervention strategies that are available: Administrative, Restorative, and Skill-based/Therapeutic (see Policy JKR Section 2-4 for more information). Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2<sup>nd</sup> or 3<sup>rd</sup> offenses.
- D. DPS will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.
- E. DPS employees must abide by all applicable federal and state laws or rules plus all relevant Board policies and procedures when dealing with disciplinary matters.

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- F. Every student is required to follow this Policy and accompanying procedures. Violations may result in one or more disciplinary actions that could range from reminders, redirection, or a student/teacher conference to a suspension or a recommendation of expulsion from the school district by the principal or designee.
- G. All students are held to high standards of behavior, and adults maintain such standards by teaching, modeling, and monitoring behavior, and by correcting misbehavior as necessary. Students should have input in the development of discipline rules for their school and classrooms.
- H. Law enforcement personnel should only be involved when there is a serious or immediate threat to individual or school safety.
- I. Discipline procedures must guarantee due process to all students and must be enforced uniformly, fairly, consistently and in a manner that does not discriminate on the basis of race, ethnicity, sex, gender identity, sexual orientation, or disability.
- J. This policy and accompanying procedures are intended to help DPS eliminate racial and ethnic disparities in school discipline, while improving behavior, school climate, and academic achievement for all students.
- K. Accurate and complete data collection is essential for administering an effective school discipline policy. It assists with identifying problems, crafting solutions, and monitoring progress.
- L. The Board of Education hereby adopts this Policy JK and accompanying procedures as the safe schools plan for DPS as mandated by C.R.S. 22-32-109.1. Schools are free to implement their own Codes of Conduct so long as those plans are not in conflict with this Policy, Policy JKR, or other Board policies, and those codes have been approved by the Superintendent or a designee.

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M. DPS shall post this policy on the district web site and in each school.

Personal copies of this Policy, its accompanying procedures, and school rules will be provided to each student and parent/guardian, and translated in a language that the parent/guardian can understand.

N. The Superintendent or a designee shall develop such procedures as may be needed for the implementation of this policy.

**LEGAL REFERENCE:**

C.R.S. 22-32-109.1 (2)(a) (adoption and enforcement of safe school plan including conduct and discipline code and disciplinary removal from classroom))

**POLICY JK-R – STUDENT CONDUCT AND DISCIPLINE PROCEDURES**

**INTRODUCTION**

The following student conduct and discipline procedures are developed for the implementation of School Board Policy JK – Student Discipline. These procedures are designed to be consistent with the general purpose and principles outlined in Policy JK.

**SECTION ONE: SCHOOL DISCIPLINE ADMINISTRATION**

**1-1 Characteristics of Disciplinary Practices**

A. Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They have logical, fair, consistent, and age-appropriate consequences.
3. They include a variety of prevention and intervention measures.
4. They provide the opportunity for significant parent/guardian and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They protect the right of students to become educated.

**1-2 Staff Training**

A. Staff training will be provided as needed to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.

**1-3 Non-Discrimination**

- A. School district staff responsible for implementing this Policy shall do so without discrimination based on race, gender, national origin, ethnicity, religion, disability, sexual orientation, or gender identity.
- B. Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan, 504 Plan, and Board Policy JKF (Discipline of Students with Disabilities).

**1-4 Addressing Racial Disparities in School Discipline**

A. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups that are over-represented among those students who are suspended, expelled, or referred to law enforcement.

**1-5 Individual School Policies**

A. Schools may adopt their own school rules and Codes of Conduct so long as they are consistent with this Policy. Any such rules or codes shall be approved by the Superintendent or a designated district official and will be made available to students and their parents/guardians in a manner consistent with Section 1-6 of this Policy.

**1-6 Distribution**

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- A. The District shall post this Policy on the district web site and in each school. Personal copies of this Policy and school rules will be provided to each student and parent/guardian, and translated in a language that the parent/guardian can understand.

**SECTION TWO: INTERVENTIONS AND CONSEQUENCES**

**2-1 General**

- A. Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. The use of out-of-school suspensions, expulsions, and the involvement of law enforcement should be limited to only the most serious misconduct.

**2-2 Reasonable Consequences**

- A. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in getting the student re-engaged in learning.
- B. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior, and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

**2-3 Relevant Factors in Making Discipline Decisions**

- A. When choosing consequences for students' misbehavior, teachers, administrators, and staff must balance the district's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following mitigating factors shall be considered:
1. Age, health, and disability or special education status of the student
  2. Appropriateness of student's academic placement
  3. Student's prior conduct and record of behavior
  4. Student's attitude
  5. Level of parent/guardian's cooperation and involvement
  6. Student's willingness to repair the harm
  7. Seriousness of the offense and the degree of harm caused
  8. Impact of the incident on overall school community
- B. The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.

**2-4 Interventions**

- A. When misconduct occurs, an assessment will be completed to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level, offering students an opportunity to learn from their mistakes, and getting the student re-engaged in learning. Such interventions should address

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the needs of the student, those directly affected by the behavior, and the overall school community.

B. There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.

1. Administrative Strategies are statutory and rule-based interventions done “to” the offender, such as detention, suspension, and expulsion.
2. Restorative Strategies are problem solving interventions done “with” the offender. They are driven by the victim as much as is possible and focus on the harm caused and how it will be repaired. An assessment of the situation will be done, and a determination will be made whether a face-to-face meeting with all parties is appropriate (see Appendix for more information). Examples include family group conferencing, victim-offender mediation, or classroom peace circles.
3. Therapeutic/Resource Strategies are done “by” the offender and require intrinsic motivational behavior change. Such interventions include mental health counseling, anger management classes, and informal mentoring and behavior coaching.

C. Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2<sup>nd</sup> or 3<sup>rd</sup> offenses. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:

1. Independently (e.g., 1-day after-school detention)
2. As alternatives to each other (e.g., choice of mediation or 1-day suspension)
3. In conjunction with each other (e.g., 2-day in-school suspension along with anger management class and mediation)

D. Interventions can range from reminders, redirection, and student/teacher conferences to suspensions and recommendations for expulsion.

E. For examples of different types of interventions, see Attachment A.

### **SECTION THREE: DISCIPLINARY OFFENSES**

#### **3-1 List of Offenses and Consequences**

A. The following is a list of disciplinary offenses and the consequences that shall result from them:

<b>DISCIPLINARY OFFENSE</b>	<b>CONSEQUENCES</b>
<b>Type One Offenses</b> <ul style="list-style-type: none"> <li>• Classroom disruption</li> <li>• Excessive tardiness</li> <li>• Picking on, bothering, or distracting other students</li> <li>• Use of profanity or vulgarity</li> <li>• Dress code violation - <i>see Policy JICA</i></li> <li>• Disrupting school activity</li> <li>• Minor defiance of</li> </ul>	<p>For Type One offenses, school officials shall refer to Level A of the Discipline Ladder (see Section 3-2 of this Policy). If similar violations occur during the same school year, the intervention moves to the next level on the ladder (e.g., from Level A to Level B, and so on).</p> <p>Students shall not be recommended for expulsion or referred to law enforcement for Type One offenses. The only exception to this is that persistent misconduct resulting in suspensions can</p>

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<p>authority/disobedience (e.g., purposefully not following directions)</p> <ul style="list-style-type: none"> <li>• Verbal insults or put-downs</li> <li>• Use of cell phones, gameboys, and similar electronic devices at unauthorized times</li> <li>• Minor damage or defacement of school property</li> <li>• Tobacco offenses - <i>see Policy JICG</i></li> <li>• Unauthorized use of school equipment</li> <li>• Gambling</li> <li>• Minor physical aggression with another student (e.g., pushing, shoving)</li> <li>• Scholastic dishonesty</li> <li>• Other minor school-based misconduct</li> </ul>	<p>lead to the student being declared “habitually disruptive,” for which the student will be recommended for expulsion. See Section 4-2 of this Policy for more information.</p>
<p><b>Type Two Offenses</b></p> <ul style="list-style-type: none"> <li>• False activation of a fire alarm (requires a referral to the fire department)</li> <li>• Minor bullying - <i>see Policy JICDE</i></li> <li>• Minor harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion - <i>see Policy JBBA</i></li> <li>• Destruction of school property, including graffiti (under \$500)</li> <li>• Severe defiance of authority/disobedience (e.g., demonstrating gross disrespect for school personnel)</li> <li>• Trespassing</li> <li>• Theft (under \$500)</li> <li>• Minor sexual harassment - <i>see Policy JBB</i></li> <li>• Other school-based misconduct that disrupts the school environment</li> <li>• Recurring Type One offenses (after going through Levels A through C of the Discipline Ladder (see Section 3-2 of this Policy))</li> </ul>	<p>For Type Two offenses, school officials shall refer to Level D of the Discipline Ladder (see Section 3-2 of this Policy). If similar violations occur during the same school year, the intervention moves to a higher level on the ladder (e.g., from Level D to Level E, and so on).</p> <p>Students shall not be recommended for expulsion or referred to law enforcement for Type Two offenses. The only exception to this is that persistent misconduct resulting in suspensions can lead to the student being declared “habitually disruptive,” for which the student will be recommended for expulsion. See Section 4-2 of this Policy for more information.</p>

