Welcome

The meeting will be recorded for public access and archival purposes.

- *Quorum*

- *Introduction of Task Force Chair & Co-Chair*

- *Approval of Agenda & Minutes*

- *Icebreaker & Announcements*

Please share the following with your introduction:

- Name
- Remind us of your organization
- Any announcements or updates you want to share
- Answer to both: What was your first concert? What was your favorite concert?

Creating and Vetting Recommendations

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Process

Process for creating and vetting recommendations

- Identification of recommendations resulting from each meeting - standing agenda item
- Including public comment in process (i.e. before/end of meetings, discussion during panels)
- Identification of draft recommendations by April 15; circulate for member input & review, identify potential gaps in information needed.
- Comprehensive set of initial recommendations to be prepared for inclusion in May 15 draft report.
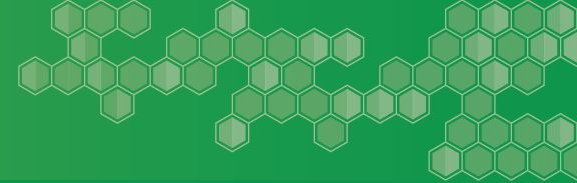
Task Force Member Priorities

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Discussion

Discipline Task Force Duties

- Define "disproportionate discipline" with considerations for size, location, and demographics of the local education provider

- Review CDE's plan and progress in standardizing discipline data

- Review CDE's plan for creating district profile reports

- Determine whether CDE's plan and progress in standardizing discipline data should include reports of alternative disciplinary measures taken prior to a student's suspension or expulsion

- Recommend processes and provide resources for public engagement in a local school district board of education's discussions of discipline data

- Review existing public engagement processes

- Review best practices identified by the department concerning dropout prevention and student re-engagement

- Identify alternative approaches to discipline and address concerns around workforce and other resource shortages in school districts in relation to school discipline practices and reporting

- Recommend legislative and administrative changes and analyze the costs and time frames required to implement the changes

- What do you want to see this task force do?

- Is there something you were hoping to cover that is not included in our list of requirements? (What is missing?)

- Is there more specific details or issues you want us to highlight?

- Is there local context we need to include?

- Are there stakeholders who can support this conversation?

Goal is to provide background information on current practices, rules, and statute.

Task Force Duties for this information

- Define "disproportionate discipline" with considerations for size, location, and demographics of the local education provider

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- Determine whether CDE's plan and progress in standardizing discipline data should include reports of alternative disciplinary measures taken prior to a student's suspension or expulsion

Supportive Learning Environments for K-12 students HB 22-1376
Overview
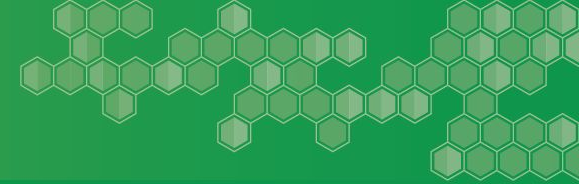
The bill involves the collection of discipline data and the creation of reports based on information received from school districts and charter schools.

1. Updating CDE's data collection process for discipline
   a. Move to student level reporting for student discipline

2. Production of District Profile Reports
   a. Produced based on new 2023-24 data collection

3. Updated rules for seclusion and restraint of students

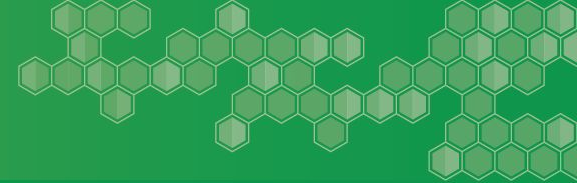*Stakeholder engagement was a requirement of multiple parts of this legislation

"In making its determination regarding the standardization, the department of education shall consult with school districts and school administrators, school board members, teachers, law enforcement representatives, school resource officers, K-12 advocates, and other relevant stakeholders."

Three meetings with a group of 27 stakeholders

Discussions on clarification of discipline categories and aligning definitions
- Bullying category was added for 2022-23 data collection
- Colorado Association of School Board (CASB) model policies

Guidance on discipline reporting

Provide additional guidance to support consistency of Local Education Provider coding and reporting

- CDE codes defined in statute crosswalked with Colorado Association of School Boards (CASB) model policies

Discipline Codes

The associated reporting code used in the School Discipline file for each reported behavior is provided in parenthesis and italicized.

Drug Violation *(CDE code 01)*

Definition in statute:
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.

