



Student Discipline Snapshot Manual

Resources and Collection Steps

Table of Contents

Local Education Agency (District) Policy & Discipline Matrix	3
Overview and purpose	3
Behaviors Collected	4
Behaviors Codes and Description	4
CRDC Behavior Type	5
Discipline Action Type	8
Discipline Action Guidance	8
Student Discipline Incident Reporting	9
State Behavior Classification Considerations	9
State Behavior Codes	9
Determining “Most Serious” Incident	17
Guide for Determining “Most Serious” Incident	17
Determining “Most Serious” Incident Guidance	18
Incident Ranking:	18
Reporting Restraint and Seclusion	18
Background	18
Reporting Instructions	19
Protection of Persons from Restraint Act (PPRA)	19
Data Pipeline Process	20
Student Interchange Files	20
Student Interchange website.....	20
Discipline Action Interchange File	22
Creating Student Discipline Snapshot.....	23
Validating Student Discipline Snapshot Data	24
Verify that the snapshot records are complete and accurate.	24
Submitting Student Discipline Snapshot Data	26
To submit the Student Discipline Snapshot data.	26
Completed Collection	26
Frequently Asked Questions	28
Collection Terms.....	28



How do I know which behaviors should be reported?28

How should I report behavior that happened off campus?28

What should I report if multiple incidents happened on the same day?.....28

How should I code it if seclusion and restraint happened during the same situation?28

Local Education Agency (District) Policy & Discipline Matrix

Overview and purpose

State and Federal statutes provide the framework for implementation of discipline systems in Colorado. Local Education Agencies (LEA) set district policies that must meet these criteria and provide further detail, area of focus, or clarification. These policies are commonly located in:

- **District Policy:** Each district is required to have a “a concisely written conduct and discipline code that must be enforced uniformly, fairly, and consistently for all students.” The required elements for the conduct and discipline code are outlined in [section 22-32-109.1 \(2\) \(a\)](#).
- **Discipline Matrix:** A discipline matrix serves as a guide for school staff, providing a clear framework for addressing student misconduct fairly and consistently across the district. A matrix is recommended but not required.

What is typically included in a Discipline Matrix?

Discipline matrices vary in complexity from very basic that include behaviors and potential responses to more complex that include links to resources, a theory of action, alternatives to exclusionary responses, additional coding guidance, re-entry procedures, and guidance on other potentially overlapping areas including school safety, counseling or other support, Title IX and discrimination.

Purpose of the Discipline Matrix for LEA (District) Administrators.

A discipline matrix is intended as a resource for new administrators, a reference during decision making, and guide for documentation. They can provide guidance on data coding that facilitates accurate reporting to the state and the Office of Civil Rights.

Discipline Statutes

There are multiple statutes that govern the discipline data collection, conduct and discipline code, and circumstances for suspension or expulsion. These provide the required data elements that LEAs must provide to CDE.

[C.R.S. 22-33-105](#). *Suspension, expulsion, and denial of admission.*

This section defines suspension, expulsion, and denial of admission. It includes the rules for expulsion hearing proceedings, addresses the policy requirement to consider whether alternative remedies are appropriate to avoid excluding the student and rules for suspension are detailed, including parent notification and providing opportunities for make-up work during the suspension period.

[C.R.S. 22-33-106](#). *Grounds for suspension, expulsion, and denial of admission.*

This statute outlines the behaviors for which it is permissible for an LEA to suspend or expel a student, as well as detailed definitions of those behaviors. Each school district must consider factors such as age, disciplinary history, disability status, and whether a lesser intervention would properly address the behavior before suspending or expelling a student. Additionally, this section details the grounds for denial of admission to a public school or diversion to an appropriate alternative program.

[C.R.S. 22-33-106.1](#). *Suspension - expulsion - preschool through second grade.*

This statute provides the duration and parameters for suspending or expelling preschool through second grade students, permissible only for behaviors involving dangerous weapons, drugs, or



endangerment of the health or safety of others. The LEA shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student. CDE has created a [guidance document](#) to accompany this section.

C.R.S. 22-32-109.1. Board of education - specific powers and duties - safe school plan - conduct and discipline code - safe school reporting requirements - school response framework - school resource officers - definitions.

This statute defines each of the state-reportable behaviors and discipline actions that require reporting to CDE. It addresses the elements of a safe school plan, including the conduct and discipline code requirements and the safe school reporting requirements.

Behaviors Collected

Indicates which state-reportable behaviors occurred during the incident. **MUST** be zero-filled if the student was mechanically restrained, physically restrained, placed in seclusion, or if reporting 00 Behavior Types for restraints and seclusion or CRDC Behavior Types 17-43.

Behaviors Codes and Description

Code	Behavior	Description
00	N/A	Use for instances of mechanical restraint, physical restraint, or seclusion.
01	Drug Violation	Use, possession, or sale of a drug or controlled substance other than marijuana on school grounds, in school vehicles, or at school activities or sanctioned events.
02	Alcohol Violation	Use, possession, or sale of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events.
03	Tobacco Violation	Use or possession of tobacco products on school grounds, in school vehicles, or at school activities or sanctioned events.
04	1st, 2nd Degree or Vehicular Assault	Commission of an act on school grounds that if committed by an adult, would be considered First Degree Assault, as described in Section 18-3-202, C.R.S., Second Degree Assault, as described in section 18-3-203, C.R.S., or Vehicular Assault, as described in Section 18-3-205, C.R.S.
05	Dangerous Weapons	Carrying, bringing, using, or possessing a dangerous weapon on school grounds, in school vehicles, or at school activities or sanctioned events without the authorization of the school or the school district. A firearm, whether loaded or unloaded, any pellet or BB gun or other device, whether operational or not designed to propel projectiles by spring action or compressed air; a fixed blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocket knife with a blade longer than three and one-half inches; or any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.
06	Robbery	Commission of an act on school grounds that, if committed by an adult, would be considered robbery. Robbery is a class four felony.
07	Other Felony	Commission of an act on school grounds that, if committed by an adult, would be considered a felony.
08	Disobedience/ Defiant or Repeated Interference	Being willfully disobedient or openly and persistently defiant or repeatedly interfering with the school's ability to provide educational opportunities to and a safe environment for other students.