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<p><b>Type Three Offenses</b></p> <ul style="list-style-type: none"> <li>• Severe bullying - <i>see Policy JICDE</i></li> <li>• Severe harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion - <i>see Policy JBBA</i></li> <li>• Severe sexual harassment - <i>see Policy JBB</i></li> <li>• Low-level fighting (may include incidents that result in minor injuries like cuts, scrapes, and bloody noses)</li> <li>• Being under the influence of drugs or alcohol - <i>see Policies JICH, JICH-R</i></li> <li>• Possession of unauthorized drugs or alcohol*</li> <li>• Destruction of school property, including graffiti (\$500 and over)*</li> <li>• Theft (\$500 and over)*</li> <li>• Other school-based misconduct that substantially disrupts the school environment</li> <li>• Recurring Type Two offenses</li> </ul>	<p>For Type Three offenses, school officials shall refer to Level E of the Discipline Ladder (see Section 3-2 of this Policy). If similar violations occur during the same school year, the intervention moves to a higher level on the ladder (e.g., from Level E to Level F).</p> <p>Students shall not be recommended for expulsion for Type Three offenses. The only exception to this is that persistent misconduct resulting in suspensions can lead to the student being declared “habitually disruptive,” for which the student will be recommended for expulsion. See Section 4-2 of this Policy for more information.</p> <p>The only Type Three offenses for which students may be referred to law enforcement are those that are marked with an asterisk. For those offenses, incidents are to be resolved without the involvement of law enforcement whenever possible. Refer to Section 7-3 of this Policy for additional guidance.</p>
<p><b>Type Four Offenses</b></p> <ul style="list-style-type: none"> <li>• Serious fighting (including incidents with significant injuries, but which do not rise to the level of the Type Five offense “1<sup>st</sup> or 2<sup>nd</sup> degree assault”) (Note: will be classified as 3<sup>rd</sup> degree assault for reporting purposes)</li> <li>• Terrorist threats (pending a threat assessment)</li> <li>• Possession of an explosive that seriously endangers the welfare or safety of other students or school personnel</li> <li>• Unlawful sexual conduct – <i>see Policy JBB</i></li> <li>• Willfully causing damage to the property of a school employee*</li> <li>• Assault, harassment, or false allegation of abuse against a school employee*</li> <li>• Hazing activities (e.g., forcing</li> </ul>	<p>For Type Four offenses, school officials shall refer to Level F of the Discipline Ladder.</p> <p>As required by state law, the two offenses marked with an asterisk must be reported to law enforcement. For all other offenses, if the misconduct has seriously endangered the welfare or safety of other students or school personnel, the student may be recommended for expulsion and can be referred to law enforcement. However, incidents are to be resolved without the involvement of law enforcement whenever possible. Refer to Section 7-3 of this Policy for additional guidance.</p> <p>If there is a referral to law enforcement or a recommendation of expulsion, the suspension period can be extended by the request to the Superintendent or designee, if necessary. See Section 6-6 of this Policy for more information.</p> <p>For Type Four offenses, if there has been a recommendation for expulsion, or a request for an extension of the suspension period</p>

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<p>prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group)</p> <ul style="list-style-type: none"> <li>• Other student behaviors that most seriously disrupt the school environment or seriously endanger the welfare or safety of other students or school personnel</li> <li>• Recurring Type Three offenses</li> </ul>	<p>made to the Superintendent or designee through Section 6-6 of this Policy, the principal has the option of extending the maximum three-day out-of-school suspension available under this Section by up to two days, for a total of five days, if deemed necessary for the safety of the school. See Section 6-4 of this Policy.</p> <p>Persistent misconduct resulting in suspensions can lead to the student being declared “habitually disruptive,” for which the student will be recommended for expulsion. See Section 4-2 of this Policy for more information.</p> <p>Note that recurring Type One offenses can eventually proceed to Type Two and Type Three, but shall never result in referral to law enforcement.</p>
<p><b>Type Five Offenses</b></p> <ul style="list-style-type: none"> <li>• Robbery</li> <li>• First or second degree assault</li> <li>• Sale of unauthorized drugs or controlled substance</li> <li>• Carrying, bringing, using, or possessing a knife or dangerous weapon without the authorization of the school or District (including any firearm or firearm facsimile that could reasonably be mistaken for an actual firearm, spring action or compressed air devices such as BB guns, fixed-blade knives with blades longer than 3”, pocket knives with blades longer than 3.5”, spring-loaded knives, and any other objects used or intended to be used to inflict death or serious bodily injury)</li> <li>• Habitual disruption (see Section 4-3 of this Policy; habitually disruptive students are eligible for expulsion, though not for referral to law enforcement)</li> </ul>	<p>The Discipline Ladder does not apply to Type Five Offenses. Students who commit these offenses are to be given a 3-10 day out-of-school suspension and, as required by state law, there will be a recommendation for expulsion and notification of law enforcement (with the exception of “habitual disruption”). Consistent with Section 6-6 of this Policy, suspensions can be extended if necessary.</p> <p>Note that “habitual disruption” is not an independent offense, but rather refers to a classification under state law in which persistent misconduct at any level can result in the student being declared “habitually disruptive,” for which the student will be recommended for expulsion. See Section 4-2 of Policy JK-R for more information.</p>

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- A. Six levels of intervention are defined in the discipline ladder. Disciplinary action should begin and be resolved at the lowest level possible, consistent with the nature of the violation. If similar violations continue, the intervention moves to a higher level on the ladder (e.g., from Level A to Level B).
- B. The discipline ladder is used to provide students with support so as to avoid future disciplinary action. At all levels of the disciplinary referral ladder, interventions considered may include any of the types referenced above in Section 2-4 of this Policy (see Attachment A for examples).

**Discipline Ladder**

**Level A – Teacher/Student**

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher or designated staff counsels with the student.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

**Level B – Teacher/Student/Parent**

- The student is provided an opportunity to tell his/her version of the incident.
- The teacher or designated staff notifies the student's parent/guardian.
- The teacher counsels with the student and, if possible, the parent/guardian.
- One or more interventions are initiated as appropriate.
- Any interventions will be documented.

**Level C – Teacher/Support Staff/Student/Parent**

- If intervention at Level B has not been successful, the teacher or designated staff can determine whether to involve a social worker, nurse, guidance counselor, psychologist, or any other member of the school's support staff.
- The student is provided an opportunity to tell his/her version of the incident.
- The parent/guardian is notified.
- The teacher and any member of the support staff who has been involved will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior. If possible, all of the student's teachers will be included in the conference.
- One or more interventions are initiated as appropriate.
- Any referrals or interventions will be documented.

**Level D – Administrative Level Referral**

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.

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- If necessary, in-school suspension of up to three days may be utilized (see Section 6-2 of this Policy for more details).
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5-3 of this Policy).
- Referrals and interventions will be documented.

**Level E – Suspension**

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If previous interventions have not been successful, the principal or principal's designee may consider the use of an in-school suspension of 1-3 days, or a one-day out-of-school suspension with an option of an additional one-day in-school suspension (see Sections 6-2, 6-3, and 6-4 of this Policy).
- Elementary school students shall not receive out-of-school suspensions for Type One offenses.
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5-3 of this Policy).
- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

**Level F – Additional Suspension**

- The student is referred to the appropriate administrator or designated staff person.
- Documentation of the steps taken to intervene and change the student's behavior is provided.
- The student is provided an opportunity to tell his/her version of the incident.
- The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.
- One or more interventions are initiated as appropriate.
- If previous interventions have not been successful, the principal or principal's designee may issue an additional 1-3 day in-school suspension and/or a 1-3 day out-of-school suspension.
- Elementary school students shall not receive out-of-school suspensions for Type One offenses.
- School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory, see Section 5-3 of this Policy).
- Persistent misconduct can result in the student being declared “habitually disruptive,” for which the student will be recommended for expulsion. See Section 4-2 of this Policy for more information.
- Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

**3-3 Attachments**

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- A. See Attachment B for a simplified version of the Discipline Matrix, and Attachment C for a simplified version of the Discipline Ladder.

**SECTION FOUR: DISRUPTIVE STUDENTS**

**4-1 Removal from Classroom**

- A. A student who willfully causes a substantial disruption in the classroom is to be disciplined in a manner consistent with Section 3-1 of this Policy. However, if it is determined that the appropriate course of action is to temporarily remove the student from the classroom, the following must occur:
1. The teacher shall ensure that the student is removed to a place where adequate supervision is available, including but not limited to an in-school suspension classroom.
  2. The teacher shall see that each student has his or her textbooks and class work assignments.
  3. The teacher shall contact a parent/guardian of the student as soon as possible after the removal to request a student-parent-teacher conference regarding the removal.
- B. The principal or designated school personnel may develop a behavior intervention plan after the student's first removal from class, and must develop such a plan after the second such removal. See Sections 5-2 and 5-3 of this Policy for more information.
- C. Upon the third removal from a single class during one school year, the student may be removed from the teacher's class for the remainder of the term of the class and assigned to another class.
- D. No student may be removed from class if such removal would be inconsistent with state or federal law, including laws regarding students with disabilities. See Policy JKF for more information on the discipline policies for students with disabilities.

**4-2 Habitually Disruptive Students**

- A. A "habitually disruptive student" is a child who has been suspended out-of-school by the principal or a designee three (3) times during the course of a school year for causing a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events because of behavior that was initiated, willful, and overt by the child.
- B. For violations which are counted toward declaration as a habitually disruptive student, consideration will be given to whether a change in the student's schedule is appropriate to address the disruptive behavior.
- C. It is mandatory that habitually disruptive students be recommended for expulsion.
- D. The student and parent/guardian must be notified in writing of each suspension counted toward declaring the student as habitually disruptive. The student and parent/guardian must be notified in writing and by telephone or other means at the home or the place of employment of the parent/guardian of the definition of "habitually disruptive student" and the mandatory recommendation for expulsion of such students. This written notification must be provided in a language that the parent/legal guardian can understand.

**SECTION FIVE: SUSPENSION AND EXPULSION PREVENTION**

**5-1 General**

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- A. Alternatives such as restorative or therapeutic interventions should be utilized to help students who are at risk of suspension or expulsion before such disciplinary measures become necessary.
- B. The principal of each school or a designee shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who have been or are likely to be declared habitually truant or habitually disruptive.
- C. At-risk students could be defined as those students with previous behavioral problems or students who were suspended, expelled, or removed from class at any point in the last calendar year.

