



Student Discipline Fast Facts – Early Childhood Education

“Above all we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children.”

National Association for the Education of Young Children (NAEYC)

Early childhood education builds a student’s ability to be both interpersonally and academically successful throughout his/her school career and professional life. A student’s success is dependent upon a positive and developmentally appropriate experience in school.

The following statements refer to Board of Education policies JK-R and JKF. Detailed information can be found on the Board Docs tab at www.dpsk12.org. These policies shall, through all reasonable means, be made available to parents in their preferred language.

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

- Teachers and paraprofessionals in ECE and kindergarten classrooms will need a thorough understanding of the Student Conduct and Discipline policy, JK-R, as summarized by the Matrix and Ladder.
- There is a continuum of responses in DPS to student misbehavior. Less severe behaviors (Types One through Four on the Matrix), are supported at the school level through Restorative Practices, social emotional learning, and therapeutic interventions. The more severe behaviors (some Type Four, all Type Five, and 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.
- All Type Two through Six behaviors will be documented in Infinite Campus/Behavior Management by the discipline building leader. 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 Instructional Superintendent assigned to the school.
- Any 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 Instructional 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.
- 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 Instructional 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 can have 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, if appropriate, IDEA.

For guidance, contact the District Discipline Partner, Special Education Support Partner, or Office of Social Emotional Learning Partner assigned to your school.

Every Child Succeeds!

Students First ◦ **Integrity** ◦ **Equity** ◦ **Collaboration** ◦ **Accountability** ◦ **Fun**

Student Discipline Fast Facts – 1st Grade through 12th Grade

“Above all we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children.”

National Association for the Education of Young Children (NAEYC)

An educational program builds a student’s ability to be both interpersonally and academically successful throughout one’s school career and professional life. A student’s success is dependent upon a positive and developmentally appropriate experience in school.

The following statements refer to Board of Education policies JK-R and JKF. Detailed information can be found on the Board Docs tab at www.dpsk12.org. These policies shall, through all reasonable means, be made available to parents in their preferred language.

The student discipline policy for students in all grades is Board of Education policy JK-R Student Conduct and Discipline

- Teachers and paraprofessionals need a thorough understanding of Student Discipline policy JK-R as summarized by the Matrix and Ladder.
- 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 learning, and therapeutic interventions. The more severe behaviors (some Type Four behaviors, all of Type Five and 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.
- All Type Two through Six offenses will be documented in Infinite Campus/Behavior Management by the discipline building leader. 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).
- 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 frequent classroom disruptions.
- 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 Student Discipline policy JK-R.
- Discipline for students with disabilities is controlled by Board of Education Policy JKF – Discipline of Students with Disabilities. For guidance, contact the Special Education Support Partner assigned to your school.
- For all contacts to the Denver Police Department and to the Denver Fire Department, a contact to the DPS Department of Safety must be made first 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.

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