Code	Behavior	Description
09	Detrimental Behavior	Behavior on school grounds, in a school vehicle, or at a school activity or sanctioned event that is detrimental to the welfare or safety of other students or school personnel, including but not limited to behavior that creates a threat of physical harm to the student or to other students.
10	Destruction of School Property	Willful destruction or defacement of school property.
11	Bullying	“Bullying” means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.
12	Other Violation of Code of Conduct	Other violations of the Local Board of Education’s code of conduct that resulted in suspensions, expulsions or resulting referrals to law enforcement, not already been reported in another categories. These violations may or may not be documented in a student’s record (22-32-109(1) (2) (B)).
13	3rd Degree Assault/Disorderly Conduct	Commission of an act on school grounds that, if committed by an adult would be considered third degree assault, as described below in section 18-3-204, C.R.S., or Disorderly Conduct, as described below in section 18-9-106 (1) (d), C.R.S. referring to fights.
14	Marijuana Violation	The unlawful use, possession, or sale of marijuana on school grounds, in a school vehicle, or at a school activity or sanctioned event.
15	Sexual Violence/ Battery (other than Rape)	Acts of sexual violence on school grounds, in a school vehicle, or at a school activity or sanctioned event. Sexual Violence means a physical sexual act perpetrated against a person’s will or where a person is incapable of giving consent.
		Incidents of sexual violence/battery (other than rape) - An incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Non-binary, male, and female can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).
16	Rape or Attempted Rape	Incidents of rape or attempted rape on school grounds, in a school vehicle, or at a school activity or sanctioned event. Rape refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Non-binary, male, and female students can be victims of rape. Rape is not defined as a physical attack or fight.

CRDC Behavior Type

Civil Rights Data Collection Behavior Categories (CRDC codes are optional for State Reporting)

(Only include these codes for CRDC pre-population by CDE)

Codes 17-43 should have Discipline Action Type = 00

Codes 41-43 must have an additional record with Behavior Type =11

Code	Behavior	Description
17	Threats of Physical Attack**	Includes displaying, brandishing, or discharging a weapon, but with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded.



Code	Behavior	Description
18	Allegations of harassment or bullying on the basis of sex**	An allegation is a claim or assertion that someone has done something wrong or illegal, typically made without proof. Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student’s actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Non-binary, male, and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
19	Allegations of harassment or bullying on the basis of race, color, or national origin**	An allegation is a claim or assertion that someone has done something wrong or illegal, typically made without proof. Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of race, color, or national origin constitutes racial harassment.
20	Allegations of harassment or bullying on the basis of disability**	An allegation is a claim or assertion that someone has done something wrong or illegal, typically made without proof. Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. On the basis of disability constitutes disability harassment.
21	Allegations of harassment or bullying on the basis of sexual orientation**	An allegation is a claim or assertion that someone has done something wrong or illegal, typically made without proof. Harassment or bullying on the basis of sexual orientation refers to intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of sexual orientation constitutes sexual orientation harassment.
22	Allegations of harassment or bullying on the basis of religion**	An allegation is a claim or assertion that someone has done something wrong or illegal, typically made without proof. Harassment or bullying on the basis of religion refers to intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of religion constitutes religious harassment.



Code	Behavior	Description
31	Reported as Harassed or Bullied on the basis of Sex**	Includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student’s actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Non-binary, male, and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
32	Reported as Harassed or Bullied on the basis of Race or Color or National Origin**	Refers to intimidation or abusive behavior toward a student based on actual or perceived race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of race, color, or national origin constitutes racial harassment.
33	Reported as Harassed or Bullied on the basis of Disability**	Refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Bullying on the basis of disability constitutes disability harassment.
41	Disciplined for Bullying or Harassment on the basis of Sex**	Includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student’s actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. Non-binary, male, and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
42	Disciplined for Bullying or Harassment on the basis of Race or Color or National Origin**	Refers to intimidation or abusive behavior toward a student based on actual or perceived race, color, or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.



Code	Behavior	Description
43	Disciplined for Bullying or Harassment on the basis of Disability**	Refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Discipline Action Type

Indicates whether the student was suspended, expelled, etc. due to the incident. **MUST** be zero-filled if the student was mechanically restrained, physically restrained, placed in seclusion or if reporting 00 Behavior Types for restraints and seclusion or CRDC Behavior Types 17-43.

Code	Description
00	N/A - Use when reporting restraints or seclusions (Behavior Code 00) or CRDC (Behavior Codes 17-43), OR when reporting Unilateral Removals for students in Special Education
10	Classroom removal in accordance with board policy that lasts less than a ½ day.
11	In-School Suspension - Instances in which a child is temporarily removed from their regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. The discipline action lasts a ½ day or more.
12	Out-of-School Suspension - Instances in which a child is temporarily removed from their regular school for disciplinary purposes to another setting (e.g., home, behavior center). For special education students, this includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to their IEP.
13	Expulsion - An action taken by the LEA removing a child from their regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than 365 days.
14	Any other form of discipline , which shall be officially identified as part of a board policy.

Discipline Action Guidance

00 (NA) should be used for all restraints and seclusion incidents

00 (NA) should be used for Unilateral Removals by School Personnel or Hearing Officer determination to an IAES for 45 days or less

10 (Classroom Removals) When a student is removed from a Classroom for less than ½ day for violating a state reportable behavior and did not receive any other discipline action for the behavior violated.

11 (In-School Suspension) When a student violates a state reportable behavior and receives in-school suspension for ½ day or more.

12 (Out-of-School Suspension) When a student violates a state reportable behavior and receives out-of-school suspension for ½ day or more



13 (Expulsion) When a student violates a state reportable behavior and receives an expulsion as a result of the violation.

14 (Other form of discipline) When a student misses school related instruction or activity as a result of violating a state reportable behavior

Student Discipline Incident Reporting

State Behavior Classification Considerations

Within state behavior and discipline reporting, the goal is to ensure consistency of reporting discipline incidents that result in exclusionary discipline or referrals to law enforcement. This information can then best inform within district and across district support to minimize disruptions to learning and improve student engagement in learning.

As LEAs are designing systems and submitting data for the discipline and behavior report, consider the following:

- Beginning in the 2023-24 school year, per HB22-1376, CDE collects student-level discipline and action taken data which includes Student IDs (SASIDs). This change increases the consistency of the data collected.
- LEAs use a variety of methods and student information systems to track discipline data. Therefore, LEAs are required to pull data from their systems and align to state reporting categories.
- LEAs should only report discipline incidents that result in either an exclusionary disciplinary action (warranting removal from the classroom or school setting) or referral to law enforcement. The intention of the state discipline collection is to capture the students being excluded from the school learning settings due to disciplinary incidents.
- Multiple code violations could be applicable to one discipline incident. LEAs should only report the most serious category that is applicable to that incident.
- Low-level violations (e.g., dress code violations) that do not result in exclusionary discipline (options listed above) do not need to be reported to the state.

