

2024 DENVER PUBLIC SCHOOLS MATRIX

Discipline is only applicable to incidents, as defined here, that occur on DPS school grounds, in a school vehicle, or at a school sanctioned event or activity, unless the district has determined a direct and substantial nexus to school.

The Work of Student Discipline

This Matrix corresponds to [Policy JK](#) and [Regulation JK-R](#). Please review the Policy, Regulation, and Attachments the end of the Regulation.

Multilingual Communications: All communications must be in the parent/guardian's preferred language! Contact Multilingual Communications to access translation and interpretation services, including the Language Line when communicating by telephone.

All behavior is communication. Root in relationships. Stay curious and work in teams to assess and effectively address the root causes of misbehavior.

Let's disrupt bias and fight disproportionality by breaking the historic patterns of inequity through the application of the Matrix in an anti-racist and trauma-informed manner.

Exclusionary discipline should be the option of last resort after appropriate interventions are implemented with fidelity.

Students with Disabilities Disability and its relationship to misbehavior must be considered before determining a disciplinary consequence. Students with disabilities (SWD) under IDEA or Section 504 have rights in the discipline process. Know the rights of students with disabilities/potential disability and ensure they are upheld during a discipline process.

IMPORTANT NOTES

NOTE 1: "NEXUS" School discipline for "off-campus" conduct, meaning conduct that does not occur on school grounds, in a school vehicle, or at a school sanctioned event activity, will only occur in cases with an established direct and substantial nexus to school as determined by the district. Nexus will be evaluated on a case by case basis, as evidenced by a non exhaustive list of factors, including:

- Physical proximity to school campus (or school vehicle or school sanctioned activity)
- Timing of incident in relation to school bell times
- School of enrollment (if any) for complainant(s) and respondent(s)
- Number of parties directly impacted by the conduct
- The extent of any direct impact, including whether a dangerous weapon was used and/or whether serious bodily injury occurred to any person
- Use of school resources utilized to engage in conduct
- Consistent with current legal standards, the creation of a substantial disruption via speech, including conduct over social media

***Do not implement discipline consequences without prior consultation with your Discipline Program Manager for any circumstances that may involve nexus.**

NOTE 2: The "SIMPLIFIED DESCRIPTIONS" provided in each level are designed for a quick/ easy read. The "GLOSSARY OF TERMS" provides the full definition.

NOTE 3: If a student has an IEP or 504 Plan (or who we reasonably suspect may have a disability), we need to consider whether we can apply exclusionary discipline for more than 10 days. Exclusionary discipline for more than ten days in a school year generally requires a meeting to determine if the conduct was a manifestation of the student's disability. Consult with your Discipline Program Manager and Special Education Instructional Specialist and/or Section 504 Specialist from Exceptional Student Services for a full process. Also consider when the behavior/s may indicate a need to consider our Child Find obligations to identify students with disabilities.

NOTE 4: Referrals to law enforcement refers to actions required for the school in response to a disciplinary incident. It does not address or limit the options available to individuals who may be victims of criminal activity.

NOTE 5: Child Find

Patterns of behavior may prompt the school team's Child Find obligation. Under Section 504 and IDEA, we have an obligation to locate, evaluate, and identify children with disabilities.

Considerations for Section 504 & IDEA

1. A school may have a Child Find obligation under either Section 504 or IDEA even if the suspected disability does not relate directly to academics.

2. The threshold for suspicion of a disability is relatively low; the question is not whether the child actually has a disability or qualifies for special education services, but whether the child should be referred for an evaluation.
3. "Reason to believe" or a suspicion that a student may have a disability can stem from a variety of sources, like a truancy case; information from teachers, administrators, or other school personnel; discipline situations; or parent disclosure of a medical condition or request.
4. A school's Child Find obligation does not end for students already on Section 504 plans or IEPs. A school must evaluate a student when it has reason to suspect a new or additional disability.

NOTE 6: Threat Appraisals

1. Consultation is required prior to initiating the PIGF for ECE-3rd grade (regardless of disability status).
2. Consultation is required for all students with a disability (regardless of age).