#### **5-2 Behavior Intervention Plans**

- A. The use of behavior intervention plans to prevent or correct persistent discipline problems is strongly encouraged. The goals of the plan are to address the student's disruptive behavior and educational needs, and emphasize the importance of maintaining the child's enrollment in school.
- B. To develop the plan, the principal or a designee will arrange for a meeting with the student, the student's parent/guardian, and any members of the staff whom the principal or designee believes should attend. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and cooperatively to establish goals, objectives, and timelines to modify such behavior.
- C. A written plan will be prepared that addresses the student's disruptive behavior, educational needs, and the steps necessary to keep the child in school. Functional behavioral assessments (see Attachment D) are encouraged in developing the plan. The plan will include incentives for good behavior and consequences if the student is disruptive in violation of the plan. The behavioral plan shall include a description of the support and educational services that will be provided by the school to help the student avoid future suspensions and expulsion.
  - 1. The district must work with the student's parent or guardian in providing these services.
  - 2. Such services may be provided through agreements with appropriate local governmental agencies, community-based organizations, and institutions of higher education.
- D. Every effort will be provided for parent/guardian input and involvement in the contract's development. Notification of the plan will be presented to the parent/guardian in a language he or she understands.
- E. The parent/guardian, student, and the principal or designee should sign the contract.
- F. Every effort will be made to ensure that a plan of services are in place and acted upon before any action is taken to suspend or expel a student, barring emergency situations in which immediate disciplinary action is necessary to ensure the safety of the school and its occupants.

#### **5-3 Mandatory Behavior Intervention Plans**

- A. There are two situations in which a behavior intervention plan must be developed: when a student has been twice removed from class for being disruptive; and when a student receives a suspension that counts toward being declared a "habitually disruptive student."
  - 1. See Section 4-2 for more information on "habitually disruptive students."

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**SECTION SIX: SUSPENSIONS OR EXPULSIONS**

**6-1 General**

- A. Suspensions, both in-school and out-of-school, are only to be given in accordance with Section 3-1 of this Policy.
- B. A student may not be suspended for conduct that occurs off of school property and outside the school day unless:
  - 1. The conduct substantially disrupts, or will substantially disrupt, the school environment, or seriously endangers the welfare or safety of other students or school personnel.
  - 2. In this instance, the provisions in Section 3-1 of this Policy shall be followed.
- C. Students who are suspended may not participate in extracurricular activities or school sponsored events during the period of the suspension. However, students on suspension during the administration of state assessments shall be provided an opportunity to take the test and may be allowed to participate in related test preparation activities, upon approval by the school principal or a designee.
- D. The school shall provide the student with the opportunity to accumulate equivalent credits as other students during the student's suspension, and the ability to make-up tests, final exams, and other assignments without penalty either while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to provide an opportunity for the student to reintegrate into the educational program of the district following the period of suspension.

**6-2 In-School Suspensions**

- A. Students with consistently problematic behavior patterns should not be allowed to disrupt the educational process; yet when these students are suspended from school it often adds to the problems of the students, the school, and the community. Therefore, Denver Public Schools and the Board of Education endorse the concept of in-school suspension.
- B. The purpose of in-school suspension is to provide a more effective means of discipline than detention or out-of-school suspension. By using in-school suspension, students should not fall behind on school assignments, but should still learn from their mistakes and misbehavior. All in-school suspensions shall be imposed in a manner that is consistent with students' due process rights, as outlined in this and other policies. The following guidelines shall be observed:
  - 1. Students shall be assigned to a special class where they shall be adequately supervised at all times. The in-school suspension supervisor shall see that each student has appropriate assignments and materials from his/her regular teachers.
  - 2. The principal or a designee shall notify the parents/guardians at once by telephone if their child has been placed under in-school suspension. If the parent/guardian cannot be reached by phone, or if requested by the parent/guardian, there shall be a written notification in a language the parent/guardian can understand. Reasons for the in-school suspension shall be given, and a conference may be scheduled prior to the student's readmission to regular class.

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**6-3 Out-of-school Suspensions**

- A. Students can only be suspended out-of-school if they commit a Type Three, Type Four, or Type Five offense (see Section 3-1 of this Policy), or if they have reached Level E in the Discipline Ladder (see Section 3-2 of this Policy).
- B. Elementary school students shall not receive out-of-school suspensions for Type One offenses (see Section 3-1 of this Policy).

**6-4 Procedures for Out-of-school Suspensions**

- A. The Board of Education delegates to each school principal, or to a person designated in writing by the principal, the authority to suspend a student out of school for any period not to exceed three (3) school days. In exercising this authority, the principal or designee must follow the procedures prescribed to afford due process.
- B. Before a student is suspended, he or she has the right to an informal conference with the principal or designee. At the conference, the student must:
  - 1. Be informed of the charges and evidence against him or her.
  - 2. Have an opportunity to orally respond to the charges, and present his or her version of events.
  - 3. Be informed of the right not to submit a written statement.
  - 4. Have an opportunity to present evidence in his or her defense, including the right to have his or her witnesses interviewed by the principal or designee.
  - 5. Be allowed to call a parent or guardian, and have the parent or guardian attend the conference if they are able to within a reasonable amount of time.
- C. If, after the informal conference, the principal or designee decides to suspend the student out of school, the school must contact the parent or guardian at once by phone. The school must also provide a written notice of suspension in a language that the parent/guardian can understand. Both the oral and written notices must inform the parent/guardian that the student has been suspended, and must include the grounds for the suspension, the period of the suspension, and the time and place for the parent/guardian to meet with the principal or designee to review the suspension. It must also state that make-up work will be provided during the period of suspension if requested, and that the student has the right to appeal the suspension and how to do so.
- D. If an emergency requires immediate removal of the student from school, the informal hearing shall follow as soon after the student's removal as practicable. If immediate removal from school is necessary, the school shall immediately notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.
- E. If the suspension will count toward declaration of the student as "habitually disruptive," the parent/guardian and student must be so notified in writing, as discussed in Section 4-2 of this Policy.
- F. Upon reinstatement from suspension of any student, the principal or designee shall attempt to meet with the student's parent or legal guardian to discuss the student's behavior and the possible need for a behavior intervention plan (as discussed in Sections 5-2 and 5-3) for the student in an effort to prevent further disciplinary action.

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- G. For Type Four offenses (see Section 3-1 of this Policy), if there has been a recommendation for expulsion, or a request for an extension of the suspension period made to the Superintendent or designee through Section 6-6 of this Policy, the principal has the option of extending the maximum three-day out-of-school suspension available under Section 3-1 by up to two days, for a total of five days, if deemed necessary for the safety of the school.

6-5 Out-of-school Suspension Appeal Rights

- A. The student must be informed of his or her right to appeal an out-of-school suspension with the principal or designee in the notice of suspension.
- B. The student shall have the following rights in the suspension appeal process:
1. The right to request a meeting with the principal or designee.
  2. The right to a representative to be present at the meeting.
  3. The right of the student, parent/guardian, and/or representative to address the principal or designee on the evidence and the appropriateness of the penalty.
  4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension, and have it included in the student's permanent file.
- C. The principal or designee will:
1. Review all written documents.
  2. Make a determination of whether there was sufficient evidence to find:
    - a. That the alleged violation occurred, and
    - b. Whether the penalty imposed was appropriate.
  3. Provide a written decision within five days of the meeting.
  4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
  5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the principal or designee.
- D. If the principal or designee denies the appeal, the student may pursue a second appeal of the suspension to the Superintendent or a designee.
- E. The student shall have the following rights in the second appeal process:
1. The right to request a meeting with the Superintendent or designee.
  2. The right to a representative to be present at the meeting.
  3. The right of the student, parent/guardian, and/or representative to address the Superintendent or designee on the evidence and the appropriateness of the penalty.
  4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension.
- F. The Superintendent or designee will:
1. Review all written documents.
  2. Make a determination of whether there was sufficient evidence to find:
    - a. That the alleged violation occurred, and
    - b. Whether the penalty imposed was appropriate.
  3. Provide a written decision within five days of the meeting.

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4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Superintendent or designee.

**6-6 Extensions of Out-of-school Suspensions**

- A. The Board of Education delegates to the Superintendent or a designee the authority to extend a student's out-of-school suspension by up to ten (10) days as necessary, upon recommendation of the principal. The total period of suspension shall not exceed twenty-five (25) days.
- B. A suspension shall only be extended if the student committed a Type Four or Type Five Offense (see Section 3-1 of this Policy), the student's presence in school presents an extreme physical danger or disruption to the school and its occupants, and either additional time is needed to further investigate an incident or there has been a recommendation to the Superintendent or designee to expel the student.
- C. If an extension of the suspension is to be recommended, the principal or a designee shall notify a parent/guardian at once by telephone and shall follow up with a written notification in a language the parent/guardian can understand. Through this oral and written notification, the principal or designee shall attempt to schedule a conference with the parent/guardian to explain the reason for the extension.
- D. If the suspension has been extended so that the total suspension is ten (10) days or more, and there has not been a recommendation of expulsion, the student is to receive the same right to a hearing as described below in Section 6-7 of this Policy.
- E. If a student's suspension is extended, the student must be provided with alternative education during the suspension period.