State Behavior Codes

This section provides guidance to Colorado school districts and the Charter School Institute, referred to in this resource as Local Education Agencies (LEAs), on how to report discipline incidents and subsequent actions taken as required by C.R.S. 22-32-109.1(2)(b): Safe school reporting requirements. The CDE codes (1-16) referenced below represent the state reporting codes. Additional behavior codes from the Colorado Association of School Boards (CASB), CASB File JICDA - Code of Conduct, and which state code they match to, are referenced for LEAs who use additional behavior codes locally. Please note that individual CASB codes can exist in multiple CDE codes depending on the context, frequency, or context of the behavior incident.

Behavior Code	Behavior Type	Behavior Definition	CASB File JICDA Code of Conduct
01	Drug Violation	Use, possession, or sale of a drug or controlled substance, other than marijuana, on school grounds, in a school vehicle, or at a school activity or sanctioned event.	12. Violation of the Board's policy on student conduct involving drugs and alcohol.



Behavior Code	Behavior Type	Behavior Definition	CASB File JICDA Code of Conduct
02	Alcohol Violation	Use or possession of alcohol on school grounds, in a school vehicle, or at a school activity or sanctioned event.	12. Violation of the Board's policy on student conduct involving drugs and alcohol.
03	Tobacco Violation	Use or possession of a tobacco product on school grounds, in a school vehicle, or at a school activity or sanctioned event.	14. Violation of the Board's tobacco-free schools' policy.
04	1st, 2nd Degree or Vehicular Assault	Commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that, if committed by an adult, would be considered first degree assault, as described in section 18-3-202, C.R.S., second degree assault, as described in section 18-3-203, C.R.S., or vehicular assault, as described in section 18-3-205, C.R.S.	9. Violation of criminal law which influences the district or on the general safety or welfare of students or staff.
05	Dangerous Weapons	Possessing a dangerous weapon on school grounds, in a school vehicle, or at a school activity or sanctioned event without the authorization of the school or the school district.	11. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
06	Robbery	Commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that, if committed by an adult, would be considered robbery.	2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property. 4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
07	Other Felony	Commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that, if committed by an adult, would be considered a felony.	2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property. 9. Violation of criminal law which influences the district or on the general safety or welfare of students or staff



Behavior Code	Behavior Type	Behavior Definition	CASB File JICDA Code of Conduct
08	Disobedience, Defiant, or Repeated Interference	<p>Being willfully disobedient or openly and persistently defiant or repeatedly interfering with the school’s ability to provide educational opportunities to and a safe environment for other students.</p> <p><u>Clarification</u> A student is disciplined (classroom removal, in-school suspension, out-of-school suspension, expulsion, referred to law enforcement, or other action taken) for repeated and/or persistent disruption that has escalated to a point School Discipline Behaviors February 2023 where it is detrimental to the learning and developmental needs of one or more students within their educational environment. Please note that low-level violations that do not result in exclusionary discipline practices, should not be reported to the state.</p>	<p>20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.</p> <p>21. Lying or giving false information, either verbally or in writing, to a district employee.</p> <p>22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.</p> <p>25. Repeated interference with the district's ability to provide educational opportunities to other students.</p> <p>26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.</p>



Behavior Code	Behavior Type	Behavior Definition	CASB File JICDA Code of Conduct
09	Detrimental Behavior	<p>Behavior on school grounds, in a school vehicle, or at a school activity or sanctioned event that is detrimental to the welfare or safety of other students or of school personnel, including but not limited to incidents of other behavior that creates a threat of physical harm to the student or to other students.</p> <p><i><u>Clarification</u></i> <i>An incident involving a school threat to the school building or school community or, a threat/intimidation to another student or staff member, or obscene behavior would be categorized in this behavior code. Bullying is no longer included in this category, as it is a new, separate category code (11). Please code to Bullying (11) if any of the CASB coded behaviors listed below meet the definition of bullying in that: 1) the behavior is intentional, 2) the behavior is repeated or likely to be repeated, and 3) there is an imbalance of power between the target and perpetrator of bullying.</i></p>	<p>5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act using force or the threat of force.</p> <p>6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.</p> <p>7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.</p> <p>13. Violation of the Board's violent and aggressive behavior policy.</p> <p>16. Violation of the Board's policy on nondiscrimination.</p> <p>18. Violation of the Board's policy on gangs and gang-like activity.</p> <p>19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.</p> <p>23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.</p> <p>24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.</p>



Behavior Code	Behavior Type	Behavior Definition	CASB File JICDA Code of Conduct
10	Destruction of School Property	Willful destruction or defacement of school property.	1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property. 3. Willful destruction or defacing of district property.



Behavior Code	Behavior Type	Behavior Definition	CASB File JICDA Code of Conduct
11	Bullying	<p>“Bullying” means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or against whom federal and state laws prohibit discrimination upon any of the bases described in section 22-32-109(1)(II)(I). This definition is not intended to infringe upon any right guaranteed to any person by the first amendment to the United States constitution or to prevent the expression of any religious, political, or philosophical views.</p> <p><u>Clarification</u> <i>An incident is considered bullying if 1) the behavior is intentional, 2) the behavior is repeated or likely to be repeated, and 3) there is an imbalance of power between the target and perpetrator of bullying. Of note, harassment is considered a form of bullying and refers to bullying behavior that is based on a target’s status or membership in a protected class and is so severe and pervasive that it impacts a student’s ability to participate in the educational environment. Additionally, school bullying can occur in-person or online through the use of electronics, also known as cyberbullying. For more information about legislation related to bullying, bullying definitions, and best practices in bullying prevention, please reference Colorado’s Bullying Prevention and Education Best Practices and Model Policy.</i></p>	<p>8. Violation of the Board's policy on bullying prevention and education. 15. Violation of the Board's policies prohibiting sexual or other harassment.</p>



Behavior Code	Behavior Type	Behavior Definition	CASB File JICDA Code of Conduct
12	Other Code of Conduct Violation	<p>Other violations of the code of conduct and discipline resulted in documentation of the conduct in a student’s record.</p> <p><i>Clarification</i> Use this category for any incident that violates local school board policy or regulations that are not captured in the CASB codes or state defined codes referenced in this document; AND also results in the exclusionary discipline of a School Discipline Behaviors February 2023 student (i.e., classroom removal, in-school suspension, out-of-school suspension, expelled, referred to law enforcement or other action taken).</p>	10. Violation of any Board policy or regulations, or established school rules.
13	3rd Degree Assault	Commission of an act on school grounds, in a school vehicle, or at a school activity or sanctioned event that, if committed by an adult, would be considered third degree assault, as described in section 18-3-204, C.R.S., or disorderly conduct, as described in section 18-9-106 (1) (d), C.R.S., but not disorderly conduct involving firearms or other deadly weapons, as described in section 18-9-106(1)(e) and (f), C.R.S.	9. Violation of criminal law which influences the district or on the general safety or welfare of students or staff
14	Marijuana Violation	The unlawful use, possession, or sale of marijuana on school grounds, in a school vehicle, or at a school activity or sanctioned event.	12. Violation of the Board's policy on student conduct involving drugs and alcohol.
15	Sexual Violence	The number of acts of sexual violence on school grounds, in a school vehicle, or at a school activity or sanctioned event. “Sexual violence” means a physical sexual act perpetrated against a person’s will or where a person is incapable of giving consent.	9. Violation of criminal law which influences the district or on the general safety or welfare of students or staff.