IMPORTANT PHONE NUMBERS

Denver Fire Department: 720-913-2400 (Non-Emergency)

Denver Human Services: 720-944-3000

Denver Police Department: 720-913-2000 (Non-Emergency)

Department of Climate and Safety: 720-423-3911

Department of Technology: 720-423-3888

TYPE ONE			
AVAILABLE DISCIPLINE CONSEQUENCES TYPE ONE	GRADE LEVEL		
	ECE-3RD GRADE	4TH-12TH GRADE	
INTERVENTIONS	Restorative Practices Ladder	Restorative Practices Ladder	
IN SCHOOL SUSPENSION (ISS)	N/A	N/A	
OUT OF SCHOOL SUSPENSION (OSS)	N/A	N/A	
ISS/OSS COMBINATIONS	N/A	N/A	
EXPULSION	Expulsion May NOT be Requested		Expulsion May NOT be Requested
CONDUCT (If implementing discipline, all conduct must be documented in Infinite Campus)	SIMPLIFIED DESCRIPTION	REQUIRED NOTIFICATIONS	REQUIRED PROTOCOLS
Disturbance	Ongoing interruptions that are sufficiently severe to impede the teaching and/or learning environment.	None	"Document in "Type One Intervention" within "Conference"" tab.
Minor damage or defacement of school property	Deliberate harm to school property that does not require expensive repair or replacement.		
Minor defiance of authority/disobedience	Refusal to follow the directions of a staff member that does not result in a disruption of school activity.		
Minor physical aggression with another student and/or inappropriate physical contact (non-sexual in nature)	Low-level, physical pranks, horseplay, pushing, shoving, etc. that do not result in injuries.		
Possession of firecrackers or lighter	A lighter or flammable devices designed to produce small displays of fire, light and/or emit loud noises.		
Unauthorized use of school equipment	Unauthorized or prohibited use of a machine, device, or tool owned by the school and intended for activities, courses, or programs.		
STUDENTS WITH DISABILITIES CONSIDERATIONS (IEP OR 504)	<p>A Functional Behavioral Assessment (FBA) provides important information about the function that a particular behavior serves, and is a critical step in developing a behavior intervention plan. By understanding the function underlying a behavior of concern, as well as, the conditions (i.e., antecedents and consequences) that motivate and sustain the problem behavior, teams will be better able to plan interventions. An FBA should be considered whenever there is a pattern of behavior related to internalizing or externalizing needs that are observed in a child, and when that behavior impedes the child’s learning or that of others in their educational setting.</p> <p>A Behavior Intervention Plan (BIP) uses the information obtained in the FBA to outline strategies to teach appropriate, alternative behaviors and to reduce the likelihood and severity of challenging behaviors. The purpose of a behavior intervention plan is not to “fix a student;” the purpose is to develop effective interventions that teach the child alternative and replacement behaviors in order to improve their overall academic and social functioning in their educational setting.</p>		

LEVEL TWO

AVAILABLE DISCIPLINE CONSEQUENCES LEVEL 2	GRADE LEVEL		
	ECE-3RD GRADE	4TH-12TH GRADE	
ALTERNATIVES TO SUSPENSION	Restorative Practices Ladder	Restorative Practices Ladder	
IN SCHOOL SUSPENSION (ISS)	0-1 Day	0-1 Day	
OUT OF SCHOOL SUSPENSION (OSS)	N/A	N/A	
ISS/OSS COMBINATIONS	N/A	N/A	
EXPULSION	Expulsion May NOT be Requested	Expulsion May NOT be Requested	
CONDUCT (If implementing discipline, all conduct must be documented in Infinite Campus)	SIMPLIFIED DESCRIPTION Prior to making any disciplinary decisions, it is required to review and consider the full definition in the Glossary or Terms.	REQUIRED NOTIFICATIONS	REQUIRED PROTOCOLS
220: Severe defiance of authority/disobedience	Refusal to follow the directions of a staff member that involves expressions of anger, irritability, arguing, and/or vindictiveness and that results in a disruption of school activity.	None	Consider Development of Student Support Plan w/Multi-Disciplinary Team
222: Transient Threat (Unlikely/Heat of Moment)	Threat indicates intent to cause someone harm. These threats are limited, and are often delivered "in the heat of the moment".	Department of Climate and Safety	Complete P reliminary I nformation G athering F orm (PIGF) to determine if Full T hreat A ppraisal (TA) is warranted
224: Nicotine Offenses ,(including vaping/vaping device, see Board Policy ADC)	Use or possession of any products that contains nicotine.	None	Consider Development of Student Support Plan w/Multi-Disciplinary Team
226: Destruction or theft of an individual's property (under \$499)	Knowingly taking, using, destroying, or abandoning property of value less than \$499 without permission or by threat or deception with the intent that the property will not be returned.	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
227: Destruction or theft of school property, including graffiti (under \$499)	Knowingly taking, using, destroying, or abandoning school property of value less than \$499 without permission or by threat or deception with the intent that the property will not be returned.	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
231: False activation of a fire alarm	Knowingly activating a fire alarm without a real and imminent threat to the safety of a school community, especially in the absence of an actual fire.	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
STUDENTS WITH DISABILITIES CONSIDERATIONS (IEP OR 504)	<p>A Functional Behavioral Assessment (FBA) provides important information about the function that a particular behavior serves, and is a critical step in developing a behavior intervention plan. By understanding the function underlying a behavior of concern, as well as, the conditions (i.e., antecedents and consequences) that motivate and sustain the problem behavior, teams will be better able to plan interventions. An FBA should be considered whenever there is a pattern of behavior related to internalizing or externalizing needs that are observed in a child, and when that behavior impedes the child's learning or that of others in their educational setting.</p> <p>A Behavior Intervention Plan (BIP) uses the information obtained in the FBA to outline strategies to teach appropriate, alternative behaviors and to reduce the likelihood and severity of challenging behaviors. The purpose of a behavior intervention plan is not to "fix a student;" the purpose is to develop effective interventions that teach the child alternative and replacement behaviors in order to improve their overall academic and social functioning in their educational setting.</p> <p>A student with a disability may exhibit behavior that could lead to an in-school suspension or a brief out-of-school suspension lasting from one (1) to three (3) days. Depending on how ISS is managed at the school, both resolutions indicate a removal from education and have an impact on a student with disabilities receiving their IEP/504 services. If the behavior persists and the student is repeatedly removed, it generally indicates a recurring pattern of removal. When this pattern extends beyond ten (10) school days, a Manifestation Determination Review must be completed.</p>		

