

STUDENT DISCIPLINE

A. Introduction

The Board believes that effective student discipline is a prerequisite for sound educational practice and student achievement. The Board is committed to the creation of an atmosphere in schools which is safe, conducive to the learning process, and free from unnecessary disruption. Within that context and limits established in law, policies and regulations concerning discipline are intended to be responsive to the level of discipline infraction and to foster cooperation and collaboration among students, parents/guardians, administrators, teachers and other staff members, local law enforcement agencies, and the community at large in order to meet these goals.

B. Definitions

The following definitions shall apply to all policies and regulations concerning student discipline unless otherwise noted:

1. "Level I disciplinary infractions" are those infractions that are to be addressed by any staff member when the infraction(s) occur. Disciplinary action, prevention/intervention shall take place.
2. "Level II disciplinary infractions" are those infractions that are to be addressed by the Principal (or his/her designee). Prevention/intervention shall be required. Disciplinary actions, in-school alternatives or suspension by the Principal or his/her designee, shall be optional.
3. "Level III disciplinary infractions" are those material and substantial disruptions that are to be addressed by the Principal (or his/her designee) and for which suspension by the Principal (or his/her designee) shall be mandatory. Further disciplinary action, including expulsion by the Superintendent or his/her designee shall be optional.
4. "Level IV disciplinary infractions" are those material and substantial disruptions that are to be addressed by the Principal (or his/her designee) and for which suspension by the Principal (or his/her designee) shall be mandatory. Expulsion shall be mandatory by the Superintendent or his/her designee. Further disciplinary action shall be optional.
5. "Material and substantial disruption" means any Level III, or Level IV disciplinary infraction. Any such infraction will be presumed to be initiated, willful, and overt on the part of the student.
6. "A Remedial Discipline Plan (RDP) for 'material and substantial disruption'" means a written plan which addresses the student's disruptive behavior, his or her educational needs, and the goal of keeping the student in school. "Educational need" means the structure, support, and specific details needed to improve and/or correct a student's inappropriate /disruptive behavior that

interferes with the student's learning. The RDP shall include at least the following components: a description of the disruptive behavior, a description of the desired behavior, specific actions the student will take to correct the behavior, resources and support needed, incentives for success, a statement of consequences for noncompliance, a time frame for the plan's duration, and signatures of participants.

Any student who is suspended for causing a material or substantial disruption in the classroom, on school grounds, in school vehicles, or at school activities or events shall be required to participate in an individual RDP for "material and substantial disruption." This RDP shall be developed after the first suspension for a material and substantial disruption offense and reviewed and modified after the second suspension. The Principal or his/her designee shall encourage and solicit the full participation of the student's parent/guardian in the development of the plan. The RDP shall be documented in the student's discipline file.

Students classified as "habitually disruptive" (see B.7. below) may be expelled in accordance with state law.

7. "Habitually disruptive student" is defined in state law as a student who has been suspended three times during the course of the school year for causing a "material and substantial disruption" (See B.5. above) in the classroom, on school grounds, on school vehicles, or at school activities or events.

C. General considerations

1. No student shall be suspended, expelled, or otherwise disciplined without an appropriate level of due process of law (refer to Policy JKD/JKE).
2. The Superintendent (or his/her designee) shall adopt regulations which specify Level I, Level II, Level III, and Level IV infractions and disciplinary actions in accordance with local, state, and federal law. The Superintendent shall ensure the regulations are applied with reasonable consistency across the District. The Superintendent (or his/her designee) shall review the regulations on an annual basis and shall file a report with the Board summarizing the review. The report shall include a discussion of the application and effectiveness of the regulations and proposed changes, if any, to the regulations.

D. Added considerations for "habitually disruptive students"

1. A student's parent/guardian shall be notified in writing of each suspension for material and substantial disruption that is counted toward declaring the student "habitually disruptive." The action and the written notification will be clearly documented in the student's disciplinary file. Any material and substantial disruption in a school year shall remain part of the student's disciplinary file and shall transfer with the student to any other school in the District for transfers occurring during the school year.
2. In the event that a student transfers within the District and an RDP has been

developed, the receiving school shall enforce the RDP or, in conjunction with a representative from the sending school, shall complete the RDP.

Adopted: February, 1994
Revised: December, 1994
Revised: September, 1996
Revised: June 13, 2012
Reviewed: June 12, 2013

LEGAL REFS.: Individuals with Disabilities Education Act, 20 U.S.C. §1400, et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §701, et seq.
Americans with Disabilities Act, 42 U.S.C. §12101, et seq.
Exception Children's Educational Act, C.R.S. 22-20-101, et seq.

CROSS REFS.: IHBAA, Response to Intervention (Rti)
IHBAAR, Regulation to Policy IHBAAR, Response to Intervention (Rti)
IHBAAR-E-1, Multi-Tiered Model
IHBAAR-E-2, Implementation Plan
JK-R, Regulation to Policy JK, Student Discipline
JKD-JKE, Student Suspension/Expulsion/Denial of Admission
JKD-JKE-2, Disciplining of Students with Disabilities
JKD-JKE-R, Regulation to Policy JKD-JKE, Student
Suspension/Expulsion/Denial of Admission, and Policy JKD-JKE-2,
Disciplining of Students with Disabilities

Policy Owner: Student Discipline Services