Behavior Code	Behavior Type	Behavior Definition	CASB File JICDA Code of Conduct
16	Rape	Incidents of rape or attempted rape on school grounds, in a school vehicle, or at a school activity or sanctioned event. Rape refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Both male and female students can be victims of rape. Rape is not defined as a physical attack or fight.	9. Violation of criminal law which influences the district or on the general safety or welfare of students or staff.

The CDE action codes (10-14) referenced below represent the action codes defined in state statute. An additional column has been added to provide guidance and examples for the types of actions that are included in each category.

Action Code	Action Type	Action Definition	Examples
10	Classroom Removal	Classroom removal in accordance with board policy	Removal from class for a class period Removal from class for a check-in with a staff member
11	In-School Suspension	Instances in which a child is temporarily removed from their regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.	Removal from class for at least a half day in a room separate from the learning environment
12	Out-of-School Suspension	Instances in which a child is temporarily removed from their regular school for disciplinary purposes to another setting (e.g., home, behavior center). For special education students, this includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to their IEP	Removal from class for at least a half day outside of the school environment



Action Code	Action Type	Action Definition	Examples
13	Expulsion	An action taken by the LEA removing a child from their regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.	
14	Other Action Taken	Any other form of discipline, which shall be officially identified as part of a board policy.	<p>Examples from district matrices:</p> <ul style="list-style-type: none"> • Required training (drug/alcohol, skill building) • Counseling services • Alternative Academic Placement • Parent /Guardian Contact or Conference • Mentoring • Behavior Intervention Plan or contract • Loss Of Privileges • Restorative Conference Outside Agency Referral

Determining “Most Serious” Incident

Guide for Determining “Most Serious” Incident

The Safe School Act, C.R.S. 22-32-109.1(2)(b), requires each LEA to have a Safe School plan that requires, in part: “A policy whereby the principal of each public school in a school district is required to submit annually, in a manner and by a date specified by rule of the state board, and in accordance with standardized methods and any revised reporting categories identified and adopted through the stakeholder process set forth in section 22-1-138, a written report to the board of education of the school district concerning the learning environment in the school during that school year. The board of education of the school district shall annually compile the reports from every school in the district and submit the compiled report to the department of education in a format specified by the rule of the state board. The compiled report must be easily accessible by the public through a link on the department of education’s web site homepage. The report must include, but need not be limited to, the following specific information for the preceding school year:(IV) The number of conduct and discipline code violations. Each violation must be reported only in the most serious category that is applicable to that violation, including but not limited to specific information identifying the number of, and the action taken with respect to, each of the following types of violations....”

Therefore, if a situation includes more than one violation, school officials must determine which among the violations they deem to be the “most serious behavior” for the purposes of reporting the incident. A determination of “most serious behavior” is a judgment call dependent upon local circumstances. At times it may be difficult to conclude which among two or more behaviors within one incident is considered the most serious. The guidance below is to assist with determining the most serious incident.

Important: The guidance applies only when a situation includes more than one behavior violation. Incidents considered only one violation will be reported as that behavior.

Determining “Most Serious” Incident Guidance

In general: Report all disciplinary actions resulting from each incident in accordance with the locally determined most serious behavior.

Behaviors that rise to the level of violating the criminal code are considered more serious than those that do not, and:

- crimes against people are considered by law to be more serious than crimes against property,
- crimes classified as felonies are more serious than misdemeanors

Note: Incidents given their own reporting category that may be a felony are to be reported per the incident’s category. “Other Felonies” refers only to those felonies that do not have their own separate category. For example, the “willful destruction or defacement of school property” may be a felony if the cost of the damage is quite high. It would be reported under the defacement-related category and not the “other felony” category.

It is also important to note that this ranking is intended as guidance and incidents can vary in severity on a case-by-case basis that would deviate from the list below.

Incident Ranking: Most Severe to Less Severe (a guide)

1. 1st, 2nd Degree or Vehicular Assaults
2. Rape or Attempted Rape
3. Dangerous Weapons - Unless weapon was used to inflict death or serious bodily injury in which case it would be reported under the 1st, 2nd Degree or Vehicular Assaults category.
4. Sexual Violence/Battery (other than Rape)
5. 3rd Degree Assaults/Disorderly Conduct
6. Robbery
7. Other Felony (not reported in another descriptive category)
8. Bullying (New code for 2022-2023 Collection)
9. Detrimental Behavior
10. Drug Violations
11. Marijuana Violations
12. Alcohol Violations
13. Destruction of School Property
14. Disobedient/Defiant or Repeated Interference
15. Tobacco Violations
16. Other Violations of Code of Conduct

Reporting Restraint and Seclusion

Background

During the 2022 legislative session, restraint and seclusion were added as reporting categories through HB 22-1376. The bill specified that all instances of restraint and seclusion must be reported and included in the learning environment district profile reports. The 2023-24 data was not published but will be included for 2024-25.

It is important to note that restraint and seclusion are not discipline actions. According to the Rules for the Administration of the Protection of Persons from Restraint Act in the Code of Colorado Regulations 301-45, restraints and seclusion shall only be used in an emergency and with extreme caution; and after the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or determination that such alternatives would be inappropriate or ineffective under the circumstances. Restraint or seclusion must not be used as a form of discipline or to gain compliance from a student. School personnel shall: use restraints and seclusion only for the period of time necessary and using no more force than is necessary; and prioritize the prevention of harm to the student.

NOTE: 2025-2026 restraint and seclusion data will be collected in the [Student Restraint and Seclusion](#) collection.

Reporting Instructions

When reporting a restraint or seclusion, the restraint or seclusion record in the Discipline Action file will not have a behavior or discipline action.

The following data fields are zero filled on records of restraint or seclusion:

- Behavior Type (00)
- Weapon Type (00)
- Discipline Action Identifier (0000000000)
- Discipline Action Type (00)
- Referral to Law Enforcement (0 for No)
- Handcuffed Status (0 for No)
- School Related Arrest (0 for No)
- Mechanically Restrained (for CRDC reporting purposes only) (0 for No)
- Received Education Services During Expulsion (0 for No)
- Transferred to Alternative School (0 for No)
- Discipline Action Length (0000)
- Discipline Start Date (00000000)
- Special Education Removal Type (00 N/A)
- Special Education Removal Reason (00 N/A)

If restraint or seclusion occurred during a behavior incident that resulted in the student receiving a discipline action, there will be two records in the Discipline Action file. One record for restraint or seclusion and one record with the behavior resulting in a discipline action.