LEVEL THREE

AVAILABLE DISCIPLINE CONSEQUENCES LEVEL 3	GRADE LEVEL	
	ECE-3RD GRADE	4TH-12TH GRADE
ALTERNATIVES TO SUSPENSION	Restorative Practices	Restorative Practices
IN SCHOOL SUSPENSION (ISS)	0-2 Days	0-2 Days
OUT OF SCHOOL SUSPENSION (OSS)	N/A	0-1 Day
ISS/OSS COMBINATIONS	N/A	Combination of ISS and OSS not to exceed 2 days total
EXPULSION	Expulsion May NOT be Requested	Expulsion May NOT be Requested

CONDUCT (If implementing discipline, all conduct must be documented in Infinite Campus)	SIMPLIFIED DESCRIPTION Prior to making any disciplinary decisions, it is required to review and consider the full definition in the Glossary or Terms.	REQUIRED NOTIFICATIONS	REQUIRED PROTOCOLS
320: Recurring Type One and Level Two Behaviors	If, after strict adherence to Ladder levels A - D, continuous monitoring, and documentation of outcomes, Type One and/or Two conduct persists, it may be elevated to a Type Three – Recurring Type One and Two offense.	None	Consider Development of Student Support Plan w/Multi-Disciplinary Team
321: School-based misconduct that substantially disrupts the school environment	Behavior that interferes with the ability to provide a safe, productive educational environment.	None	Consider Development of Student Support Plan w/Multi-Disciplinary Team
322: Substantive Threat I (Conceivable)	Reasonably likely to make the threatened individual believe that the threat will be acted upon, and includes the potential for substantial confinement, limitation, harm, or destruction.	Department of Climate and Safety	Full Threat Appraisal (TA)
323: Aiding and Abetting (Staging or Instigating Fights)	Directly encouraging, aiding, promoting, or video recording prohibited behavior by another student. (e.g., aiding, promoting, and/or encouraging).	Department of Climate and Safety	1. Consider Development of Student Support Plan w/Multi-Disciplinary Team 2. A PIGF/TA might be appropriate
324: Being under the influence of drugs or alcohol, see Board Policies JICH , JICH-R	Impairment to any degree, as a result of consuming a prohibited substance (i.e. alcohol and/or drugs).	Nursing/Medical Services	Consider Development of Student Support Plan w/Multi-Disciplinary Team
325: Possession of alcohol or marijuana	Knowingly possessing (direct physical control) alcohol or marijuana, including liquids, gels, wax, plants, edibles, etc.	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
326: Destruction or theft of an individual's property (\$500 - \$1999)	Knowingly taking, using, destroying, or abandoning property of value between \$500 and \$1999 without permission or by threat or deception with the intent that the property will not be returned.	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
327: Destruction or theft of school property (\$500 - \$1999)	Knowingly taking, using, destroying, or abandoning school property of value between \$500 and \$1999 without permission or by threat or deception with the intent that the property will not be returned.	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
328: Bullying, Verbal/Gestural , see Board Policy JICDE	Using verbal, gestural, or electronic means to assert dominance or cause harm to someone physically, mentally, or emotionally. (Not Physical)	Department of Climate and Safety	Responding to Bullying
329: Harassment/Bias Based Behaviors , Verbal/Gestural , based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment): (see Board Policy AC)	Any verbal or non-physical act, including written or electronic communications, directed at a member or perceived member of a protected category within the school community, which is discriminatory or harmful in nature. (Not Physical)	Department of Climate and Safety	1. Activate Title IX Process 2. Provide Supportive Measures *Title IX findings must be complete prior to disciplinary consequences
330: Harassment/Bias Based Behaviors , Verbal/Gestural , based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment (see Board Policy AC)	Any verbal, conduct or other act including written or electronic communications, directed at a member or perceived member of a protected category within the school community, which exhibits discriminatory or harmful characteristics. (Not Physical)	Department of Climate and Safety	Discrimination Prevention and Response (DPR) Process *DPR findings must be complete prior to disciplinary consequences

