



HRCS Student Discipline Policy

Purpose

The HRCS Student Discipline Policy establishes clear expectations for student behavior, outlines procedures for addressing misconduct, and ensures compliance with applicable state and federal laws. Our goal is to promote positive behavior, support student development, and maintain a conducive learning environment.

Student Conduct

HRCS's Student Code of Conduct establishes expectations for student behavior based on the principles of respect, responsibility, and community. All students are expected to:

- Show respect for others, including peers, teachers, staff, and self
- Follow the rules of the school and classroom
- Contribute positively to the learning environment
- Take responsibility for their actions and choices

Certain behaviors, such as disruption, defiance, and bullying, are considered unacceptable and may result in disciplinary action. Disciplinary measures are taken with the intent to guide students toward positive behavior, not to punish. The school will use restorative practices and interventions whenever possible to address misconduct and repair harm within the community.

School Discipline Administration

HRCS follows a discipline process that is fair, consistent, and restorative. The discipline process is designed to address misconduct while considering the needs of the student, the affected individuals, and the school community.

Non-Discrimination

The student discipline policy is enforced uniformly and consistently, without discrimination based on race, gender, disability, national origin, sexual orientation, religion, or any other protected class.

Staff Training

All HRCS staff will receive training in implementing the discipline policy effectively and equitably, ensuring all students are treated fairly and consistently. Staff will also be trained to apply restorative practices in a way that supports students' social-emotional growth.

Student Conduct Subject to Disciplinary Action

Disciplinary action may be applied to student conduct during:

- Class periods
- Lunch, recess, or passing periods
- School-sponsored events, field trips, and extracurricular activities
- Any conduct that disrupts the educational environment or school operations, whether on or off school grounds.

Discipline of Students with Disabilities

Students with disabilities are subject to the same discipline processes as students without disabilities. However, any disciplinary action for students with disabilities will be implemented in accordance with their Individualized Education Program (IEP) or Section 504 plan.

In cases where a student's disability may be related to their behavior, the school will review the IEP or Section 504 plan and ensure that appropriate interventions or accommodations are considered.

Disruptive Students

If a student is disruptive in class or school activities, the teacher or staff member may take steps to address the issue, including removing the student from the classroom or activity. For repeated disruptive behaviors, a behavior plan will be developed, and the student's parent/guardian will be involved.

Habitually Disruptive Students

A student may be deemed a "habitually disruptive" student, if the student 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 school year. For purposes of this policy, "material and substantial disruption" means behavior which is initiated, willful, and overt on the part of the student and which is considered, in the view of the Head of School or designee, to cause a serious interference with the orderly operation of the school or the school's ability to provide educational opportunities to the student or others or is considered to be detrimental to the welfare or safety of others. Declaration as a habitually disruptive student may result in the student's suspension and/or expulsion in accordance with this policy.

Notification and Reporting Requirements

The student and the parent/guardian shall be notified in writing of each disruption counted toward declaring the student as "habitually disruptive" and the student and parent/guardian shall be notified in writing and by telephone or other means at the home or place of employment of the parent/guardian of the definition of "habitually disruptive student". The Head of School or designee will prepare a brief written summary of the incident underlying any disruption to be counted towards designation as a habitually disruptive student. The student and the student's parent/guardian will be given a copy of the summary which is to be placed in the student's file. The student may submit a written response which will be attached to the written summary. If the Head of School or designee determines, after reviewing the student's response, that the student has not caused a material and substantial disruption, the record of the student's involvement in the incident will be modified to reflect an accurate description of the incident and the incident will not be counted toward designation as a habitually disruptive student. If the

student's conduct with respect to a single incident constitutes grounds for expulsion, the Head of School or designee may commence expulsion proceedings in accordance with the [HRCS Suspension and Expulsion of Students Policy](#).

Interventions and Expulsion Prevention

HRCS emphasizes interventions over punitive measures. Interventions may include:

- Detention
- Restorative justice programs
- Counseling
- Peer mediation
- Positive behavioral interventions

The goal is to prevent expulsion by addressing the root causes of disruptive behavior and providing support services to help students succeed. Expulsion is a last resort and will only be used after all other interventions have been explored.

Grievances

If a student or parent/guardian has concerns about the application of the discipline policy, they can file a grievance. The grievance process is outlined in the [HRCS Grievance Policy](#), which is available on the school's website.

Enforcement of Policy

The school will enforce the Student Discipline Policy consistently and fairly. Disciplinary actions will be appropriate to the behavior and may include verbal warnings, time-outs, loss of privileges, suspension, or expulsion, depending on the severity of the misconduct.

For further details on the procedures, behavior classifications, and interventions, please refer to the [HRCS Student and Family Handbook](#).

Related Policies and Procedures

For more information on specific behavior management, interventions, and supports, please refer to the following linked policies:

1. [Bullying Prevention and Education Policy](#)
2. [Dress Code Policy](#)
3. [Gang-Related Activities](#)
4. [Physical Intervention, Restraints, and Seclusion Policy](#)
5. [Prohibition Against Weapons, Drugs and Other Controlled Substances](#)
6. [Prohibition Against Tobacco](#)
7. [Search Policy](#)

Legal References

C.R.S. 22-14-101 et seq. (Dropout Prevention and Student Re-engagement)

C.R.S. 22-20-101 et seq. (Exceptional Children's Educational Act)

C.R.S. 22-32-109.1 (2)(a) (Adoption and enforcement of discipline code)

C.R.S. 22-32-109.1 (2)(a)(I) (Policy required as part of safe schools plan)

C.R.S. 22-32-109.1 (2)(a)(I)(A) (Duty to adopt policies on student conduct, safety, and welfare)

C.R.S. 22-32-109.1 (2)(a)(I)(C) (Discipline of habitually disruptive students is required part of conduct and discipline code)

C.R.S. 22-32-109.1 (2)(a)(I)(E) (Policy required as part of conduct and discipline code)

C.R.S. 22-32-109.1 (3) (Agreements with state agencies)
C.R.S. 22-32-109.1 (9) (Immunity provisions in safe schools law)
C.R.S. 22-32-144 (Restorative justice practices)
C.R.S. 22-33-106 (1)(c.5) (Definition of a habitually disruptive student)
C.R.S. 22-33-204 (Services for at-risk students)
20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R. 300.530–300.537 (IDEA regulations)