If the incident involved the student being placed in seclusion and being restrained, this is one record provided it was the same incident. Each incident needs to have its own record in the Discipline Action file.

All instances of restraint or seclusion must be reported, including incidents including students with disabilities and students without disabilities. If a restraint or seclusion occurred, it must be reported.

Restraint or seclusion must not be used for discipline.

Protection of Persons from Restraint Act (PPRA)

There is currently a secondary required collection related to restraint reporting that comes from the PPRA, called the Annual Restraint Review Report. This report has its own collection and includes information

regarding the number of physical restraints that occurred along with questions about preventative or alternative techniques, training needs for staff, staff ratio reviews, and environmental considerations. For the full reporting requirements, please see this [guidance document](#).

Data Pipeline Process

Student Interchange Files

[Student Interchange website](#)

The following Student Interchange files are required.

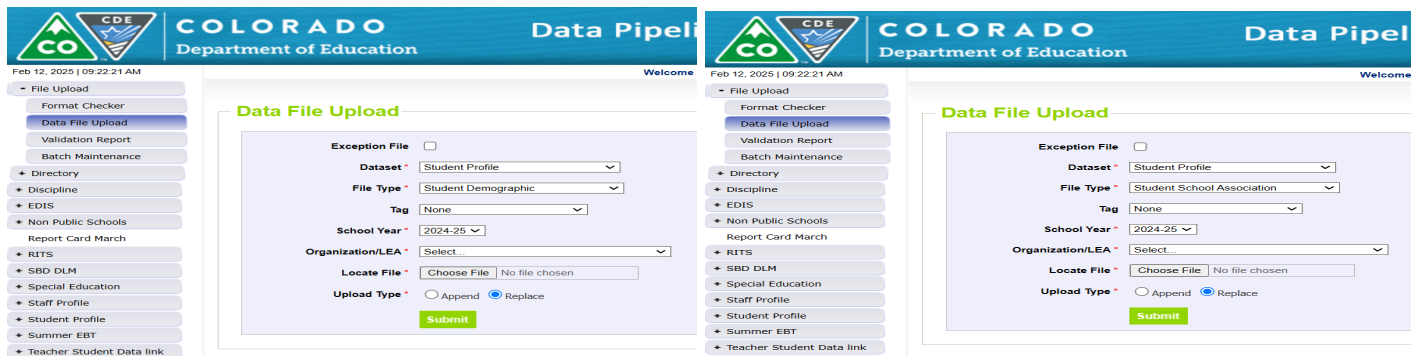
[Student Demographics File Layout](#)

[Student School Association File Layout](#)

If the student data respondent is another individual in the LEA, collaborate to ensure the student records in Data Pipeline are current.

To upload the Student Demographics file and Student School Association file into Data Pipeline:

1. From Data Pipeline, select File Upload then Data File Upload
2. Dataset select Student Profile
3. Choose file type: Student Demographic or Student School Association, Tag=None, School Year, LEA, Locate File, Upload Type = Replace (recommended)
4. Select Submit



The image displays two side-by-side screenshots of the 'Data Pipeline' web application interface. Both screenshots show the 'Data File Upload' form with the following fields and values:

- Dataset:** Student Profile
- File Type:** Student Demographic (left) / Student School Association (right)
- Tag:** None
- School Year:** 2024-25
- Organization/LEA:** Select
- Locate File:** Choose File | No file chosen
- Upload Type:** Append (radio button) / Replace (radio button, selected)
- Submit:** Green button

The left screenshot also shows a sidebar menu with 'Data File Upload' highlighted. The right screenshot shows the same form with 'Student School Association' selected as the File Type.

After each file upload, verify the record count, errors count, and processed indicator. This information is available in an email sent from Data Pipeline or using the Batch Maintenance feature in Data Pipeline. To utilize batch maintenance:

1. From Data Pipeline, select File Upload then Batch Maintenance
2. Dataset select Student Profile
3. Choose file type: Student Demographic or Student School Association, School Year, LEA,
4. Select Submit



To check for errors and warnings:

1. From Data Pipeline, select Pipeline Reports then Error Report
2. Dataset select Student Profile
3. Choose file type: Student Demographic or Student School Association, School Year, LEA, Error Type=Errors and Warnings, Tag=All
4. Select Search
5. Click on Select All to include all Records then select View Details

Click on view details to review the error in detail.

Student interchange errors will prevent the data from being pulled into snapshot records. All errors need to be resolved.

Error Types:

W=warning after verifying the data when the data is correct, ignore the warning

E=all errors must be resolved

To download an excel file of errors, click on excel.

Correct errors in the student information system, extract the student interchange files again and repeat the above process. Continue this cycle until the student interchange files are error free.

Discipline Action Interchange File

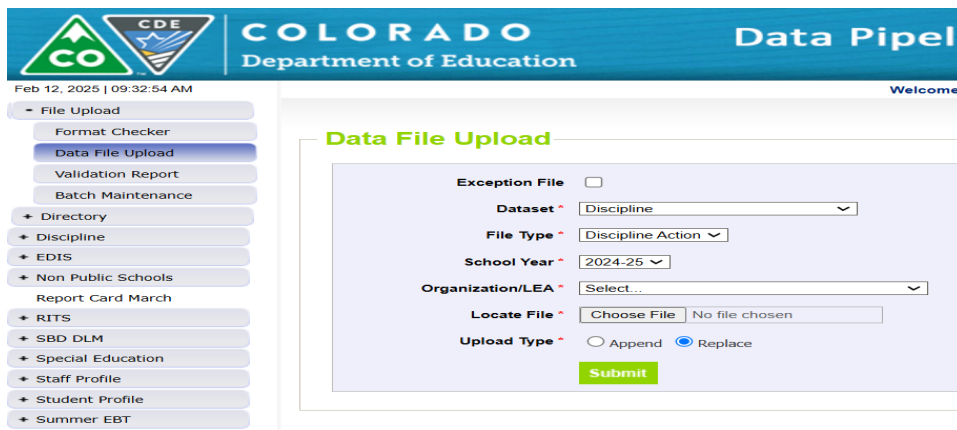
[Discipline Interchange Website](#)

The following Discipline Interchange file is required.