**STUDENTS WITH DISABILITIES
CONSIDERATIONS (IEP OR 504)**

A Functional Behavioral Assessment (FBA) provides important information about the function that a particular behavior serves, and is a critical step in developing a behavior intervention plan. By understanding the function underlying a behavior of concern, as well as, the conditions (i.e., antecedents and consequences) that motivate and sustain the problem behavior, teams will be better able to plan interventions. An FBA should be considered whenever there is a pattern of behavior related to internalizing or externalizing needs that are observed in a child, and when that behavior impedes the child's learning or that of others in their educational setting.

A Behavior Intervention Plan (BIP) uses the information obtained in the FBA to outline strategies to teach appropriate, alternative behaviors and to reduce the likelihood and severity of challenging behaviors. The purpose of a behavior intervention plan is not to "fix a student;" the purpose is to develop effective interventions that teach the child alternative and replacement behaviors in order to improve their overall academic and social functioning in their educational setting.

A student with a disability may exhibit behavior that could lead to an in-school suspension or a brief out-of-school suspension lasting from one (1) to three (3) days. Depending on how ISS is managed at the school, both resolutions indicate a removal from education and have an impact on a student with disabilities receiving their IEP/504 services. If the behavior persists and the student is repeatedly removed, it generally indicates a recurring pattern of removal. When this pattern extends beyond ten (10) school days, a Manifestation Determination Review must be completed.

LEVEL FOUR

AVAILABLE DISCIPLINE CONSEQUENCES LEVEL 4	GRADE LEVEL		
	ECE-3RD GRADE	4TH-12TH GRADE	
ALTERNATIVES TO SUSPENSION	Restorative Practices	Restorative Practices	
IN SCHOOL SUSPENSION (ISS)	0-2 Days	0-2 Days	
OUT OF SCHOOL SUSPENSION (OSS)	1 Day (Safety Planning Only) <i>Consult with Operational Service Director (OSD), for approval, and notify Discipline Program Manager</i>	0-2 Days	
ISS/OSS COMBINATIONS	N/A	Combination of ISS and OSS not to exceed 2 days in total	
EXPULSION	Expulsion May NOT be Requested	Expulsion May NOT be Requested	
CONDUCT (If implementing discipline, all conduct must be documented in Infinite Campus)	SIMPLIFIED DESCRIPTION Prior to making any disciplinary decisions, it is required to review and consider the full definition in the Glossary or Terms. If you are unsure, contact your Discipline Program Manager.	REQUIRED NOTIFICATIONS	REQUIRED PROTOCOLS
420: Possession of Contraband (No Threat)	Possession of substances or materials prohibited by DPS and/or school policy, (e.g., pepper spray, graffiti tools)	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
421: Disorderly Conduct (Mutual Fighting)	Fighting with another person by agreement or consent, breaching the peace and/or causing a disturbance. Use for discrete fights that begin with consent.	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
422: Substantive Threat II (Realistic/Plausible)	Threatening or intimidating conduct with intent to cause physical injury to others or serious damage to their property. (imminent serious injury)	Department of Climate and Safety	Full T hreat A ppraisal (TA)
423: Indecent Exposure	Knowingly exposing one's genitalia or act of masturbation to the view of others with the intent to arouse or satisfy the sexual desire of any person.	1. Department of Climate and Safety 2. Denver Police Department	1. Activate Title IX Process 2. Provide Supportive Measures *Title IX findings must be complete prior to disciplinary consequences
424: Witness Intimidation or Retaliation	Threatening, harassing, or causing harm to an individual (or their property) who has testified, or is expected to testify in a criminal, civil, or school process with possible disciplinary consequences.	Department of Climate and Safety	Complete P reliminary I nformation G athering F orm (PIGF) to determine if Full T hreat A ppraisal (TA) is warranted
425: Robbery	Knowingly taking anything of value from a person or surroundings of another by the use of force, threats, or intimidation.	Department of Climate and Safety	Complete P reliminary I nformation G athering F orm (PIGF) to determine if Full T hreat A ppraisal (TA) is warranted
426: Destruction or theft of an individual's property over \$2000	Knowingly taking, using, damaging, or abandoning another's property of value \$2000 or greater without permission or by threat or deception with intent that the property will not be returned.	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
427: Destruction or theft of school property over \$2000	Knowingly taking, using, damaging, or abandoning school property of value \$2000 or greater without permission or by threat or deception with intent that the property will not be returned.	Department of Climate and Safety	Consider Development of Student Support Plan w/Multi-Disciplinary Team
428: Bullying, Physical or Recurring (see Board Policy JICD)	Pressuring or intimidating another to gain control or to inflict physical, mental, or emotional harm through direct physical actions.	Department of Climate and Safety	Responding to Bullying
429: Harassment/Bias Based Behaviors , Physical or Recurring , based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment): (see Board Policy AC)	Any physical, recurring, or other act or conduct, whether in written or electronic form, aimed at a member or perceived member of a protected category within the school community, which is discriminatory or harmful in nature.	Department of Climate and Safety	1. Activate Title IX Process 2. Provide Supportive Measures *Title IX findings must be complete prior to disciplinary consequences
430: Harassment/Bias Based Behaviors , Physical or Recurring , based on race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment (see Board Policy AC)	Any physical, recurring, or other form of behavior, including written or electronic communications, that targets a member or perceived member of a protected category within the school community in a discriminatory or harmful manner.	Department of Climate and Safety	Discrimination Prevention and Response (DPR) Process *DPR findings must be complete prior to disciplinary consequences