**6-7 Procedures for Expulsion**

- A. The Board of Education delegates to the Superintendent the authority to expel for any period up to one (1) calendar year a student who does not qualify for admission to or continued attendance in the public schools of the district.
- B. Procedures for expulsion of a student will be initiated by the school principal's recommendation to the Superintendent or a designee. The principal will, at the time of making such recommendation, give to the student and the student's parent/guardian written notice of the recommendation in a language that they can understand. The notice will contain:
  1. A statement of the reasons for the recommended action.
  2. A statement that a hearing on the question of expulsion will be held unless waived by the student or the parent/guardian within ten (10) days after the date of the notice.
  3. A statement that the student may be present at the hearing to hear the evidence, may have an opportunity to present relevant evidence, and may be accompanied by a parent/guardian and a representative of choice.
- C. Unless the student or parent/guardian expressly waives their right to a hearing, the Superintendent or designee shall not expel any child without a hearing at which evidence may

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- be presented in the child's behalf by the parent, an attorney or an advocate of the parent/guardian's choice.
- D. Hearings will be conducted by a hearing officer, who may not be a current employee of the school, District, or Board of Education. At the hearing, testimony and information will be presented under oath. Technical rules of evidence will not apply. The student, parent/guardian, or representative may question individuals presenting information.
1. Written statements made by the student may not be used as evidence unless his or her parent/guardian was present at the time it was signed by the student, or school officials had made reasonable attempts to have the parent/guardian present at the time of signing.
- E. The Superintendent or designee will, following review of the recommended action and the report of the hearing officer take action on the recommended expulsion. A written opinion notifying the student and his or her parent/guardian of the action taken shall be issued within five (5) days of the hearing. The notice shall be in a language that the parent/guardian can understand.
- F. The Superintendent or a designee will notify the student and his or her parent/guardian of their right to appeal the decision to the Board of Education within ten (10) calendar days of the receipt of the notice. The notice shall be in a language that the parent/guardian can understand.
- G. If an appeal is timely requested, the Board will review the record and offer the opportunity for representatives of the District and the student to make statements to the Board. The Board will:
1. Make a determination of whether there was sufficient evidence to find:
    - a. That the alleged violation occurred, and
    - b. Whether the penalty imposed was appropriate.
  2. Provide a written decision within five days of the meeting.
  3. If it is determined that no violation occurred, all school records pertaining to the expulsion will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
  4. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Board.
- H. Information will be provided to the parent/guardian of every expelled student regarding educational alternatives available during the period of expulsion. If the parent/guardian desires a home-based educational program, curricula at the appropriate grade level will be made available.

## **SECTION SEVEN: POLICE NOTIFICATION**

### **7-1 General**

- A. When certain misconduct by a student amounts to a criminal act and poses danger to the health, safety, or welfare of other students and staff at a school, it may be necessary and appropriate to seek the assistance of the Denver Police Department (DPD).
- B. Unless required by this Policy, every effort should be made to address discipline problems without involving law enforcement.

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**7-2 Mandatory Notification**

- A. The acts of misconduct that require a school official to involve the DPD are identified as Type Five offenses in Section 3-1 of this Policy. If a student engages in such behavior, a school official must contact the DPD. Whenever the school notifies the police concerning student misconduct, the school must also immediately attempt to contact the parent/guardian of that student.
- B. For more information on the rights of students when being interrogated by law enforcement officials, see Policy JIH.

**7-3 Discretionary Notification**

- A. There are other acts of student misconduct where it is necessary for a school official to assess the nature of the misconduct and the extent to which the health, safety, or welfare of other persons are placed in danger by a student's actions. In those instances, school officials must use their judgment to determine whether involving DPD is appropriate.
- B. Those acts of misconduct listed as Type Four offenses in Section 3-1 of this Policy, plus certain offenses from Type Three, are those that the Board considers possible violations of criminal law that, depending on the specific facts and circumstances, **may** require police notification.
- C. The discretionary exercise of a school official's authority to notify the DPD should involve the consideration of a variety of factors. Those factors include, but are not limited to:
  - 1. Whether the misconduct was particularly egregious.
  - 2. Whether the student persists in misconduct after being told to cease such behavior, and continues to endanger the health, safety, or welfare of others.
  - 3. The age of the student engaging in misconduct.
  - 4. The extent to which the student acted intentionally or recklessly.
  - 5. Whether the student has received prior warnings.
  - 6. Whether the student's misconduct is specifically intended to cause others physical harm or endanger the health, safety, or welfare of others.
- D. If a school official has any questions regarding the decision of whether to notify the police, he or she should contact Safety and Security at (720) 423-3236 as soon as possible and before notifying the police.
- E. Whenever the school notifies the police concerning student misconduct, the school must also immediately attempt to contact the parent/guardian of that student. For more information on the rights of students when being interrogated by law enforcement officials, see Policy JIH.

**SECTION EIGHT: ANNUAL REVIEW AND DISCIPLINE COMMITTEES**

**8-1 Annual Review and Report**

- A. Both individual schools and DPS will evaluate and monitor the effectiveness of the school discipline plan using school disciplinary data disaggregated by race, ethnicity, and sex of student. This will allow schools and DPS to: identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.

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- B. Schools will annually review their school climate and submit a written report in a form to be prescribed to the Board of Education, the Superintendent, and the District School Improvement and Accountability Council; based on the review, schools will make changes consistent with the intent of this and other Policies.
- C. The review will include the following:
  - 1. Intervention and prevention strategies.
  - 2. The number of referrals, in-school suspensions, out-of-school suspensions, expulsions, tickets, and arrests, disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available.
  - 3. Differences in referrals among staff members.
  - 4. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students.
- D. Based on the review, schools will make changes consistent with the intent of this and other Policies.

**8-2 Discipline Committees**

- A. Schools are also encouraged to establish a discipline committee of school personnel, parents, and students to develop, monitor, and evaluate school discipline policy and school climate. The use of school discipline data is recommended in this process.

**LEGAL REFERENCE:**

C.R.S. 22-32-109.1 (general policies on student conduct, safety, and welfare)

C.R.S. 22-32-126(5) (disclosure of disciplinary information)

C.R.S. 22-33-105 (suspension, expulsion, and denial of admission)

C.R.S. 22-33-106 (grounds for suspension, expulsion, and denial of admission)

C.R.S. 22-33-106.3 (student statements used in expulsion hearings)

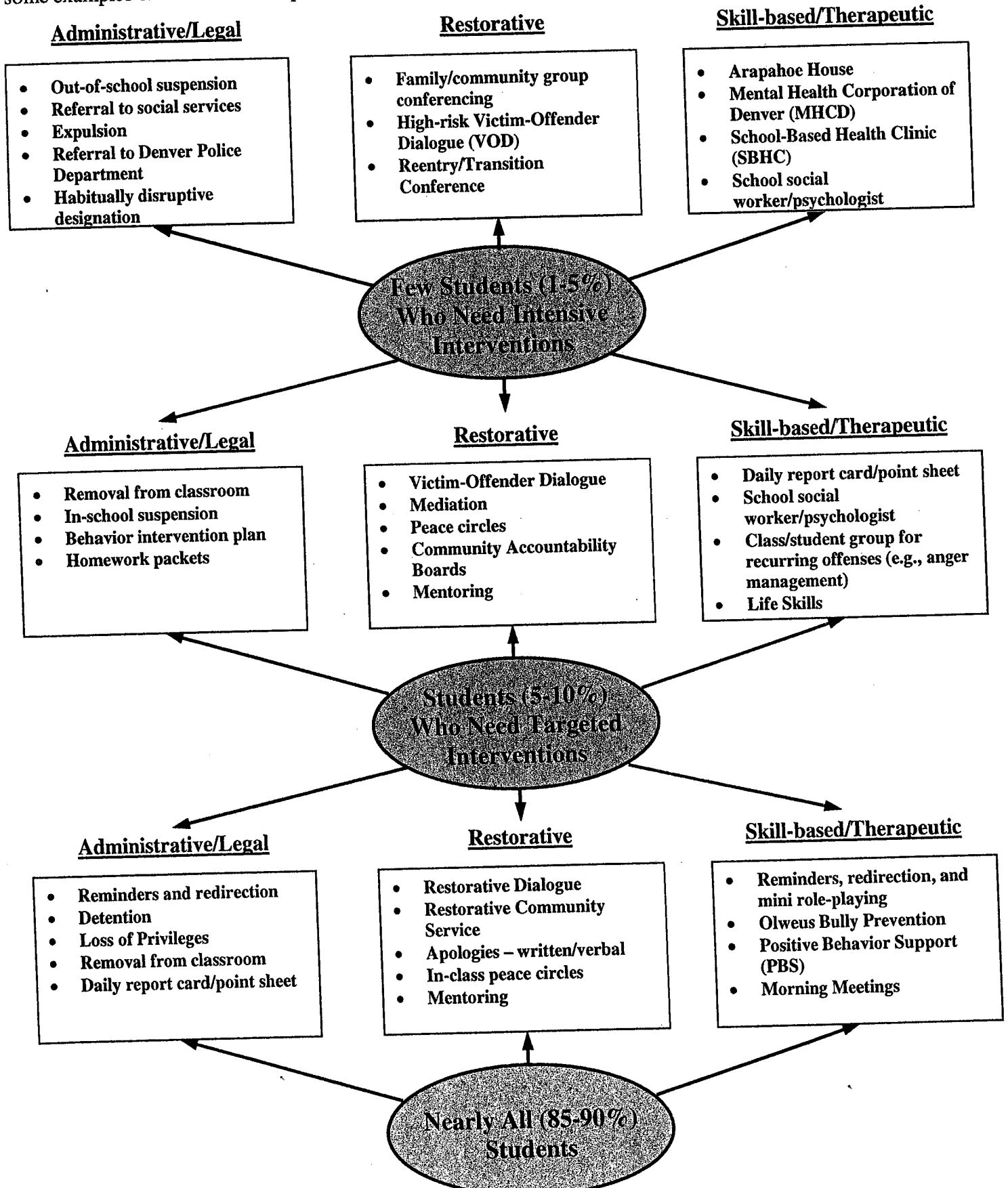
C.R.S. 22-33-202 (identification of at-risk students)

C.R.S. 18-3-202 through 204 (definitions of first, second, and third degree assault)

Family Educational and Privacy Rights (FERP) 20 U.S.C. 1232g(h))

## Attachment A

For each incident of misbehavior, there are three types of discipline strategies that can be implemented. When misconduct occurs, there should be an assessment done of the appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level, offering students an opportunity to learn from their mistakes, and getting the student re-engaged in learning. Here are some examples of resources and options available in Denver Public Schools:



# Denver Public Schools Discipline Matrix<sup>1</sup>

Offense <sup>2</sup>	Discipline Ladder Reference	Recommendation For Expulsion	Law Enforcement Referral
<b>Type Five<sup>3</sup></b>			
Robbery	N/A	Mandatory	Mandatory
First or second degree assault	N/A	Mandatory	Mandatory
Sale of unauthorized drugs or controlled substance	N/A	Mandatory	Mandatory
Carrying, bringing, using, or possessing a knife or dangerous weapon without the authorization of the school or District	N/A	Mandatory	Mandatory
Habitual disruption <sup>4</sup>	N/A	Mandatory	No
<b>Type Four<sup>5</sup></b>			
Serious fighting (including incidents with significant injuries, but which do not rise to the level of the Type Five offense "1st or 2nd degree assault")	Level F	Optional	Optional <sup>5</sup>
Terrorist threats (pending a threat assessment)	Level F	Optional	Optional <sup>5</sup>
Possession of an explosive that seriously endangers the welfare or safety of other students or school personnel	Level F	Optional	Optional <sup>5</sup>
Unlawful sexual conduct - see Policy JBB	Level F	Optional	Optional <sup>5</sup>
Willfully causing damage to the property of a school employee	Level F	Optional	Mandatory <sup>6</sup>
Assault, harassment, or false allegation of abuse against a school employee	Level F	Optional	Mandatory <sup>6</sup>
Hazing activities	Level F	Optional	Optional <sup>5</sup>
Other student behaviors that most seriously disrupt the school environment or seriously endanger the welfare or safety of other pupils or school personnel	Level F	Optional	Optional <sup>5</sup>
Recurring Type Three offenses <sup>7</sup>	Level F	Optional	Optional <sup>5</sup>
<b>Type Three</b>			
Severe bullying - see Policy JICDE	Level E	No	No
Severe harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion - see Policy JBBA	Level E	No	No
Severe sexual harassment - see Policy JBB	Level E	No	No
Low-level fighting (may include incidents that result in minor injuries like cuts, scrapes, and bloody noses, etc.)	Level E	No	No
Being under the influence of drugs or alcohol - see Policies JICH, JICH-R	Level E	No	No
Possession of unauthorized drugs or alcohol	Level E	No	Optional <sup>5</sup>
Destruction of school property, including graffiti (\$500 and over)	Level E	No	Optional <sup>5</sup>
Theft (\$500 and over)	Level E	No	Optional <sup>5</sup>
Other school-based misconduct that substantially disrupts the school environment	Level E	No	No
Recurring Type Two offenses	Level E	No	No
<b>Type Two</b>			
False activation of a fire alarm	Level D	No	No <sup>8</sup>
Minor bullying - see Policy JICDE	Level D	No	No
Minor harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion - see Policy JBBA	Level D	No	No
Destruction of school property, including graffiti (under \$500)	Level D	No	No
Severe defiance of authority/disobedience	Level D	No	No
Trespassing	Level D	No	No
Theft (under \$500)	Level D	No	No
Minor sexual harassment - see Policy JBB	Level D	No	No
Other school-based misconduct that disrupts the school environment	Level D	No	No
Recurring Type One offenses (after going through Levels A through C of the Discipline Ladder)	Level D	No	No
<b>Type One</b>			
Classroom disruption	Levels A-C	No	No
Excessive tardiness	Levels A-C	No	No
Picking on, bothering, or distracting other students	Levels A-C	No	No
Use of profanity or vulgarity	Levels A-C	No	No
Dress code violation - see Policy JICA	Levels A-C	No	No
Disrupting school activity	Levels A-C	No	No
Minor defiance of authority/disobedience	Levels A-C	No	No
Verbal insults or put-downs	Levels A-C	No	No
Use of cell phones, gameboys, and similar electronic devices at unauthorized times	Levels A-C	No	No
Minor damage or defacement of school property	Levels A-C	No	No
Tobacco offenses - see Policy JICG	Levels A-C	No	No
Unauthorized use of school equipment	Levels A-C	No	No
Gambling	Levels A-C	No	No
Minor physical aggression with another student (e.g., pushing, shoving)	Levels A-C	No	No
Scholastic dishonesty	Levels A-C	No	No
Other minor school-based misconduct	Levels A-C	No	No

<sup>1</sup> Note that this sheet is merely a summary of Section Three of Policy JK-R. Please refer to the full policy for more detail.

<sup>2</sup> Gang-related activity at school is covered under the offenses listed in Type One through Type Five.

<sup>3</sup> The consequences listed for Type Five offenses are required under state law.

<sup>4</sup> "Habitual disruption" is not an independent offense, but rather refers to a classification under state law in which persistent misconduct at any level can result in the student being declared "habitually disruptive," for which the student will be recommended for expulsion. See Section 4-2 of Policy JK-R for more information.

<sup>5</sup> For these offenses, incidents are to be resolved without the involvement of law enforcement whenever possible. See Section 7-3 of Policy JK-R for more information.

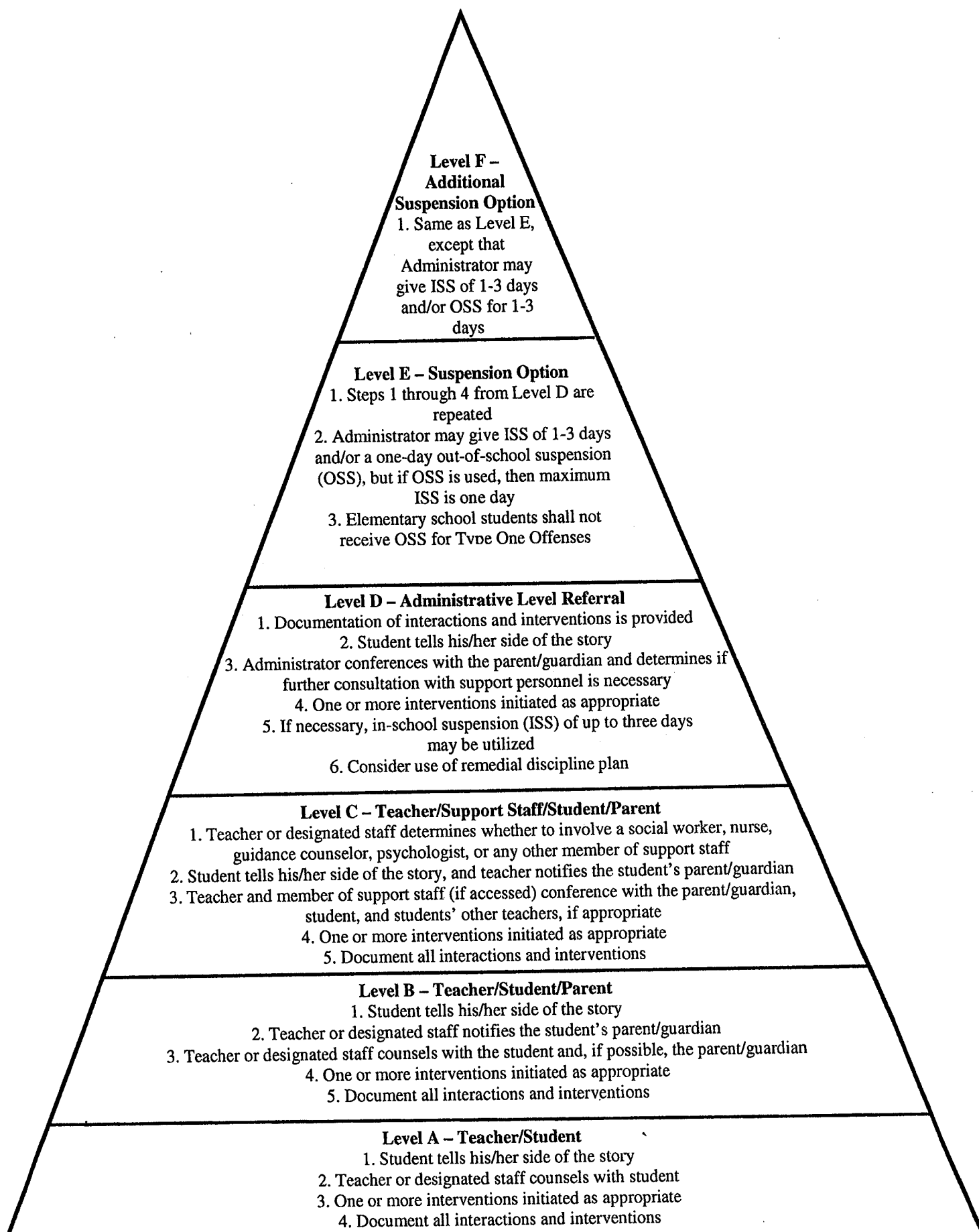
<sup>6</sup> Mandatory referral to law enforcement for these offenses is required under state law.

<sup>7</sup> Recurring Type One offenses can eventually proceed to Type Two and Type Three, but shall never result in referral to law enforcement.

<sup>8</sup> Referral to the fire department is required.

<sup>9</sup> For Type Four offenses, if there has been a recommendation for expulsion, or a request for an extension of the suspension period made to the Superintendent or designee through Section 6.6 of this Policy, the principal has the option of extending the maximum three-day out-of-school suspension available under Section 3-1 by up to two days.

## Denver Public Schools Discipline Ladder



**Los Angeles Unified Public Schools**  
**School Discipline Policy**  
**(emphasis on Positive Behavior Supports)**



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

**TITLE:** DISCIPLINE FOUNDATION POLICY: SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

**NUMBER:** BUL-

**ISSUER:** Donnalyn Jaque-Antón, Executive Officer,  
Educational Services

**DATE:** February 27, 2007

**POLICY:** Every student, pre-school through adult, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan for every school in LAUSD. All school level discipline plans will be consistent with the *Culture of Discipline: Guiding Principles for the School Community (Attachment A)* and *Culture of Discipline: Student Expectations (Attachment B)*. This will include: teaching school rules and social-emotional skills, reinforcing appropriate student behavior, using effective classroom management and positive behavior support strategies, by providing early intervention for misconduct and appropriate use of consequences.

