



Guidance Document for Addressing Habitual Disruption

Overview:

Habitual Disruption, as a Type Four offense, is an optional request for expulsion. In support of ensuring disruptive students receive appropriate research-based interventions prior to being considered for expulsion, the following guidance document is offered. **This guidance document applies ONLY to students in 4th through 12th grades.**

The Policy:

DPS School Board Policy JK-R – Student Conduct and Discipline Procedures
Section 6-7 Habitually Disruptive Students

- A “habitually disruptive student” is a student who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year. It is not necessary for the student to have been suspended in- or out-of-school for the behavior to be considered toward declaring the student habitually disruptive.
- For violations that are counted toward declaration as a habitually disruptive student, consideration will be given to whether a change in the student's schedule is appropriate to address the disruptive behavior.
- The student and parent/guardian must be notified in writing of each disruptive behavior event counted toward declaring the student as habitually disruptive. The student and parent/guardian must be notified in writing and by telephone or other means at the home or the place of employment of the parent/guardian of the definition of “habitually disruptive student” and the option to recommend consideration of an extended suspension with a possible expulsion hearing of such students. This written notification must be provided in a language that the parent/legal guardian can understand. The written notification is the Notice of Intent of Declaration of a Habitually Disruptive Student 2019 – 2020.

Guidance:

- JK-R provides guidance on how to designate a student as Habitually Disruptive. The guidance expectation is for the school to address the behaviors exactly as the Discipline Policy outlines.
- This process begins with the Type One offenses and is addressed with Ladder Levels A through C in the classroom and is described below. Levels A through C are documented in the Instruction/Conference Tab in Infinite Campus. It is strongly recommended that restorative approaches are utilized at each step in this process in addition to social-emotional supports, provided by the school’s social worker or school psychologist. The interventions identified for each Ladder level should be implemented for four to six weeks before moving to the next Ladder level.
- If all step-wise classroom interventions, restorative approaches, and social-emotional interventions are exhausted and documented in Infinite Campus and the student’s behavior has not changed, the faculty member responsible for discipline in the school begins documenting all of the steps on the Ladder beginning with Level D, then moving step-wise to E, then F, if appropriate. A Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) for

a student with a disability or a Behavior Intervention Plan for a general education student would be a part of the documentation, collected by the faculty member responsible for discipline with support from the building's mental health staff. These steps are described below.

- If the student continues to misbehave, restorative approaches and social-emotional supports have proven unsuccessful, a Request for Extension and Possible Expulsion Hearing can be completed, and all of the documentation from all of the Levels (A through F) attached to the request.

Steps for Bringing a Student Forward for an Expulsion as Habitually Disruptive

Classroom Behavior – A habitually disruptive student is one who disrupts the classroom or a school activity, such as an athletic event or assembly

Steps to bring the student forward with an expulsion request begin with a student not responding to the typical reteaching of a skill or redirection tactics used by classroom teachers

Classroom Behavior

Type One Offenses on the Matrix – Documentation of a Habitually Disruptive student begin here

Classroom Teacher is responsible for completing:

Ladder Level A – All interventions must be implemented with fidelity for 4 – 6 weeks. Progress must be monitored and documented. Outcomes must be documented. Document in IC/Conference/Type One Intervention Tab

Ladder Level B - All interventions must be implemented with fidelity for 4 – 6 weeks. Progress must be monitored and documented. Outcomes must be documented. Document in IC/Conference/Type One Intervention Tab

Ladder Level C - All interventions must be implemented with fidelity for 4 – 6 weeks. Progress must be monitored and documented. Outcomes must be documented. Document in IC/Conference/Type One Intervention Tab

If the Type One behaviors continue, classroom teacher can refer student to Discipline Building Leader as a Type Two offense – Recurring Type One offenses. The Type Two - Recurring Type One offense cannot be used unless each of the steps above at Type One have been completed with fidelity.

Type Two Offense on the Matrix – Recurring Type One Offenses

Complete all steps for Ladder Level D - All interventions must be implemented with fidelity, monitored, and documented for 4 – 6 weeks. Outcomes must be documented.

Refer the student to the MTSS team for study. MTSS team will determine whether or not the student has a disability causing the behaviors.

If the Type One behaviors continue, refer as a Type Three offense – Recurring Type Two offense

Type Three Offense on the Matrix – Recurring Type Two Offense

Complete all steps for Ladder Level E - All interventions must be implemented with fidelity, monitored, and documented for 4 – 6 weeks. Outcomes must be documented.