<p>433: Assaultive Physical Incident</p>	<p>Behavior that goes beyond a simple mutual fight, impacting the physical safety of individuals who do not consent to participation and causing substantial disruption.</p> <p><i>(Do not use for fights that were planned, agreed upon, or otherwise consented to (see disorderly conduct) and do not rise to 2nd degree assault.)</i></p>	<p>Department of Climate and Safety</p>	<p>1. Develop Student Support Plan w/Multi-Disciplinary Team</p> <p>2. Complete Preliminary Information Gathering Form (PIGF) to determine if Full Threat Appraisal (TA) is warranted</p>
<p>STUDENTS WITH DISABILITIES CONSIDERATIONS (IEP OR 504)</p>	<p>A Functional Behavioral Assessment (FBA) provides important information about the function that a particular behavior serves, and is a critical step in developing a behavior intervention plan. By understanding the function underlying a behavior of concern, as well as, the conditions (i.e., antecedents and consequences) that motivate and sustain the problem behavior, teams will be better able to plan interventions. An FBA should be considered whenever there is a pattern of behavior related to internalizing or externalizing needs that are observed in a child, and when that behavior impedes the child's learning or that of others in their educational setting.</p> <p>A Behavior Intervention Plan (BIP) uses the information obtained in the FBA to outline strategies to teach appropriate, alternative behaviors and to reduce the likelihood and severity of challenging behaviors. The purpose of a behavior intervention plan is not to "fix a student;" the purpose is to develop effective interventions that teach the child alternative and replacement behaviors in order to improve their overall academic and social functioning in their educational setting.</p> <p>A student with a disability may exhibit behavior that could lead to an in-school suspension or a brief out-of-school suspension lasting from one (1) to three (3) days. Depending on how ISS is managed at the school, both resolutions indicate a removal from education and have an impact on a student with disabilities receiving their IEP/504 services. If the behavior persists and the student is repeatedly removed, it generally indicates a recurring pattern of removal. When this pattern extends beyond ten (10) school days, a Manifestation Determination Review must be completed.</p>		

LEVEL FIVE

AVAILABLE DISCIPLINE CONSEQUENCES LEVEL 5	GRADE LEVEL	
	ECE-3RD GRADE	4TH-12TH GRADE
ALTERNATIVES TO SUSPENSION	Restorative Practices	Restorative Practices
IN SCHOOL SUSPENSION (ISS)	0-3 Days	0-3 Days
OUT OF SCHOOL SUSPENSION (OSS)	1 Day (Safety Planning Only) <i>Consult with Operational Service Director (OSD) for approval, and notify Discipline Program Manager</i>	0-3 Days
ISS/OSS COMBINATIONS	No OSS if ISS	Combination of ISS and OSS not to exceed 3 days in total
EXPULSION (Process Link)	Expulsion is not best practice <i>Note: Contact your Discipline Program Manager</i>	Optional Expulsion Review <i>Note: Contact your Discipline Program Manager</i>