## ROUTING

Chief Operating Officer  
School Site Administrators  
School Instructional Staff  
School Support Personnel  
Deans  
Local District Administration  
Central Office Administrators  
Facilities  
Transportation  
All Employees

The District's adoption of this foundation policy establishes a framework for developing, refining and implementing a culture of discipline conducive to learning. School-wide positive behavior support is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems.<sup>1</sup> Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. In the event of misconduct, there is to be the appropriate use of consequences. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner.

School-site procedures and practices formed under auspices of the School Leadership Council must be consistent not only with the tenets of this policy, but also with State and Federal laws that require school administrators to utilize positive interventions and means of correction *other than* suspension, transfer or expulsion to resolve disciplinary issues. (See *A Culture of Discipline: Guiding Principles for the School Community*, and *Student Expectations [Attachments A and B]*; *How To Establish And / Or Refine An Effective School Wide Positive Behavior Support System [Attachment C]*)

<sup>1</sup> Boynton, M. & Boynton, C. (2005). *The Educator's Guide to Preventing and Solving Discipline Problems*. Alexandria, VA: ASCD.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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### MAJOR CHANGES:

The development of this Foundation Discipline Policy is the result of a Board Resolution directive. This policy mandates the development of a school-wide positive behavior support and discipline plan consistent with *A Culture of Discipline: Guiding Principles* and *A Culture of Discipline: Student Expectations* including positively stated rules which are taught, enforced, advocated and modeled at every campus. It further mandates staff and parent training in the teaching and the reinforcing of the skills necessary for implementation of this policy.

The policy serves as the framework under which *all* District practices relating to discipline and school safety are to be applied. It is not intended to replace existing bulletins that provide guidance for specific disciplinary practices including a teacher's right to suspend a student from class with cause. See RELATED RESOURCES for an index of related bulletins, reference guides, board resolutions and other relevant District materials.

### GUIDELINES:

#### I. A CULTURE OF DISCIPLINE

This policy establishes *A Culture of Discipline: Guiding Principles for the School Community*, and *A Culture of Discipline: Student Expectations*.

- A. The District's *A Culture of Discipline: Guiding Principles (Attachment A)* establishes a standard for all LAUSD schools. All District schools are required to align their school's discipline plans and rules to this District standard. The goal is to maximize consistency in school-site practice, while allowing schools to personalize rules, provided they are consistent with the tenets and content of this bulletin. All students, parents, teachers, school administrators, school support personnel, school staff, visitors and community members are expected to understand and model the *A Culture of Discipline: Guiding Principles* and implement them at every institutional level.
- B. *A Culture of Discipline: Student Expectations (Attachment B)* provides additional guidance to students regarding appropriate behavior. It is only with the understanding, collaboration and cooperation of everyone who has a stake in the education of our youth that we can succeed in creating learning environments that are conducive to optimum academic achievement for all students.



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### II. RESPONSIBILITIES:

The successful implementation of this policy is everyone's responsibility. Every student, parent/caregiver, teacher, administrator, school support personnel, school staff, Local District staff, Central Office staff, visitor and community member engaged in educational activities has a role. This includes:

1. supporting a school-wide positive behavior support and discipline plan consistent with the tenets of this policy.
2. knowing, communicating and consistently monitoring this policy, the *Guiding Principles* and the school-wide positive behavior support and discipline plan.
3. maintaining open lines of communication between staff, students and parents/caregivers.
4. using positive response strategies and appropriate corrective feedback for disruptive students. (See Attachment I)
5. collaborating and partnering with after-school programs and outside agencies, when appropriate.

#### A. Student Responsibilities:

Students are expected to learn and model *A Culture of Discipline: Guiding Principles* and *A Culture of Discipline: Student Expectations*. Students are expected to learn and follow all school and classroom rules and to demonstrate appropriate social skills when interacting with both adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior. Students are encouraged to take leadership roles in modeling appropriate behaviors and attitudes for peers. (See *Student Tips, Attachment D*)

#### B. Parent/Caregiver Responsibilities:

Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate. This includes supporting the implementation of the school-wide positive behavior support and discipline plan. They are to be familiar with and model *A Culture of Discipline: Guiding Expectations* and *A Culture of Discipline: Student Expectations*. They will review the *Student Expectations* and school rules with their children, reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct. (See *Parent/Caregiver Responsibilities, Attachment E*). If misconduct escalates, the parent/caregiver will work with the school as a collaborative partner to address the student's needs. It is mandated that training be available for parents/caregivers on this policy.



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### C. Teacher Responsibilities:

Each teacher has a fundamental role in supporting a positive classroom and school. This includes utilizing effective classroom management strategies to create an environment conducive to learning and prevent misconduct. The teacher is responsible for:

1. defining, teaching, reviewing and modeling *A Culture of Discipline: Guiding Principles and Student Expectations* and school rules.
2. acknowledging and reinforcing appropriate student behavior.
3. providing corrective feedback and re-teaching the behavioral skill when misconduct occurs.
4. working with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc).
5. in elementary and middle schools, teaching the district or state-approved violence prevention curriculum that teaches social-emotional skills (as required by federal and state guidelines). May be augmented by other approved programs selected by the School Leadership Council.
6. following the behavior support plan for students with disabilities, available to all staff working with that student.
7. utilizing data in collaboration with administration and support personnel to monitor misconduct.
8. For a student engaged in on-going misconduct, despite appropriate interventions(see Resource Manual), the teacher is responsible for reporting the behavior to the school administrator or person responsible for discipline at the school-site.

### D. School Administrator Responsibilities:

Each school administrator is a role model and a leader. School administrators, in collaboration with instructional staff and with community support, are responsible for establishing a caring school climate and safe environment. School administrators must ensure that the *A Culture of Discipline: Guiding Principles* will be taught, enforced, advocated, communicated and modeled to the entire school community and that school practices are consistent with the tenets of this policy. The school administrator is responsible for issuing a written invitation to all stakeholders (including parents, teachers, classified administrators and students) to participate in a school-wide discipline leadership team, under the auspices of the School Leadership Council. The team will assist the School Leadership Council in monitoring the implementation of the school-wide positive behavior support plan. Every school administrator is to ensure:



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1. the development and implementation of a school-wide positive behavior support and discipline plan consistent with the *A Culture of Discipline: Guiding Principles and Student Expectations*. (See *How To Establish And / Or Refine An Effective School Wide Positive Behavior Support System [Attachment C] and School Resource Survey, {Attachment F}*)
  2. the inclusion of *A Culture of Discipline: Guiding Principles, Student Expectations* and the school-wide positive behavior support and discipline plan in school communications for students, parents/caregivers, staff and community.
  3. a method for recording, collecting and analyzing behavior/discipline information in order to monitor and evaluate data for on-going decision making, from the individual student through the school-wide student population.
  4. training and support is provided for staff and parents/caregivers in maintaining an environment conducive to learning.
  5. the implementation of the district or state-approved violence prevention curriculum in elementary and middle schools.
  6. the consistent application of reasonable alternatives to suspension (See *Top Ten Alternatives to Suspensions, Attachment G*), expulsion and opportunity transfers that includes the use of equitable consequences that are consistent with law and District policy.
  7. the use of multi-disciplinary teams, including Student Success Team(SST) and Coordination of Support Team (COST) to evaluate and recommend solutions to behavior problems.
  8. collaboration and partnerships with after-school programs and outside agencies, when appropriate.
  9. For a student engaged in on-going misconduct, despite appropriate interventions(see Resource Manual), the site administrator is responsible for assembling a collaborative team with appropriate staff and the parent/caregiver(s) to address the escalated behaviors and design and implement an effective individualized behavior support plan that may include but is not limited to:
    - a. Intensive behavioral supports and strategies
    - b. Adapted curriculum and instruction
    - c. Communication strategies.
- E. School Support Personnel Responsibilities:  
School support personnel is responsible for teaching, enforcing, advocating and modeling *A Culture of Discipline: Guiding Principles* and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. School support personnel are responsible for monitoring, reinforcing and acknowledging appropriate behaviors consistent with *A Culture of Discipline: Student Expectations* and the school rules. In



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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addition, school support personnel will assist students in accessing appropriate resources, directly matching student needs to available resources. When student behavior disrupts the learning or working environment, the appropriate school support personnel will work collaboratively with teachers and other school and District personnel to develop and implement plans for more intensive instruction and support, which includes working with District and community resources.

**F. School Staff Responsibilities:**

Members of the school staff have a particularly important role in fostering a positive school climate. School staff is responsible for teaching, enforcing, advocating and modeling the *A Culture of Discipline: Guiding Principles* and for supporting the implementation of a school-wide positive behavior support and discipline plan to maintain a safe and nurturing school climate. Each individual shall monitor, reinforce and acknowledge appropriate behaviors consistent with *A Culture of Discipline: Student Expectations* and the school rules, and provide positive corrective feedback for any misconduct. School staff engaged in supervisory responsibilities should be particularly aware of the important role that they have in maintaining and supporting appropriate student behavior. This includes knowledge of behavior support plans for students with disabilities.

**G. Local District Staff Responsibilities:**

Each Local District Superintendent shall be responsible for teaching, enforcing, advocating and modeling this policy to Local District staff and school administrators. The Local District Superintendent shall also designate a team of Local District administrators, which may include the Administrator of Instruction, Directors of School Services and Operations Coordinators, who shall ensure the successful implementation of and ongoing compliance with this policy through support and guidance.