Any time a student is suspended in- or out-of-school for the Recurring Type Two offense, the following must be completed:

- If the student is suspended in-school, the suspension can be for 1 - 3 days. Meet with parent/legal guardian and student prior to the suspension. Complete the Notice of Intent of Declaration of a Habitually Disruptive Student. Parent/legal guardian must sign this document. (Remember, if a student is suspended for any part of a day, it is considered a whole day.)
- If the student is suspended out-of-school, the suspension can be for 1 day. Meet with parent/legal guardian and student prior to the suspension. Complete the Notice of Intent of Declaration of a Habitually Disruptive Student. Parent/legal guardian must sign this document. (Remember, if a student is suspended for any part of a day, it is considered a whole day.)
- Before the student returns to class, a Behavior Plan must be completed to address the behavior for which the student was suspended. Lagging skills must be identified, and faculty/staff identified to teach those lagging skills to the student.

If the Type One behaviors continue, refer as a Type Four offense – Recurring Type Three Offense

Type Four Offense on the Matrix – Recurring Type Three Offense

Complete all steps for Ladder Level E - All interventions must be implemented with fidelity, monitored, and documented for 4 – 6 weeks. Outcomes must be documented.

Any time a student is suspended in- or out-of-school for the Recurring Type Three offense, the following must be completed:

- When student suspended in/out-of-school, the suspension can be for up to 3 days. Meet with parent/legal guardian and student prior to the suspension. Complete the Notice of Intent of Declaration of a Habitually Disruptive Student. Parent/legal guardian must sign this document. (Remember, if a student is suspended for any part of a day, it is considered a whole day.)
- Before the student returns to class, a Behavior Plan must be completed to address the behavior for which the student was suspended. Lagging skills must be identified, and faculty/staff identified to teach those lagging skills to the student.

If the behavior continues, an Expulsion Request for Type Four: Habitually Disruptive may be considered.

Expulsion Request Type Four – Habitually Disruptive

An expulsion request can come forward if:

- **all** previous steps (Type One through Type Four) have been completed with fidelity
- there are at least two signed-by-legal-guardian Notices of Intent paired with the Behavior Plans with all documentation of interventions described on the Behavior Plans, monitoring, and outcomes
- the request must be accompanied by documentation of all of the previous steps

Consultation Support

Student Discipline Program Managers

Lisa_Pisciotta@dpsk12.org

Charter Schools

District Managed Elementary Schools (except Kunsmiller Elementary School)

District Managed Middle Schools & IMO Schools (except Hill Campus of Arts & Sciences)

Barbara_Downing@dpsk12.org

KCAA Elementary, Middle and High Schools

Hill Campus of Arts & Sciences

Pathway Schools – District Managed

High Schools – District Managed

Early College High Schools – District Managed

6 – 12 Schools – District Managed

Guide to the Student Discipline Ladder with Suggested Interventions

For the Classroom Teacher: When to Engage the Student Discipline Ladder and Matrix

Throughout a school day, teachers use strategies to modify or extinguish Type One misbehavior. For some students, the behavior persists. When Type One behavior persists, engage the Student Discipline Ladder using the following process.

Type One Offenses – Level A

1. Occurs between teacher(s) and student
2. Provide an opportunity for the student to tell his/her side of the story - Take into consideration the age of the student, social/emotional development, and special needs when making subsequent intervention decisions
3. Engage the student in a restorative approach (as appropriate)
4. Identify appropriate interventions at the classroom level
 - a. Some examples are:
 - i. Make changes in the setting so the behavior does not have a reason to show itself
 - ii. Stick to a routine
 - iii. Build the relationship with the student by greeting them by name, make eye contact, and smile
 - iv. Reteach the skill or reteach the rules, then model, provide opportunities for practice, and praise the student
 - v. Teach a replacement behavior
 - vi. Implement a program of positive reinforcement
 - vii. Create a safe space in the classroom
 - viii. Allow movement alternatives
5. Document all interactions, interventions, and outcomes in the IC Instruction Folder/Conference Tab (Attachment A)
 - a. Use the following format
 - i. Type One – Level A (Always begin with this heading for Level A)
 1. Select and type in the specific behavior from the Type One Offenses on the Matrix
 2. Briefly describe the behavior
 3. Summarize the student’s side of the story
 4. Document all interactions, interventions, proposed timeline, and outcomes

Type One Offenses – Level B

1. Occurs between teacher(s), student, and parent/guardian
2. Provide an opportunity for the student to tell his/her side of the story - Take into consideration the age of the student, social/emotional development, and special needs when making subsequent intervention decisions
3. Teacher(s) notify the parent/guardian of the offense
4. Teacher(s) counsel with the student and parent/guardian