CONDUCT (If implementing discipline, all conduct must be documented in Infinite Campus)	SIMPLIFIED DESCRIPTION	REQUIRED NOTIFICATIONS	REQUIRED PROTOCOLS <small>Consult with Student Safety Coordinator prior to starting PIGF or TA with students ECE-3rd or with IEP or 504 Plan</small>
520: Dangerous Weapon (Possession Only)	Possession of any object, device, instrument, material, or substance used or intended to be used to inflict death or serious bodily injury.	Department of Climate and Safety	Full T hreat A ppraisal (TA)
521: Detrimental Behavior	Behavior that creates a threat of physical harm to students and endangers the welfare or safety of other students or school personnel.	Department of Climate and Safety	Complete P reliminary I nformation G athering F orm (PIGF) to determine if Full T hreat A ppraisal (TA) is warranted
522: Terroristic Threat (Substantive/Plausible)	A serious and imminent threat to commit any act of violence against individuals or property, including bomb threats, swatting, or a school shooting.	1. Department of Climate and Safety 2. Denver Police Department	Full T hreat A ppraisal (TA)
523: Unlawful Sexual Behavior or Contact	Knowingly and without consent making sexual contact with the complainant's intimate parts for the purpose of sexual arousal and/or gratification.	1. Department of Climate and Safety 2. Denver Police Department	1. Activate Title IX Process 2. Provide Supportive Measures *Title IX findings must be complete prior to disciplinary consequences
524: Possession with intent, sale, or distribution of unauthorized drugs or controlled substances	Knowingly sells, distributes, or possesses with intent sell a controlled substance; or conspires with another to sell or distribute. Whether evidence is sufficient to constitute possession with intent will be determined by the district, on a case by case basis based on the evidence gathered and presented.	Department of Climate and Safety	Complete P reliminary I nformation G athering F orm (PIGF) to determine if Full T hreat A ppraisal (TA) is warranted
525: Possession of Schedule I-V controlled substance	Knowingly in possession of dangerous drugs including illegal recreational drugs, prescription medications, synthetic and or imitation drugs. (Excludes Marijuana)	1. Department of Climate and Safety 2. Denver Police Department	Complete P reliminary I nformation G athering F orm (PIGF) to determine if Full T hreat A ppraisal (TA) is warranted
526: Motor Vehicle Theft (Individual)	Knowingly acquiring or exerting control over another's motor vehicle without authorization whether via intimidation or deception.	1. Department of Climate and Safety 2. Denver Police Department	Complete P reliminary I nformation G athering F orm (PIGF) to determine if Full T hreat A ppraisal (TA) is warranted
527: Motor Vehicle Theft (School Vehicle)	Knowingly obtains or exercises control over a school motor vehicle of another without authorization or by threat or deception.	1. Department of Climate and Safety 2. Denver Police Department	Complete P reliminary I nformation G athering F orm (PIGF) to determine if Full T hreat A ppraisal (TA) is warranted
528: Extortion/Sextortion	Obtaining a benefit (e.g. money or goods) through intimidation, pressure, and/or threat of sharing private information, sexual images, or other sexual information.	1. Department of Climate and Safety 2. Denver Police Department 3. Human Services (if Warranted)	1. Activate Title IX Process 2. Provide Supportive Measures *Title IX findings must be complete prior to disciplinary consequences
529: Arson	Intentionally, knowingly or recklessly setting fire to, burning, or using an explosive with the intent to cause damage to or destroy property	1. Department of Climate and Safety 2. Denver Fire Department	Complete P reliminary I nformation G athering F orm (PIGF) to determine if Full T hreat A ppraisal (TA) is warranted
530: Unethical Use of Technology	Exploiting weaknesses in a computer system or network, to gain unauthorized access to personal or organizational data.	1. Department of Climate and Safety 2. Department of Technology	Develop Student Support Plan w/ Multi-Disciplinary Team

