

## Student Discipline Policy

All teachers at Edison set high, clear expectations at the beginning of the year regarding classroom and school-wide rules and behaviors. Teachers will hold students accountable for safe and respectful behaviors through creating positive classroom environments, positive reinforcement, restorative practices and consequences when appropriate.

There are times when a student may choose a course of action that requires a consequence that affords them the opportunity to evaluate the choice made, the results of that choice, and what might have been a better choice. If students do not choose to participate and/or contribute to the creation of a positive school culture, the following disciplinary steps will be followed:

### **DPS & Edison Discipline Ladder**

Type One Offenses	Classroom Teacher Managed Levels
Classroom disruption, Disrupting school activity Picking on, bothering, or distracting other students Use of profanity or vulgarity Minor defiance of authority/disobedience Verbal insults or put-downs Use of cell phones, Minor damage or defacement of school property Minor physical aggression with another student (e.g., pushing, shoving) Other minor school-based misconduct <b>Also:</b> Excessive tardiness, Dress code violation, Tobacco offenses, Unauthorized use of school equipment, Gambling, Scholastic dishonesty	<p><b>Level A – Teacher, Student (minor and not repetitive)</b></p> <ol style="list-style-type: none"> <li>1. Student tells his/her side of the story</li> <li>2. Teacher counsels with student</li> <li>3. Engage the student in a restorative practice (as appropriate)</li> <li>4. Construct and implement interventions as appropriate</li> </ol> <p><b>Level B – Teacher, Student, Parent/Guardian (ongoing issue, not resolving)</b></p> <ol style="list-style-type: none"> <li>1. Student tells his/her side of the story</li> <li>2. Teacher notifies the parent/guardian</li> <li>3. Engage the student in a restorative practice (as appropriate)</li> <li>4. Modify or construct and implement interventions as appropriate</li> <li>5. Document all interactions and monitor all interventions (in IC conference)</li> </ol> <p><b>Level C – Teacher, Support Staff, Student, Parent/Guardian (not resolving after Level A &amp; B)</b></p> <ol style="list-style-type: none"> <li>1. Teacher or designed staff member decides whether to request the support of the school psychologist, school social worker, school nurse, counselor, or any other member of the support staff</li> <li>2. Teacher notifies the parent/guardian and invites them to a conference</li> <li>3. Student tells his/her side of the story</li> <li>4. Teacher conferences with other staff members as appropriate</li> <li>5. Engage the student in a restorative practice (as appropriate)</li> <li>6. Modify or construct and implement interventions as appropriate</li> <li>7. Document all interactions and monitor all interventions (in IC conference)</li> </ol>
Type Two Offenses	Building Leader Managed Levels
Recurring Type One offenses Behavior that significantly interferes with the smooth flow of a classroom, assembly, or school-sanctioned event. Severe defiance of authority/disobedience Bullying: Level I - the use of coercion or intimidation through written, verbal, or electronically transmitted expression to obtain control over another person OR to cause physical, mental or emotional harm to another person. <b>Also:</b> False activation of a fire alarm Possession of fireworks/firecrackers Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information Harassment based on sex, gender, sexual orientation, gender	<p><b>Level D</b></p> <ol style="list-style-type: none"> <li>1. Documentation of interaction and intervention is provided to Building Leader by classroom teacher and/or support staff</li> <li>2. Student tells his or her side of the story</li> <li>3. Building Leader conferences with parent/guardian</li> <li>4. Building Leader identifies the discipline offense using the Discipline Matrix               <ol style="list-style-type: none"> <li>a. Complete Mandatory Referrals as indicated by the Discipline Matrix</li> <li>b. Complete Essential Protocols as indicated by the Discipline Matrix</li> </ol> </li> <li>5. Refer to and utilize the Intervention Guide for the intervention for the specific offense</li> <li>6. Engage the student in a restorative practice (as appropriate)</li> <li>7. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability)</li> <li>8. Building Leader may give In-School-Suspension of 0 to 3 days when safety</li> </ol>