5. Engage the student in a restorative approach (as appropriate)
6. Identify appropriate interventions at the classroom level – Change or modify the Level A interventions
 - a. Some examples of Level A interventions are:
 - i. Make changes in the setting so the behavior does not have a reason to show itself
 - ii. Stick to a routine
 - iii. Build the relationship with the student by greeting them by name, make eye contact, and smile
 - iv. Reteach the skill or reteach the rules, then model, provide opportunities for practice, and praise the student
 - v. Teach a replacement behavior
 - vi. Implement a program of positive reinforcement
 - vii. Create a safe space in the classroom
 - viii. Allow movement alternatives
7. Document all interactions, interventions, and outcomes in the IC Instruction Folder/Conference Tab
 - a. Use the following format
 - i. Type One – Level B (Always begin with this heading for Level B)
 1. Re-enter the same behavior from the list of Type One Offenses on the Matrix that was referenced for Level A
 2. Briefly describe the behavior
 3. Summarize the student’s side of the story
 4. Summarize the content of the contact with the parent/guardian. Include date/time of the contact.
 5. Document all interactions, interventions, proposed timeline, and outcomes

Type One Offenses – Level C

1. Occurs between teacher(s), student, parent/guardian, and support staff
2. Teacher determines whether to involve the school social worker, school psychologist, nurse, counselor, or any other member of the support staff
3. Provide an opportunity for the student to tell his/her side of the story - Take into consideration the age of the student, social/emotional development, and special needs when making subsequent intervention decisions
4. Teacher(s) notify the parent/guardian of the offense
5. Teacher(s) and member of the support staff counsel with the student and parent/guardian
6. Engage the student in a restorative approach (as appropriate)
7. Identify appropriate interventions at the classroom level – Change or modify the interventions tried at Levels A and B
 - a. Some examples of Level A behaviors are:
 - i. Make changes in the setting so the behavior does not have a reason to show itself
 - ii. Stick to a routine
 - iii. Build the relationship with the student by greeting them by name, make eye contact, and smile

- iv. Reteach the skill or reteach the rules, then model, provide opportunities for practice, and praise the student
 - v. Teach a replacement behavior
 - vi. Implement a program of positive reinforcement
 - vii. Create a safe space in the classroom
 - viii. Allow movement alternatives
8. Document all interactions, interventions, and outcomes in the IC Instruction Folder/Conference Tab
- a. Use the following format
 - i. Type One – Level C (Always begin with this heading for Level C)
 - 1. Re-enter the same behavior from the list of Type One Offenses on the Matrix that was referenced for Levels A and B
 - 2. Briefly describe the behavior
 - 3. Summarize the student’s side of the story
 - 4. Summarize the consultation with the support staff. Include date/time of the consultation.
 - 5. Summarize contact to parent/guardian. Include date/time of the contact.
 - 6. Document all interactions, interventions, proposed timeline, and outcomes
9. **If the misbehavior continues to persist** even though the Level A through C interventions have been adhered to with fidelity, the classroom teacher can write a discipline referral to the faculty member responsible for discipline. Attach all the documentation of the Type One - Levels A through C interventions, progress monitoring, and outcomes to the referral. It becomes a Type Two – Level D: Recurring Type One Offenses.

For the Faculty Member Responsible for Student Discipline: When to Engage the Student Discipline Ladder and Matrix

Type Two Offenses - Level D

1. If the student is being referred for a Level D consequence as a result of a teacher exhausting Levels A through C interventions, ask classroom teacher to provide all documentation of all interactions and interventions that have been tried to correct the behavior
2. Provide an opportunity for the student to tell his/her side of the story - Take into consideration the age of the student, social/emotional development, and special needs when making subsequent intervention decisions
3. Administrator conferences with the parent/guardian to determine if further consultation with support personnel is necessary
4. Engage the student in a restorative approach (as appropriate)
5. Initiate interventions (Refer to the Intervention Guide and to SB Policy JK-R: 2-4 Interventions)
 - a. Consider use of a Behavior Intervention Plan (BIP) – Mandatory for a student who has been removed twice from class for being disruptive, and when a student receives a discipline consequence for a behavior that will count toward being declared a “habitually disruptive student.” DPS BS Policy JK-R 5-3 (A)
 - b. PACE (Appropriate for 6th – 8th grade students)
 - c. Prosocial curriculum interventions