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<p>531: Infractions against district employee: Assault, harassment, false allegation of abuse or willfully causing property damage (see Board Policy GBGB)</p>	<p>Knowingly assaulting, harassing, making a false allegation of abuse, or damaging the personal property of a school employee.</p>	<p>1. Department of Climate and Safety 2. Human Resource Partner</p>	<p>Full Threat Appraisal (TA)</p>
<p>532: Habitual Disruption (Only Level Four through Six conduct will be considered habitually disruptive. Students who are in ECE-3rd grade may not be considered for habitual disruption.)</p>	<p>If, despite strict adherence to Habitual Disruption protocols, a student has at least three (3) Level Four through Six incidents, a conduct designation for Habitually Disruptive may be used after consultation with your Discipline Program Manager.</p>	<p>1. Contact your SEIS/504 Specialist to explore Special Education considerations 2. Follow Habitual Disruption Protocol</p>	<p>1. Contact your Discipline Program Manager 2. Provide Copies of Conduct Support Plans and Interventions</p>
<p>STUDENTS WITH DISABILITIES CONSIDERATIONS (IEP OR 504)</p>	<p>A Functional Behavioral Assessment (FBA) provides important information about the function that a particular behavior serves, and is a critical step in developing a behavior intervention plan. By understanding the function underlying a behavior of concern, as well as, the conditions (i.e., antecedents and consequences) that motivate and sustain the problem behavior, teams will be better able to plan interventions. An FBA should be considered whenever there is a pattern of behavior related to internalizing or externalizing needs that are observed in a child, and when that behavior impedes the child's learning or that of others in their educational setting. Please see the FBA SOP for more information.</p> <p>A Behavior Intervention Plan (BIP) uses the information obtained in the FBA to outline strategies to teach appropriate, alternative behaviors and to reduce the likelihood and severity of challenging behaviors. The purpose of a behavior intervention plan is not to "fix a student;" the purpose is to develop effective interventions that teach the child alternative and replacement behaviors in order to improve their overall academic and social functioning in their educational setting.</p> <p>A student with a disability may exhibit behavior that could lead to an in-school suspension or a brief out-of-school suspension lasting from one (1) to three (3) days. Depending on how ISS is managed at the school, both resolutions indicate a removal from education and have an impact on a student with disabilities receiving their IEP/504 services. If the behavior persists and the student is repeatedly removed, it generally indicates a recurring pattern of removal. When this pattern extends beyond ten (10) school days, a Manifestation Determination Review must be completed.</p> <p>REQUIRED: If an Expulsion Review is requested, a Manifestation Determination Review must be held within ten (10) school days for a student with a disability under IDEA or Section 504. The meeting must involve a Special Education Instructional Specialist (SEIS) and/or Section 504 Specialist to determine if misconduct directly and substantially relates to the student's disability or if it directly resulted from the school's failure to implement the IEP or 504 Plan. (Note: In some cases an MDR will be required for students not yet identified under IDEA/504. For additional guidance consult your SEIS and/or Section 504 Specialist.)</p>		

LEVEL SIX

LEVEL SIX			
AVAILABLE DISCIPLINE CONSEQUENCES LEVEL 6	GRADE LEVEL		
	ECE-3RD GRADE		4TH-12TH GRADE
ALTERNATIVES TO SUSPENSION	N/A		N/A
IN SCHOOL SUSPENSION (ISS)	N/A		N/A
OUT OF SCHOOL SUSPENSION (OSS)	0-3 Days <i>Consult with Operational Service Director (OSD) for approval, and notify Discipline Program Manager</i>		3-5 Days
ISS/OSS COMBINATIONS	N/A		N/A
EXPULSION (Process Link)	Expulsion is not best practice <i>Note: Contact your Discipline Program Manager</i>		Mandatory Expulsion Review <i>Note: Contact your Discipline Program Manager</i>
CONDUCT <small>(If implementing discipline, all conduct must be documented in Infinite Campus)</small>	SIMPLIFIED DESCRIPTION	REQUIRED NOTIFICATIONS	REQUIRED PROTOCOLS
	Prior to making any disciplinary decisions, it is required to review and consider the full definition in the Glossary or Terms. If you are unsure, contact your Discipline Program Manager.		
620: Dangerous Weapon (Possession with Threat)	Any object, device, instrument, material, or substance, used or intended to be used to inflict death or serious bodily injury. (Possession with Threat is the possession of a dangerous weapon while actively displaying or threatening the use of the item.)	1. Department of Climate and Safety 2. Denver Police Department	1. Full Threat Appraisal (TA) *Contact Student Safety Coordinator 2. Adhere to the "Expulsion Hearing Request Checklist"
621: First degree assault	The most serious type of assault that involves using a deadly weapon to cause serious bodily injury or shows extreme indifference to human life.		
621: Second degree assault	A serious assault that causes serious bodily injury , such as a broken bone, or involved the use of a deadly weapon. May include sustained, purposeful choking.		
623: Sexual Assault	Inflicting sexual intrusion or sexual penetration through the use of force, without consent.	1. Department of Climate and Safety 2. Denver Police Department 3. Human Services (if Warranted)	1. Activate Title IX Process 2. Provide Supportive Measures *Title IX findings must be complete prior to disciplinary consequences
STUDENTS WITH DISABILITIES CONSIDERATIONS (IEP OR 504)	REQUIRED: When Expulsion Review is requested, a Manifestation Determination Review must be held within ten (10) school days for a student with a disability under IDEA or Section 504. The meeting must involve a Special Education Instructional Specialist (SEIS) and/or 504 partner to determine if misconduct directly and substantially relates to the student's disability or if it directly resulted from the school's failure to implement the IEP or 504 Plan.		