[Discipline Action Interchange File Layout](#)

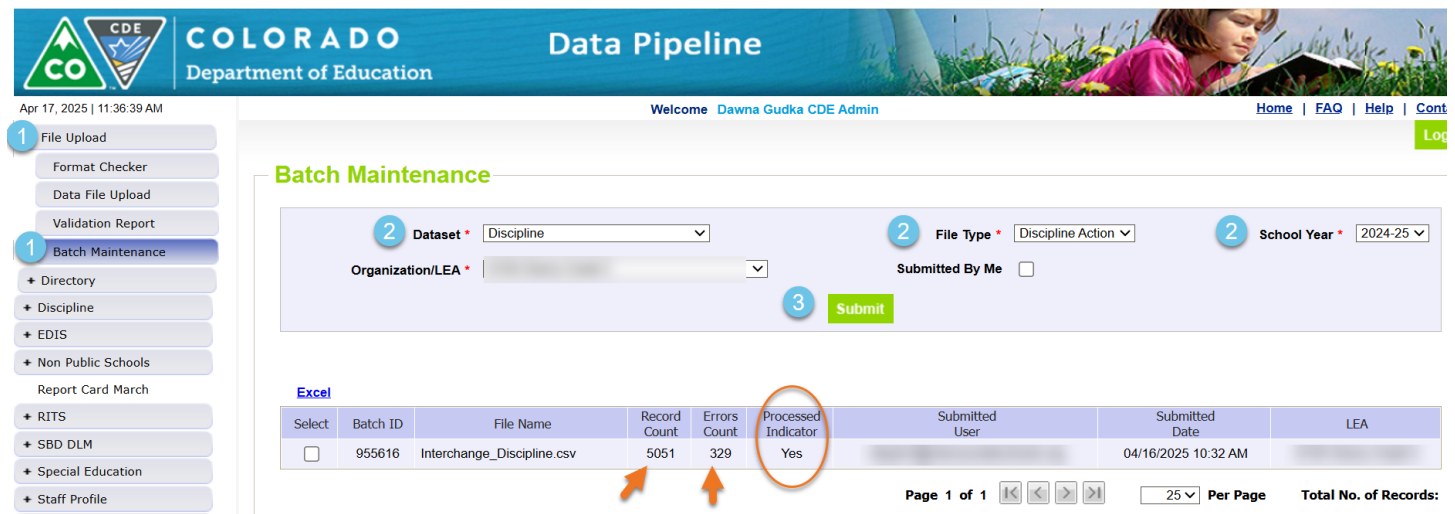
To upload the Discipline Action Interchange file:

1. From Data Pipeline, select File Upload then Data File Upload
2. Dataset select Discipline
3. Choose file type: Discipline Action, School Year, LEA, Locate File, Upload Type = Replace (recommended)
4. Select Submit



After the file upload, verify the record count, errors count, and processed indicator. This information is available in an email sent from Data Pipeline or using the Batch Maintenance feature in Data Pipeline. To utilize batch maintenance:

1. From Data Pipeline, select File Upload then Batch Maintenance
2. Dataset select Discipline
3. Choose file type: Discipline Action, School Year, LEA,
4. Select Submit



To check for errors and warnings: (click on view details to review errors in detail)

Error Types:

W=warning after verifying the data when the data is correct, ignore the warning

E=all errors must be resolved

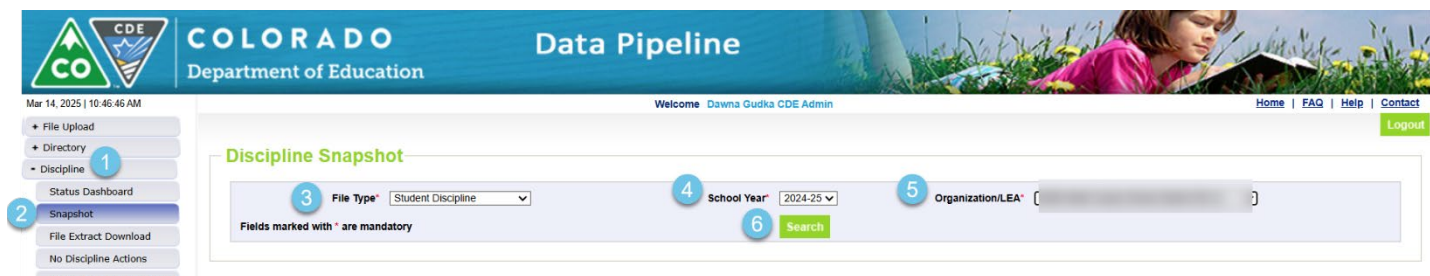
To download an excel file of errors, click on excel.

Correct errors in the student information system, extract the Discipline Action Interchange file again and repeat the above process. Continue this cycle until the Discipline Action Interchange file is error free.

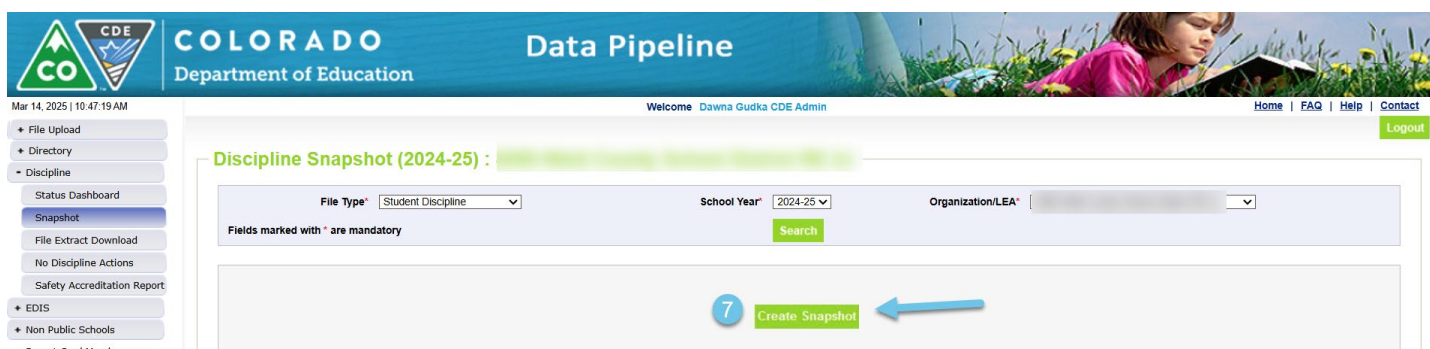
Creating Student Discipline Snapshot

To create a Student Discipline Snapshot:

1. From Data Pipeline, select Discipline then Snapshot
2. Choose file type: Student Discipline, School Year, LEA
3. Select Search
4. Select Create Snapshot



Data Pipeline merges with the student demographics, student school association, and the discipline action interchange files to create a Student Discipline Snapshot.



