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Student Equity and Opportunity

Success in School, Success in Life



Student Discipline Essentials – Early Childhood Education (ECE) through 3rd Grade

Early childhood education builds the ability to be both interpersonally and academically successful. A positive and developmentally appropriate experience in school is essential to this success.

The information below reflects the guidance provided by Administrative Regulation JK-R Student Conduct and Discipline. For the full text, please refer to Administrative Regulation [JK-R Student Conduct and Discipline Procedures](#), found on Board Docs.

There is not a separate student discipline policy for Early Childhood Education (ECE) or Kindergarten classrooms. Schools will follow Administrative Regulation JK-R.

- School staff members and guardians of DPS students in ECE and kindergarten classrooms will need a thorough understanding of the Student Conduct and Discipline policy.
- There is a continuum of responses in DPS to student misbehavior. Less severe behaviors (Types One through Four), are supported at the school level through Restorative Practices, social emotional instruction, and individualized interventions. More severe behaviors (some Type Four, all Type Five, and Type Six) are supported administratively at the school and district levels. The Student Discipline Matrix and Ladder provide clarity with regard to the consequences a student can experience for any offense. These two documents can be found on BoardDocs as Attachment B and Attachment C to Regulation JK-R.
- All Type Two through Six behaviors will be documented in Infinite Campus/Behavior Management by the discipline building leader. This applies to both general education students and to students with disabilities, regardless of the academic setting. This information is reported annually to the Colorado Department of Education.
- An appropriate response to an ECE or kindergarten student who engages in severe behavior will be determined by the discipline building leader in consultation with the Operational Superintendent assigned to the school. Consultation may also be needed with the building-level and/or district-level staff supporting students with disabilities.
- A school initiated removal from a classroom to home for an ECE or kindergarten student is considered to be an out-of-school suspension. A school removal will only occur following a consultation between the discipline building leader and the Operational Superintendent assigned to the school.
- A student enrolled in a full day ECE or kindergarten program cannot have the school day reduced to a half day as the result of behavioral concerns outside of the process for supporting students with possible or identified disabilities.
- A teacher in an ECE or kindergarten classroom may not “informally” call a parent/guardian to have him/her pick up a student when a behavioral concern arises. If a student’s behavior appears to be so severe it impacts the learning setting, the discipline building leader will consult with the Operational Superintendent assigned to the school to determine an appropriate response.
- A teacher in an ECE or kindergarten classroom does not have the authority to initiate any discussion with a parent/guardian regarding student discipline consequences for Type Two through Six offenses. This includes discussion of suspension and expulsion. The discipline building leader will lead a discussion with the parent/guardian about the behavior of a student.
- Discipline of students with disabilities must comply with the procedural safeguards set forth under Section 504 and Individuals with Disabilities Education Act. For guidance, contact the Special Education Instructional Specialist assigned to your school or district 504 coordinator.
- For more information, contact your Student Discipline Program Manager.



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Student Discipline Essentials – 4th Grade through 12th Grade

Early childhood education builds the ability to be both interpersonally and academically successful. A positive and developmentally appropriate experience in school is essential to this success.

The information below reflects the guidance provided by Administrative Regulation JK-R Student Conduct and Discipline. For the full text, please refer to Administrative Regulation [JK-R Student Conduct and Discipline Procedures](#), found on Board Docs.

- All school staff members as well as guardians of DPS students need a thorough understanding of Administration Regulation JK-R. For more information, contact the Student Discipline Program Manager assigned to your school..
- There is a continuum of responses in DPS to student misbehavior. Less severe behaviors (Types One through Four), are supported at the school level through Restorative Practices, social emotional instruction, and individualized interventions. The more severe behaviors (some Type Four behaviors, all of Type Five, and Type Six) are supported administratively at the school and district levels. The Student Discipline Matrix and Ladder provide clarity with regard to the consequences a student can experience for any offense. These two documents can be found on BoardDocs as Attachment B and Attachment C to BOE JK-R.
- All Type Two through Six offenses will be documented in Infinite Campus/Behavior Management by the discipline building leader. This applies to both general education students and to students with disabilities, regardless of the academic setting. This information is reported annually to the Colorado Department of Education.
- The discipline building leader will determine an appropriate response to a student who is engaging in a more severe behavior (Type Two through Six). Consultation may also be needed with the building-level and/or district-level staff supporting students with disabilities.
- A school initiated removal of a student from the classroom to home is considered to be an out-of-school suspension. A school removal can only be authorized by a discipline building leader.
- General education students cannot have the school day reduced as the result of behavioral concerns, such as for frequent classroom disruptions. Consultation may also be needed with the building-level and/or district-level staff supporting students with possible or identified disabilities.
- Neither teachers nor discipline building leaders are to call a parent/guardian ‘informally’ to have a student picked up at school when a behavioral concern arises. If a student’s behavior appears to be so severe it impacts the learning setting, the discipline building leader will determine an appropriate discipline response that is consistent with Administration Regulation JK-R.
- Discipline of students with disabilities must comply with the procedural safeguards set forth under Section 504 and, when appropriate, Individuals with Disabilities Education Act. For guidance, contact the Special Education Instructional Specialist or the District 504 Coordinator assigned to your school.
- For all contacts to the Denver Police Department and to the Denver Fire Department as the result of a student misbehavior, a contact to the DPS Dept of Safety must also be made by the discipline building leader. Whenever the discipline building leader notifies the Denver Police Department concerning a student misbehavior, the discipline building leader must also immediately contact the parent/guardian of the student.
- Student initiated request for discipline records: Although parents/guardians retain rights over their student’s educational records until the student turns 18, the Denver Public Schools will allow students, upon formal request, to independently request and receive their discipline records. Please see Administration Policy [JRA/ JRC](#) and Regulation [JRA/JRC-R](#).