Local District staff, in collaboration with school-site staffs, shall also be responsible for taking an active role in providing appropriate support and technical assistance to schools and School Leadership Councils to:

1. identify, develop and maintain prevention and intervention activities consistent with *A Culture of Discipline: Guiding Principles* and *Student Expectations*.
2. analyze data, monitor and evaluate school practices in order to address situations where practices need to be strengthened.
3. develop on-site procedural steps to assist with choices and options when addressing individual student misconduct.
4. broaden the adoption and implementation of alternatives to suspension and the reduction in the use of opportunity transfers by ensuring that



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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- all deans participate in mandatory central district training.
5. oversee schools' efforts to maintain relationships with outside community partners.
  6. utilize data in the allocation and provision of base professional development in school wide positive behavior support for any new staff.
  7. ensure that the local district parent ombudsperson works collaboratively with the operations administrator and other local district staff on implementing this policy and fielding and resolving concerns and complaints from all stakeholders.

In order to align instruction and behavior, this assistance is to be embedded into the ongoing support given to schools in the area of instruction.

### H. Central Office Staff Responsibilities:

The Superintendent communicates to all District staff, using a variety of means, that creating a positive school culture, improving behavior and developing appropriate student discipline practices are top District priorities. All Central office staff shall teach, enforce, advocate, communicate and model this policy and *A Culture of Discipline: Guiding Principles* by playing an active, supportive role in assisting schools, School Leadership Councils and Local Districts with the implementation of this policy including, but not limited to:

1. developing and coordinating training for parents, behavior seminars for students and professional development for all employees.
2. ensuring appropriate data collection, monitoring and evaluation systems.
3. using effective communication strategies (see Resource Manual), including EC 49079 notification to all teachers as specified in Bulletin 38.
4. developing and providing a Resource Guide to assist schools in utilizing and coordinating programs and resources with uniform forms to be used district wide.
5. coordinating and providing technical assistance, including the proactive alignment of instructional supports with behavioral supports.
6. using systematic data analysis to determine needs for more supports and improved community day school options.
7. ensuring alignment with all District offices, programs, policies and initiatives.
8. Identification and maintenance of an independent auditor to investigate complaints and to assist in resolving issues presented by all stakeholders regarding violations of this policy.



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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A very small percentage of students do not respond to the most intensive intervention and are not receiving an appropriate education on a comprehensive school campus. Appropriate personnel at the school site shall identify these students, inform the District and recommend alternative placement options. The District must address student needs in selecting appropriate placement options. The District must use systematic data analysis as one indicator of the need for a more supportive and individualized environment and enhanced Community Day School Options.

- I. Visitor Responsibilities:  
It is expected that all visitors will act in accordance with *A Culture of Discipline: Guiding Principles* while on District property and at District or school-sponsored activities or events. (See LAUSD Parent/Student Handbook)
- J. Community Member Responsibilities:  
The community benefits from safe schools and members are expected to follow *A Culture of Discipline: Guiding Principles* when on school property. Community partnerships are encouraged and welcomed in the development of reinforcements for appropriate student behavior and recognition of safe school environments.

### III. PREVENTION/INTERVENTION:

A school-wide positive behavior support and discipline plan provides the foundation for clear expectations for all. This plan, consistent with *A Culture of Discipline: Guiding Principles* and *Student Expectations*, outlines what must be in place for all students, including those in need of some intervention and those who require the most intensive level of intervention (*See Three-Tiered Approach, Attachment H and Resource Manual*).

Each school, under the auspices of the School Leadership Council, will evaluate and monitor the effectiveness of the school-wide positive behavior support and discipline plan at all three levels using school data. This will allow schools to use data to identify areas of need, target areas of concern, access professional development supports and services and revise school-wide procedures as needed.

- A. Establish Rules Consistent with *A Culture of Discipline: Guiding Principles* and *Student Expectations*  
School staff is responsible for developing, teaching, monitoring and reinforcing rules. Appropriate behavior must be reinforced school-wide. There must also be firm, fair and corrective discipline so that all staff and



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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students have a consistent, unifying message on what is safe, respectful and responsible. This forms the most powerful, proactive foundation in the prevention of misconduct.

**B. Provide for Effective Intervention:**

Some students require a more intensive level of intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for coordination and implementation of programs and resources, e.g. conflict-resolution, opportunities to develop social and emotional skills, mentoring; 3) matching student needs to the appropriate resources; and 4) using appropriate consequences. School-site staff must have information and resources available in order to effectively build these necessary skills.

**C. Use a Team Approach for Intensive Intervention:**

A few students require the most intensive level of intervention. Within the scope of their job related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention includes individualized behavior support planning, implementation and monitoring. Support and training will be provided when necessary. There may also be a need for multi-agency partnerships and intensive skills training.

#### IV. CONSEQUENCES FOR STUDENT MISCONDUCT:

Anything that follows a behavior is a consequence; positive or negative. Consequences should be consistent, reasonable, fair, age appropriate, and should match the severity of the student's misbehavior. Consequences that are paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to connect their misconduct with new learning, participate in contributing back to the school community, and are more likely to result in getting the student re-engaged in learning. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences including systematic recognition for appropriate behavior frequently lead to an increase in the desired behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again. *(See Consequences/School Response Reference Guide, Attachment I)*

#### V. PROFESSIONAL DEVELOPMENT AND TRAINING:



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Professional development in the area of school-wide positive behavior support must be mandated, broad-based and inclusive of all staff involved in supporting schools and students. While professional development begins with *A Culture of Discipline: Guiding Principles and Student Expectations*, it must ensure that school staff can clearly identify and support behavioral expectations in classrooms and common areas of the school. Specifically, professional development must include on-going classroom management workshops and training to capacitate classroom staff in meeting the challenge of fully educating students including the teaching and modeling of appropriate behavior. Professional development, as selected by the School Leadership Council, must:

1. support the differentiated roles and responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline. That staff is to be named in the School Resource Survey.
2. address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through the district or state adopted violence prevention curriculum, strategies for classroom management, behavioral expectations and individual and group support.
3. be ongoing and provide sufficient training and resources for school staff to understand the function of behavior and how best to support appropriate behavior.
4. address how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities.
5. embed policy information and create alignment with all parent training, student behavior seminars and professional development offered to all employees.
6. include centrally organized and implemented training for deans so that they are trained upon election. Such training for deans and other staff involved in student discipline will include the use of data analysis to differentiate what is offered to schools.

### VI. MONITORING & EVALUATION:

The Central Office will put systems in place to aid schools, Local Districts and the Central Office in data collection, feedback and assessment to aid the goal of creating a positive school culture that is conducive to optimal student learning. Such data will be utilized to support decisions in allocating professional development and support. These data will allow schools to adjust school-wide, classroom and individual student intervention and prevention. The Central Office will oversee on-going and systematic review and evaluation which will include an analysis of:

1. policy implementation.



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2. communication mechanisms.
3. any adjustments or changes in school practices (determined through data collection) to ensure that school practices are strengthened and aligned with policy.

A District level School-Wide School-Wide Positive Behavior Support Task Force of representative stakeholders will be formed to collaborate with an independent auditor. The Task Force, with the independent auditor, will develop criteria to be used to monitor the implementation and sustainability of this policy throughout the District. The task force and auditor will:

1. implement and review roles and responsibilities
2. review and provide input in the proposed Resource Manual as well as existing and proposed policies regarding student discipline for coherence, omissions, alignment, and consistency with this policy and submit recommendations
3. review complaint procedures and responses.
4. access and analyze data by school and Local District
5. review data including suspension, expulsion, opportunity transfer, office referrals, and outside monitoring information.
6. Augment district responses to campuses in crisis situations by, acting as representatives of their stakeholder groups, participating in meetings and provide input.
7. Provide recommendations to the Board of Education.

### VII. COMMUNICATION:

To successfully implement this policy and its underlying philosophy, it must be consistently communicated to the entire LAUSD community by District officials, school administrators and employees at every level.

Every District school and office shall post copies of *A Culture of Discipline: Guiding Principles* and *Student Expectations* for public view. Additionally, school staffs, through the auspices of their School Leadership Council, are strongly encouraged to develop their own innovative strategies for communicating and teaching the tenets of this policy for broad dissemination of their schools' behavior support and discipline plans. Parents/caregivers, students and school staff members should actively participate in this process.

**AUTHORITY:** This is a policy of the Superintendent of Schools. The following legal standards are applied in this policy:

California Education Code, Section 48900-48927



## LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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Board Resolution, "Comprehensive Discipline Policy," passed May 24, 2005

### **RELATED RESOURCES:**

In addition to this policy, school administrators and employees must understand the relationship between sound behavior and discipline practices to other, related District policies, initiatives and practices. In order to have full knowledge of the District's policies regarding behavior, safety and school climate, school administrators should familiarize themselves and their staffs with the following:

Board Resolution, "Resolution on Excellence and Equity in the Reduction of High School Drop-outs/Push-outs Through Prevention, Intervention and Recovery," passed April 12, 2005

Board Resolution, "Resolution to Promote Safe Schools and Safe Neighborhoods by Implementing Violence Prevention Programs," passed April 26, 2005

Board Resolution, "Reactivation of District's Human Relations Education Commission," passed May 10, 2005

Modified Consent Decree, <http://dse-web.lausd.k12.ca.us/sepg2s/mcd/mcd.htm>, of particular relevance to this Bulletin are:

- o Outcome 5: Reduction of Long-Term Suspensions
- o Outcome 17: IEP Team Consideration of Special Factors – Behavioral Interventions, Strategies, and Supports
- o Outcome 18: Disproportionality

Policy Bulletin No. BUL-Z-14, "Guidelines for Student Suspension," issued March 15, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-38, "Mandated Reporting of Certain Student Behavior," issued January 3, 1994, by the Office of the Deputy Superintendent, Operations

Policy Bulletin No. BUL-H-50, "Behavior Intervention Regulations," issued September 8, 2004, by the Office of Special Education

Policy Bulletin No. BUL-Z-58, "Opportunity Transfers," issued April 20, 1999, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-61, "Guidelines for Student Expulsion," issued April 11, 1994, by the Office of the Deputy Superintendent