After creating the snapshot, verify data exists, total records, validation errors, and overall status. This information is available in an email sent from Data Pipeline or using the Status Dashboard feature.

To check the status using Status Dashboard:

1. From Data Pipeline, select Discipline then Status Dashboard
2. Choose file type: Student Discipline Snapshot, School Year, LEA
3. Select Submit

Verify that Data Exists and the Total Records.



Mar 14, 2025 | 10:52:16 AM

Welcome Dawna Gudka CDE Admin

Home | FAQ | Help | Contact

STATUS DASHBOARD

3 File Type * Student Discipline Snapshot

4 School Year * 2024-25

5 Organization/LEA

Submit

Finalized : No

Please note: Not all data issues are presented as warnings or errors. Review Cognos data reports for additional analysis regarding data quality.

LEA	Data Exists	Exempt	No Discipline Actions Date	Total Records	Validation Errors	Ignore Errors	Overall Status	Data Locked	Last Updated Date
<input type="checkbox"/>	Y	N		4		N	P	N	03/14/2025 10:28 AM

To check for errors and warnings:

1. From Data Pipeline, select Pipeline Reports then Error Report
2. Dataset Discipline
3. Choose file type: Student Discipline Snapshot, School Year, LEA, Error Type=Error and Warnings
4. Select Search

Mar 14, 2025 | 10:53:47 AM

Welcome Dawna Gudka CDE Admin

ERROR REPORT

3 Dataset * Discipline

5 School Year * 2024-25

7 Error Type * Errors and Warnings

4 File Type * Student Discipline Snapshot

6 Organization/LEA *

8 Search

Correct errors in the student information system, extract and upload the Discipline Action Interchange file again. Each time a new Discipline Action Interchange file is uploaded, a new snapshot needs to be created. The snapshot is looking at the data at the time the snapshot is taken. Continue this cycle until the snapshot is error free.

Validating Student Discipline Snapshot Data

Verify that the snapshot records are complete and accurate.

The interchange files will not be reported to CDE. Records that display in the snapshot will be reported to CDE. Student Discipline snapshot records must pull all students disciplined during the applicable school year. All students reported in the Discipline Action file will be visible in the Student Discipline Snapshot records. To verify that the data is correct and accurate, the data must be validated.

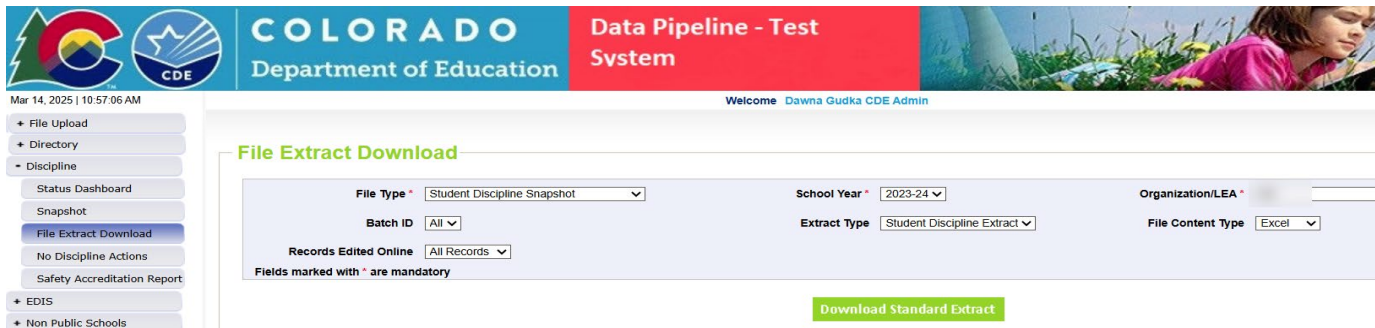
Extract Snapshot records to validate the data.

Extract the snapshot records from Data Pipeline to verify all students and their discipline behavior and discipline actions are accounted for in the snapshot records.

Using Data Pipeline to validate the data

To pull snapshot records from Data Pipeline:

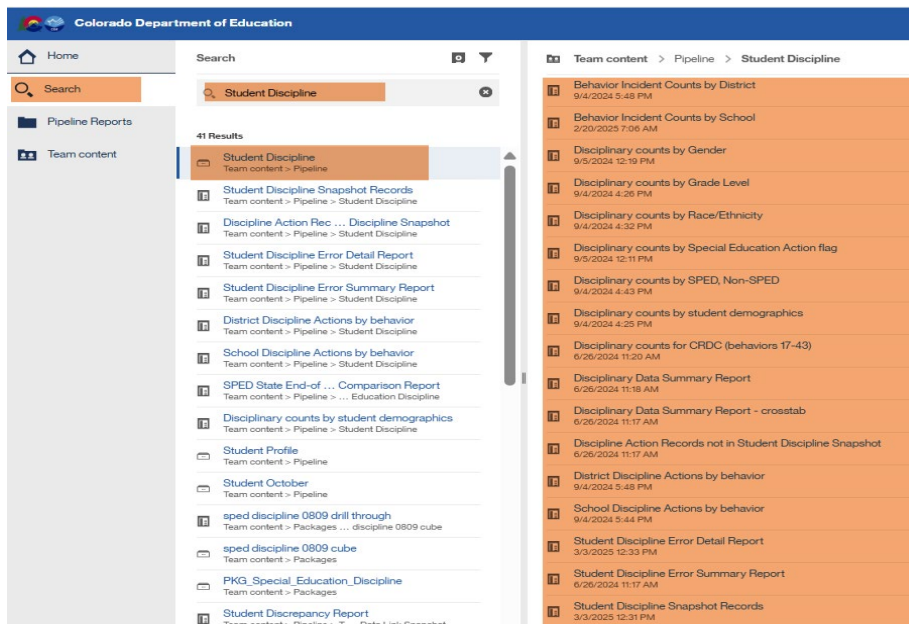
1. From Data Pipeline, select Discipline
2. Select File Extract Download
3. Choose file type: Student Discipline Snapshot, School Year, LEA, Batch ID=All, Extract Type = Student Discipline Extract, File Content Type, Records Edited Online= All Records
4. Select Download Standard Extract



Using Cognos Reports to validate the data

There are various Cognos reports available to verify the data is complete and accurate.