<p>identity or expression, transgender status,  Consensual but inappropriate physical contact  Destruction or theft of school property, including graffiti (under \$500)  Trespassing  Theft from an individual (under \$500)</p>	<p>concerns exist and planning time is needed to reintegrate student into learning setting  9. Document all referrals and interactions. Monitor all interventions.  Note: ECE through 3rd grade students may not receive the Type Two: Recurring Type One offense</p>
<b>Type Three Offenses</b>	<b>Building Leader Managed Levels</b>
<p>Recurring Type One offenses  Behavior that significantly interferes with the smooth flow of a classroom, assembly, or school-sanctioned event.  Bullying: Level II - the use of coercion or intimidation through physical conduct to obtain control over another person OR to cause physical, mental or emotional harm to another person.  Mutual fighting  <b>Also:</b>  Harassment based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information  Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status,  Being under the influence of drugs or alcohol  Possession of alcohol, unauthorized legal or illegal drugs  Destruction or theft of school property, including graffiti (\$500 - \$5000)  Theft from an individual (\$500 -\$5000)</p>	<p><b>Level E</b>  1. Repeat Level D steps 1 through 5  2. Engage the student in a restorative practice (as appropriate)  3. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan(students with a disability)  4. For students in the 4th through 12th grades, the Discipline Building Leader may give 0 to 3 days In-School Suspension and/or 0 to 1 day Out-of-School Suspension when safety concerns exist and planning time is needed to reintegrate student into learning setting (If an OSS is given, only 0 to 1 day ISS can be given)  5. ECE – 3rd grade students can be suspended for 1 day only for the purpose of safety planning for the student and for the school community.  6. Document all referrals and interactions. Monitor all interventions.  Note: ECE through 3rd grade students may not receive the Type Three: Recurring Type Two offense</p>
<b>Type Four Offenses</b>	<b>Building Leader Managed Levels</b>
<p>Recurring Type One offenses  Habitual disruption  Other student behavior presenting an active or ongoing danger to the welfare or safety of school occupants   <b>Also:</b>  Witness Intimidation or Retaliation  Unlawful sexual behavior, unlawful sexual contact, and indecent exposure  Child Abuse  Hazing activities  Assault, harassment, false allegation of abuse or willfully causing property damage against a school employee,  Possession of an explosive (non-fireworks/firecrackers) that seriously endangering the welfare or safety of others  Theft from an individual (over \$5000)  Destruction or theft of school property (over \$5000)  Third Degree Assault  Arson</p>	<p><b>Level F</b>  1. Repeat Level D steps 1 through 5  2. Engage the student in a restorative practice (as appropriate)  3. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability)  4. For students 4th through 12th grades, the Building Leader may give 0 to 3 days In-School Suspension (ISS) and/or 0 to 3 days Out-of-School Suspension (OSS) when safety concerns exist and planning time is needed to reintegrate student into learning setting.  5. ECE – 3rd grade students can be suspended for 1 day only for the purpose of safety planning for the student and the school community. Expulsion may not be requested.  6. For behaviors of 4th through 12th grade students that significantly impact staff or student safety, the Building Leader may request approval of an extension to an Out-of-School Suspension and an Expulsion Hearing if the incident warrants the request  7. Document all referrals and interactions. Monitor all interventions.</p>
<b>Type Five and Six Offenses</b>	<b>Building Leader Managed Levels with additional supports/reporting</b>
<p>Dangerous Weapon  Sale or distribution of, or intent to sell, unauthorized drugs or controlled substance  Sexual assault, First degree assault  Second degree assault, Robbery, Firearm</p>	<p>Consultation and reporting to district Safety &amp; Security, Denver Police Department, DPS Legal Department  Threat assessment completed Safety Plan  Out of School Suspension  Possible Expulsion</p>