

Denver Public Schools Discipline Ladder

Building Leader Managed Levels

Type Four Offenses

Level F

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.

Note: ECE through 3rd grade students may not receive the Type Four: Recurring Type Three offense or the Habitually Disruptive offense

Type Three Offenses

Level E

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

Type Two Offenses

Level D

1. Documentation of interaction and intervention is provided to Building Leader by classroom teacher and/or support staff
2. Student tells his or her side of the story
3. Building Leader conferences with parent/guardian
4. Building Leader identifies the discipline offense using the Discipline Matrix
 - a. Complete Mandatory Referrals as indicated by the Discipline Matrix
 - b. Complete Essential Protocols as indicated by the Discipline Matrix
5. Refer to and utilize the Intervention Guide for the intervention for the specific offense
6. Engage the student in a restorative practice (as appropriate)
7. Construct and implement a Behavior Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability)
8. Building Leader may give In-School-Suspension of 0 to 3 days when safety 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

Classroom Teacher Managed Levels

Type One Offenses

Level C – Teacher, Support Staff, Student, Parent/Guardian

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
2. Teacher notifies the parent/guardian and invites them to a conference
3. Student tells his/her side of the story
4. Teacher conferences with other staff members as appropriate
5. Engage the student in a restorative practice (as appropriate)
6. Modify or construct and implement interventions as appropriate
7. Document all interactions and monitor all interventions

Level B – Teacher, Student, Parent/Guardian

1. Student tells his/her side of the story
2. Teacher notifies the parent/guardian
3. Engage the student in a restorative practice (as appropriate)

4. Modify or construct and implement interventions as appropriate
5. Document all interactions and monitor all interventions

Level A – Teacher, Student

1. Student tells his/her side of the story
2. Teacher counsels with student
3. Engage the student in a restorative practice (as appropriate)
4. Construct and implement interventions as appropriate
5. Document all interactions and monitor all interventions