Policy Bulletin No. BUL-Z-73, "Preventive Measures and Mandatory



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Procedures for Students Who Violate Laws Regarding Drugs, Alcohol and Tobacco," issued November 12, 2002, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-847, "Referral to Community Day School," issued March 22, 2004, by the Office of Instructional Services

Policy Bulletin No. BUL-1038, "Anti-bullying Policy," issued June 1, 2004, by the Office of the Chief Operating Officer

Policy Bulletin No. BUL-1041, "Sexual Harassment Policy," issued June 10, 2004, by the Office of the General Counsel

Policy Bulletin No. BUL-1347, "Child Abuse and Neglect Reporting Requirements," issued November 15, 2004, by the Office of the General Counsel

Policy Bulletin No. BUL-1119, "Threat Assessment," issued July 12, 2004, by the Office of the Chief Operating Officer

Reference Guide, REF-1242, "2004-2005 Update of Safe Schools Plans Volume 1 (Prevention Programs) and Volume 2 (Emergency Procedures)"

Policy Bulletin No. BUL-1287, "Student Attendance Policy," issued February 17, 2004, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-1292, "Attendance Procedures for Elementary and Secondary Schools," issued July 28, 2005, by the Office of Student Health and Human Services

Policy Bulletin No. BUL-2047, "Responding to and Reporting Hate-Motivated Incidents and Crimes," issued November 11, 2005, by the Office of the General Counsel

Policy Bulletin No. BUL-2075, "Establishment and Documentation of Intervention for Students Suspected of Emotional Disturbances," issued October 31, 2005, by the Office of Special Education

Policy Bulletin No. BUL-2130, "Section 504 and Students With Disabilities," issued December 14, 2005, by the Office of the General Counsel  
"Blueprint for Implementation of the Action Plan for a Culturally Relevant Education," issued June 2001, by the Office of Instructional Services



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"Required Nondiscrimination Notices," memorandum issued annually by the Office of the General Counsel

"Parent-Student Handbook," issued annually by the Los Angeles Unified School District

"Visitors Handbook" issued by the Los Angeles Unified School District

Algozzine, B., Kay, P. (2002). Preventing Problem Behaviors: A Handbook of Successful

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Colvin, G. (2004). Managing the Cycle of Acting-Out Behavior in the Classroom. Eugene, OR: Behavior Associates

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Sprague, J., Walker, H. (2005). Safe and Healthy Schools: Practical Prevention Strategies. New York: Guilford Press

Sprick, R. (1998). CHAMPs: A Proactive Approach to Classroom Management Eugene, OR: Pacific Northwest Publishing.

Sprick, R. (2006). Discipline in the Secondary Classroom. Eugene, OR: Pacific Northwest Publishing

**ASSISTANCE:** For assistance or further information please contact Hector Madrigal, Director, Pupil Services, at (213) 241-3844; Nancy Franklin, Coordinator, Behavior Support, at (213) 241-8167; Rochelle J. Montgomery, Associate General Counsel II, Office of the General Counsel, at (213) 241-7648; or your Local District Pupil Services and Attendance (PSA) Field Coordinator.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

BULLETIN NO. BUL-XXX  
February 27, 2007

ATTACHMENT G

## TOP TEN ALTERNATIVES TO SUSPENSION

Coordinated Behavior Plan for Any Student whose behavior has impeded learning	Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student and based on the analysis of data, the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.
Alternative Programming	Changes in the student's schedule, classes or course content; assignment to an alternative school or program; independent study or work experience program. Should be tailored to the student's needs.
Behavior Monitoring	Strategies to monitor behavior and academic progress might include progress report cards checked after each class regarding behavior, self charting of behaviors, strategies to provide feedback to the student, etc.
Appropriate In-School Alternatives	In-school alternative in which academic tutoring and instruction related to the student's behavior such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready is provided.
Community Service	Required amount of time in community service in school system or in the community.
Counseling	Students are referred for participation in group or individual counseling.
Parent Supervision in School	Following existing school-site visitation policy parent comes to school and provides additional support and supervision for a period or throughout the day.
Mini-Courses	Short courses or modules on topics related to social-emotional behavior, used as a disciplinary consequence, after-school or Saturday.
Restitution	Financial or "in kind." Permits the student to restore or improve the school environment.
Problem Solving/Contracting	Use negotiation/problem solving approaches to assist student to identify alternatives. Develop a contract which includes reinforcers for success, & consequences for continuing problems.

Source: Reece Peterson, University of Nebraska - Lincoln & Russell Skiba, Indiana University, modified by Nancy Franklin

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
CONSEQUENCES/SCHOOL RESPONSE REFERENCE GUIDE**

**ATTACHMENT I**

**BULLETIN NO. BUL-XXX**

**February 27, 2007**

<b>Level A: Preventive Plans</b> <b>Misconduct that Requires Classroom Supports</b>	<b>Level B: Preventive Plans</b> <b>Misconduct that Requires a Collaborative Team Response</b>	<b>Level C: Intervention Plans</b> <b>Serious Offenses with almost no Administrative Discretion</b>
<p><u><b>Preventive Plans</b></u></p> <ul style="list-style-type: none"> <li>Reinforce guiding principles</li> <li>Identify, teach and reinforce behavioral expectations, rules and social skills</li> <li>Actively supervise, monitor and provide feedback on behavior in all areas of the school</li> <li>Use firm, fair, corrective, consistent disciplinary techniques</li> <li>Identify resources at school, local district, and in the community</li> </ul> <p><u><b>Examples of School-Related Misconduct</b></u></p> <ul style="list-style-type: none"> <li>Classroom disruption, (e.g., speaking out, out of seat).</li> <li>Occasional tardiness</li> <li>Poor team work / Incomplete work</li> <li>Harassing other students</li> <li>Inappropriate clothing for school</li> <li>Non-compliance with rules</li> </ul> <p><u><b>Examples of Consequences</b></u></p> <ul style="list-style-type: none"> <li>Use time-out, demerit, loss of privileges or points consistently and non-emotionally assigned</li> <li>With the student, develop a contract with explicit expectations for behavior and consequences</li> <li>Assign student a written apology</li> <li>Call parents and alert them about behavior, eliciting their partnership</li> <li>Assign a contribution plan (i.e., contributing back to the classroom environment)</li> </ul> <p><u><b>Examples of School Response</b></u></p> <ul style="list-style-type: none"> <li>Re-teach group expectations, routines, and strategies, modify grouping patterns</li> <li>Use systematic positive reinforcement for students when they act appropriately</li> <li>Use mentoring strategies; assign a mentor</li> <li>Utilize a daily report card, involving parents and other staff in a partnership of support</li> <li>Utilize peer tutoring/counseling</li> <li>Determine the function of the student's behavior and teach replacement behavior</li> </ul>	<p><u><b>Preventive Plans</b></u></p> <ul style="list-style-type: none"> <li>Work as a team, coordinating services</li> <li>Collaborate with parent/caregiver(s)</li> <li>Develop a school-based mentoring program</li> <li>Access school, local district, District, and community resources</li> </ul> <p><u><b>Examples of School-Related Misconduct</b></u></p> <ul style="list-style-type: none"> <li>Fighting</li> <li>Excessive Tardiness / On-going defiance</li> <li>Engaging in habitual profanity or vulgarity</li> <li>Being under the influence of alcohol or drugs</li> <li>Vandalism / Graffiti / Theft /</li> <li>Bullying, Harassment, Sexual Harassment</li> <li>Truancy</li> </ul> <p><u><b>Examples of Consequences</b></u></p> <ul style="list-style-type: none"> <li>Assign detention or in-school suspension</li> <li>Involve student in the development of individual behavior support plan to change behavior</li> <li>Enlist parent participation in a consistent response plan, e.g. daily signed behavior report</li> <li>Clean up/ Make restitution</li> <li>Loss of privileges</li> <li>Assign an out-of-school suspension</li> <li>Possible arrest</li> </ul> <p><u><b>Examples of School Response</b></u></p> <ul style="list-style-type: none"> <li>Convene a Student Success Team (SST) or COST</li> <li>Parent Conference.</li> <li>Use debriefing forms to address misconduct</li> <li>Refer to community agencies</li> <li>Assign campus responsibilities</li> <li>Provide conflict resolution training, peer mediation, anger management</li> <li>Encourage enrichment activities (after school clubs)</li> <li>Assign Alternatives to Suspension, including in-school suspension or detention</li> <li>Assign out-of-school suspension</li> <li>Report to Law Enforcement.</li> </ul>	<p><u><b>Intervention Plans</b></u></p> <ul style="list-style-type: none"> <li>Identify crisis intervention plan and procedures</li> <li>Identify emergency resources</li> <li>Use resources in school, local district, District, and community</li> <li>Work as a team, coordinating services</li> <li>Collaborate with parent/caregiver(s)</li> </ul> <p><u><b>Examples of School-Related Misconduct</b></u></p> <ul style="list-style-type: none"> <li>Possessing, selling, or furnishing a firearm</li> <li>Possessing and/or Brandishing a dangerous object</li> <li>Possession of an explosive</li> <li>Selling a controlled substance</li> <li>Committing or attempting to commit a sexual assault or committing a sexual battery</li> <li>Causing or attempting to cause a serious physical injury to another.</li> <li>Robbery, Extortion</li> </ul> <p><u><b>Examples of Consequences</b></u></p> <ul style="list-style-type: none"> <li>Assign out of school suspension</li> <li>Expulsion</li> <li>Possible arrest</li> </ul> <p><u><b>Examples of School Response</b></u></p> <ul style="list-style-type: none"> <li>Conduct investigation, interview all witnesses</li> <li>Consult with Student Discipline Proceedings Office</li> <li>Report to Law Enforcement</li> <li>Conduct parent conference/pre-suspension conference</li> <li>Review suspension and expulsion bulletins for specifics regarding mandatory actions</li> <li>Review teacher-student-parent interaction history.</li> <li>Review social adjustment history</li> <li>Review Special Education Status</li> <li>Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services).</li> </ul>