LEVEL SEVEN

AVAILABLE DISCIPLINE CONSEQUENCES LEVEL 7	GRADE LEVEL	
	ECE-3RD GRADE	4TH-12TH GRADE
ALTERNATIVES TO SUSPENSION	N/A	N/A
IN SCHOOL SUSPENSION (ISS)	N/A	N/A
OUT OF SCHOOL SUSPENSION (OSS)	3- 10 Days (10 days is the maximum) <i>Consult with Operational Service Director (OSD) for approval, and notify Discipline Program Manager</i>	5 Days
ISS/OSS COMBINATIONS	N/A	N/A
EXPULSION (Process Link)	Mandatory Expulsion Request <i>Note: Contact your Discipline Program Manager</i>	Mandatory Expulsion Request <i>Note: Contact your Discipline Program Manager</i>

CONDUCT (If implementing discipline, all conduct must be documented in Infinite Campus)	SIMPLIFIED DESCRIPTION	REQUIRED NOTIFICATIONS	REQUIRED PROTOCOLS
720: Firearm	Any firearms, including handguns, automatic weapons, revolvers, pistols, rifles, shotguns, ghost guns, etc. (excluding items that resemble or simulate firearms).	1. Department of Climate and Safety 2. Denver Police Department	1. Level II Threat Appraisal *Contact Student Safety Coordinator 2. Adhere to the "Expulsion Hearing Request Checklist"
721: Homicide	Causing the death of another person.		
722: Attempted Homicide	Attempting to cause the death of another person.		

STUDENTS WITH DISABILITIES CONSIDERATIONS (IEP OR 504)	REQUIRED: When Expulsion Review is requested, a Manifestation Determination Review must be held within ten (10) school days for a student with a disability or suspected disability under IDEA or Section 504. The meeting must involve a Special Education Instructional Specialist (SEIS) and/or Section 504 Specialists to determine if misconduct directly and substantially relates to the student's disability or if it directly resulted from the school's failure to implement the IEP or 504 Plan.
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CONDUCT ESCALATION CHART

ASSAULT	
LEVEL	CONDUCT
4	Disorderly Conduct
4	Assaultive Physical Incident
5	Infractions against a district employee
6	1st or 2nd Degree Assault
7	Attempted Homicide/Homicide

BULLYING	
LEVEL	CONDUCT
2	NONE
3	Bullying, Verbal/Gestural
4	Bullying, Physical or Recurring
5	NONE
6	NONE
7	NONE

DISCRIMINATION	
LEVEL	CONDUCT
2	NONE
3	Harassment/Bias Based Behaviors , Verbal/Gestural
4	Harassment/Bias Based Behaviors , Physical or Recurring
5	NONE
6	NONE
7	NONE

DISRUPTIVE BEHAVIOR	
LEVEL	CONDUCT
2	Severe defiance of authority/disobedience
3	School-based misconduct that substantially disrupts the school environment
4	Disorderly Conduct
5	Detrimental Behavior
6	NONE
7	NONE

CONTROLLED SUBSTANCES	
LEVEL	CONDUCT
2	Nicotine Offenses
3	Possession of alcohol or marijuana
3	Being under the influence of drugs or alcohol, see Board Policies JICH, JICH-R
4	Possession of Contraband
5	Possession w/ intent, sale, or distribution of unauthor. drugs/controlled substances
5	Possession of Schedule I-V controlled substance (Excludes Marijuana)
6	NONE
7	NONE

THEFT	
LEVEL	CONDUCT
2	Destruction or theft of school property or individual, including graffiti (under \$ 499)
3	Destruction or theft of school property or individual (\$500 - \$1999)
4	Destruction or theft of school property or individual (over \$2000)
5	Motor Vehicle Theft (School Property or Individual)
6	NONE
7	NONE

THREATS	
LEVEL	CONDUCT
2	Transient Threat (Heat of Moment)
3	Substantive Threat I (Conceivable)
4	Substantive Threat II (Realistic/Plausible)
5	Terroristic Threat (Substantive/Plausible)
6	NONE
7	NONE

UNWELCOME SEXUAL CONDUCT	
LEVEL	CONDUCT
4	Indecent Exposure
5	Extortion/Sextortion
5	Unlawful Sexual Contact
6	Sexual Assault
7	NONE

WEAPONS	
LEVEL	CONDUCT
4	Possession of Contraband
5	Dangerous Weapon: Possession
6	Dangerous Weapon: Possession + Threat
7	Firearm

DISCIPLINARY REMOVALS						
LEVEL	ECE-3RD GRADE			4TH-12TH GRADE		
	ISS	OSS	EXPULSION	ISS	OSS	EXPULSION
1	0	0	NO	0	0	NO
2	0-1	0	NO	0-1	0	NO
3	0-2	0	NO	0-2	0-1	NO
4	0-2	1	NO	0-2	0-2	NO
5	0-3	1	NO	0-3	0-3	YES
6	0	0-3	YES	0	3-5	YES
7	0	5	YES	0	5	YES