- i. Why Try (Appropriate for K – 12)
 - ii. RESPECT (Appropriate for 6 – 12)
 - iii. Life Skills Training (Appropriate for 6th - 12th)
 - iv. SECOND STEP (Appropriate for K – 8)
- d. Prosocial school climate
 - i. Positive Behavior Interventions and Supports – Including bullying prevention strategies (Appropriate for K – 12)
- e. Mental Health counseling (Appropriate for K – 12)
- f. Informal mentoring and behavior coaching (Appropriate for K – 12)
- 6. If necessary, in-school-suspension (ISS) of up to three days may be utilized when safety concerns exist and planning time is needed to reintegrate student into learning setting
- 7. Document all interactions and interventions
 - a. Use IC Behavior when appropriate – such as in the use of a restorative approach
 - b. Use the Behavior Intervention Plan to progress monitor interventions
- 8. If the Level D interactions and interventions are unsuccessful, the misbehavior moves to a Type Three – Level E: Recurring Type Two Offenses

Type Three Offenses – Level E

- 1. Repeat Type Two – Level D step 1 to ensure all previous documentation of interventions can be used to support the next intervention steps
- 2. Provide an opportunity for the student to tell his/her side of the story - Take into consideration the age of the student, social/emotional development, and special needs when making subsequent intervention decisions
- 3. Administrator conferences with the parent/guardian to determine if further consultation with support personnel is necessary
- 4. Engage the student in a restorative approach (as appropriate)
- 5. Initiate interventions as appropriate (Refer to the Intervention Guide and to SB Policy JK-R: 2-4 Interventions)
 - a. Consider use of Behavior Intervention Plan – Mandatory for a student who has been removed twice from class for being disruptive, and when a student receives a discipline consequence for a behavior that will count toward the student being declared a “habitually disruptive student.” DPS BS Policy JK-R 5-3 (A)
 - b. PACE (Appropriate for 6th – 8th grade students)
 - c. Prosocial curriculum interventions
 - i. Why Try (Appropriate for K – 12)
 - ii. RESPECT (Appropriate for 6 – 12)
 - iii. Life Skills Training (Appropriate for 6th - 12th)
 - iv. SECOND STEP (Appropriate for K – 8)
 - d. Prosocial school climate
 - i. Positive Behavior Interventions and Supports – Including bullying prevention strategies (Appropriate for K-12)
 - e. Mental Health counseling (Appropriate for K – 12)
 - f. Informal mentoring and behavior coaching (Appropriate for K – 12)
- 6. Administrator may give ISS of 1 – 3 days and/or a one-day out-of-school (OSS), but if OSS is used, then maximum ISS is 1 day

7. Elementary school students shall not receive OSS for Type One offenses
8. Document all interactions and interventions
 - a. Use IC Behavior when appropriate – such as in the use of a restorative approach
 - b. Use the Behavior Intervention Plan to progress monitor interventions
9. If the Level E interactions and interventions are unsuccessful, the misbehavior moves to a Type Four – Level F: Recurring Type Three Offenses

Type Four Offenses – Level F

1. Repeat Type Two – Level D step 1 to ensure all previous documentation of interventions can be used to support the next intervention steps
2. Provide an opportunity for the student to tell his/her side of the story - Take into consideration the age of the student, social/emotional development, and special needs when making subsequent intervention decisions
3. Administrator conferences with the parent/guardian to determine if further consultation with support personnel is necessary
4. Engage the student in a restorative approach (as appropriate)
5. Initiate interventions as appropriate (Refer to the Intervention Guide and to SB Policy JK-R: 2-4 Interventions)
 - a. Consider use of Behavior Plan – Mandatory for a student who has been removed twice from class for being disruptive, and when a student receives a disciplinary consequence for a behavior that will count toward being declared a “habitually disruptive student.” DPS BS Policy JK-R 5-3 (A)
 - b. PACE (Appropriate for 6th – 8th grade students)
 - c. Prosocial curriculum interventions
 - i. Why Try (Appropriate for K – 12)
 - ii. RESPECT (Appropriate for 6 – 12)
 - iii. Life Skills Training (Appropriate for 6th - 12th)
 - iv. SECOND STEP (Appropriate for K – 8)
 - d. Prosocial school climate
 - i. Positive Behavior Interventions and Supports – Including bullying prevention strategies (appropriate for K – 12)
 - e. Mental Health counseling (Appropriate for K – 12)
 - f. Informal mentoring and behavior coaching (Appropriate for K – 12)
6. Administrator may give ISS of 1 – 3 days, and/or OSS for 1 -3 days
7. Document all interactions and interventions
 - a. Use IC Behavior when appropriate – such as in the use of a restorative approach
 - b. Use the Behavior Intervention Plan to progress monitor interventions
8. If the misbehavior persists, a Request for Extended Suspension and Possible Expulsion Hearing can be made.