6. From Data Pipeline, select Cognos Reports.
7. Search for Student Discipline

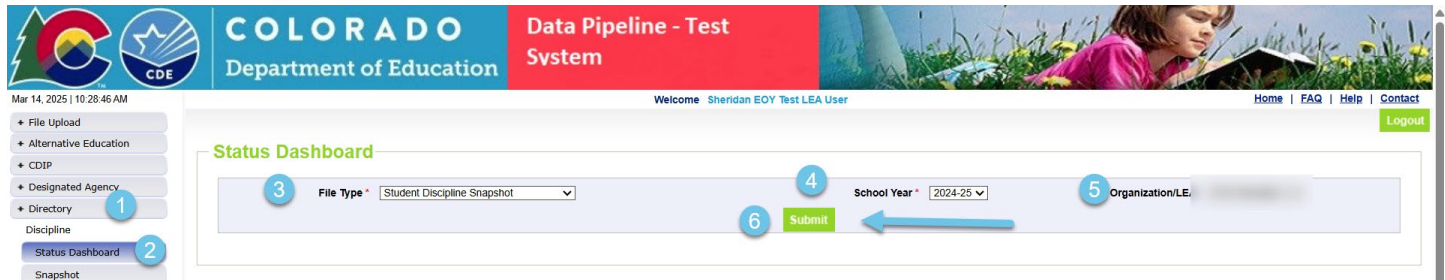


View and download the relevant reports to ensure the accuracy and completeness of the Student Discipline Snapshot. This includes student discipline incidents and incidents of restraint or seclusion.

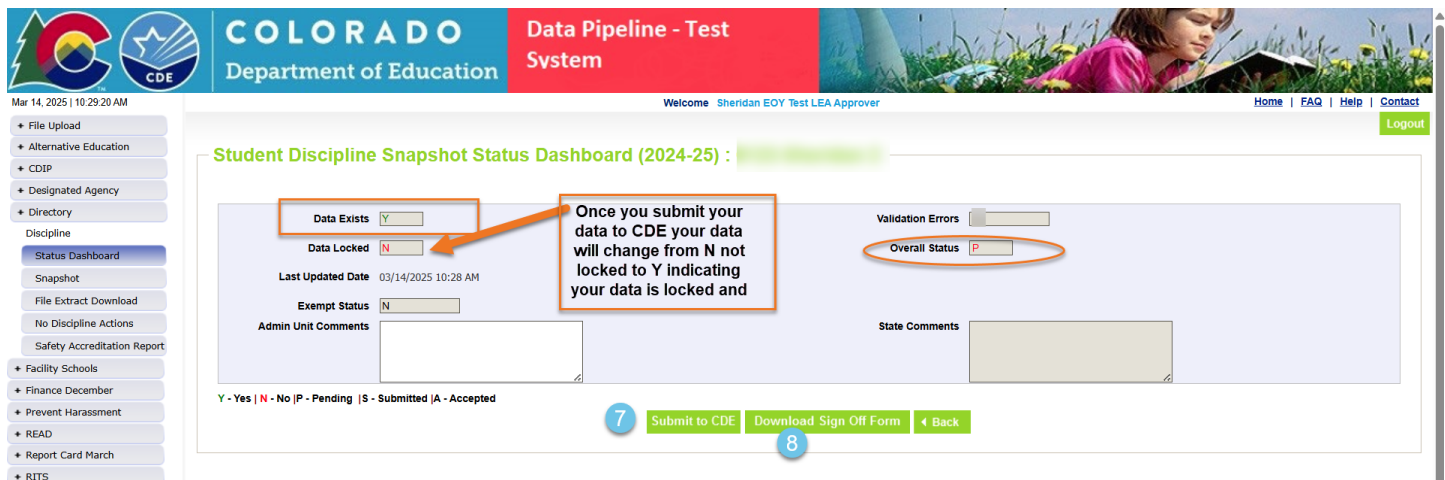
Submitting Student Discipline Snapshot Data

To submit the Student Discipline Snapshot data.

1. From Data Pipeline, select Discipline, Status Dashboard
2. Choose file type: Student Discipline Snapshot, School Year, LEA



3. Click on submit (this submit does not submit the data)
4. Select to submit to CDE to submit the data.
5. Click on Download sign off form.
6. The superintendent must sign this form. Once the form has been signed, email the signed form to StudentDiscipline@cde.state.co.us



Completed Collection

To verify the Student Discipline snapshot data has been submitted.

1. From Data Pipeline, select Discipline.
2. Select Status Dashboard
3. Choose file type: Student Discipline, School Year, LEA



Mar 14, 2025 | 12:47:22 PM

Colorado Department of Education Data Pipeline

Welcome Dawna Gudka CDE Admin

Home | FAQ | Help | Contact

Logout

File Type: Student Discipline School Year: 2023-24 Organization/LEA: [Redacted]

Submit

Please note: Not all data issues are presented as warnings or errors. Review Cognos data reports for additional analysis regarding data quality.

Select All | Deselect All | Excel

LEA	Data Exists	Exempt	No Discipline Actions Date	Total Records	Validation Errors	Ignore Errors	Overall Status	Data Locked	Last Updated Date
[Redacted]	Y	N	[Redacted]	355	0	N	[Redacted]	Y	08/08/2024 08:37 PM

Finalized : Yes

The Student Discipline Snapshot is complete once the data is submitted and locked, and you have emailed the Superintendent signature verification page to StudentDiscipline@cde.state.co.us.

If you have any questions regarding this process, please do not hesitate to contact [Student Discipline](#).

Frequently Asked Questions

Collection Terms

Discipline incident: The discipline event that occurred, including both behavior and the discipline action.

Behavior: The conduct that the student engaged in, that resulted in them receiving discipline action

Discipline Action: The consequence for the student's behavior.

How do I know which behaviors should be reported?

Refer to the discipline matrix for which behaviors are state reportable. This is usually found in the district handbook.

How should I report behavior that happened off campus?

A district can suspend a student for off-campus conduct but should first consider whether the off-campus conduct is subject to discipline. The grounds for suspension and expulsion are in C.R.S. 22-33-106(1).

Suspension or expulsion for off-campus conduct is permitted by law; however, there must be a nexus to the school. It must be detrimental to the welfare or safety of other pupils or of the school personnel. It cannot be punishment for what the student did if it does not impact other students or school personnel.

For each instance in which a student is disciplined for one of the off-campus behavior types that has a nexus to school, that can be reported in the corresponding behavior category. For example, if a student is disciplined for off-campus bullying that has a nexus to school, that can be reported in the bullying category.

What should I report if multiple incidents happened on the same day?

Report each incident that occurred.

Make sure each is a unique incident and has its own incident identifier.

May be worth bringing this up with the administrator if the student is involved in several incidents in one day.

Example: A student got kicked out of every class period.

This would be reported as Classroom removal.

How should I code it if seclusion and restraint happened during the same situation?

Both must be selected within the same incident line.

Example: During a crisis and as a last resort, a student was physically restrained. The physical restraint became too dangerous, and the student was then placed in seclusion.

Since both physical restraint and seclusion happened during the same situation, they both must be selected in the same incident line.