CASB File JICDA - Code of Conduct code 12:
12. Violation of the Board's policy on student conduct involving drugs and alcohol

Guidance on discipline reporting

Clarification in four areas:

- Disobedient
- Detrimental
- Other Code of Conduct
- Bullying

Guidance document

Discipline Data Collection Process

Discipline Collection Purpose

Intended to capture the students being excluded from the school setting due to disciplinary incidents.

Not intended as a mechanism for reporting all behaviors or code of conduct violations that occur within a school or district.

Overall Data Collection Process

Schools	Local Education Agencies (*i.e. Districts*)	CDE

Track disciplinary incidents and resulting actions taken throughout the school year

Share this information to their district office

Report the state-reportable incidents resulting in a disciplinary action to CDE through a secure data portal aka Data Pipeline

Edit, Review and Finalize data to ensure accurately reported *(using validation checks and data reports within Data Pipeline)*

Create data reports with finalized data ensure student privacy is maintained

Historical Discipline Data
(2022-23 and Prior)

- School-Level data collection

- 3 separate data files:
  - Discipline by Action - incidents reported
  - Discipline by Demographic - students disciplined reported
  - Firearm - firearms possessed on school property

- Incidents reported could not be linked with students disciplined

- Firearms reported could not be linked with students disciplined

- All files had a total count reported - no additional details
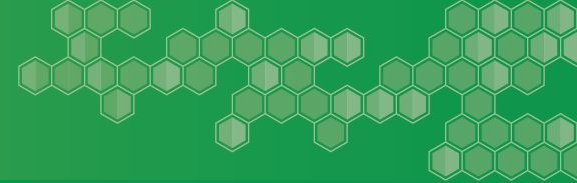
- Captures state-reportable discipline data for the 2023-24 school year
  - Each record represents a single disciplinary incident resulting in an action taken during the reporting school year.
  - Students with multiple actions throughout the school year reported with multiple records in the file.
  - Report the most serious category that is applicable to the incident in cases where multiple code violations could be applicable.
  - Low-level violations (e.g., dress code violations) that do not result in exclusionary discipline should not be reported to the state.

- Student-Level data collection with 1 file uploaded to CDE including:
  - Student id's and demographic information
  - Disciplinary behavior
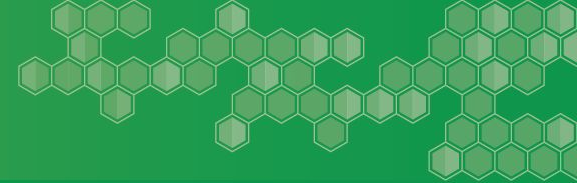 - Resulting action taken

Exclusionary Discipline

Exclusionary discipline should only be used as a last resort and

    a.   is only appropriate when safety is a concern,

    b.   a behavior has been repeated enough

    c.   and/or escalated to the degree that it can be coded as one of the state coded behaviors:

Drug Violation	Alcohol Violation	Tobacco Violation	Marijuana Violation
1st,2nd Degree or Vehicular Assault	3rd Degree Assault/ Disorderly Conduct	Dangerous Weapons	Robbery
Other Felony	Disobedient/Defiant or Repeated Interference	Detrimental Behavior	Destruction of School Property
Bullying	Sexual Violence/Battery	Rape or Attempted Rape	Other Violations of Code of Conduct

Discipline Incidents that Result in either an **exclusionary disciplinary action** (warranting removal from the classroom or school setting) **or referral to law enforcement.**
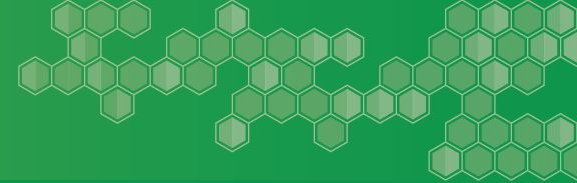
State statute defines these exclusionary actions as:

a. classroom suspension,
b. in-school suspension,
c. out-of-school suspension,
d. expulsion,
e. and other action taken
    i. (defined as "any other form of discipline, which shall be officially identified as part of board policy").
    ii. "Other action taken is intended to capture exclusionary discipline practices (e.g., incarceration, one-on-one counseling, etc.) not listed above.

Additional Collection Resources

- Additional Resources (File layout, user guidance, training) available at: https://www.cde.state.co.us/datapipeline/disciplineinterchange

- Contact: StudentDiscipline@cde.state.co.us

District Profile Reports

District profile reports must be created for each school district and the charter school institute regarding discipline data

Dashboard will be updated annually

Disaggregated by gender, grade level, ethnicity, disability, ELL, free and reduced-price lunch status, homeless status
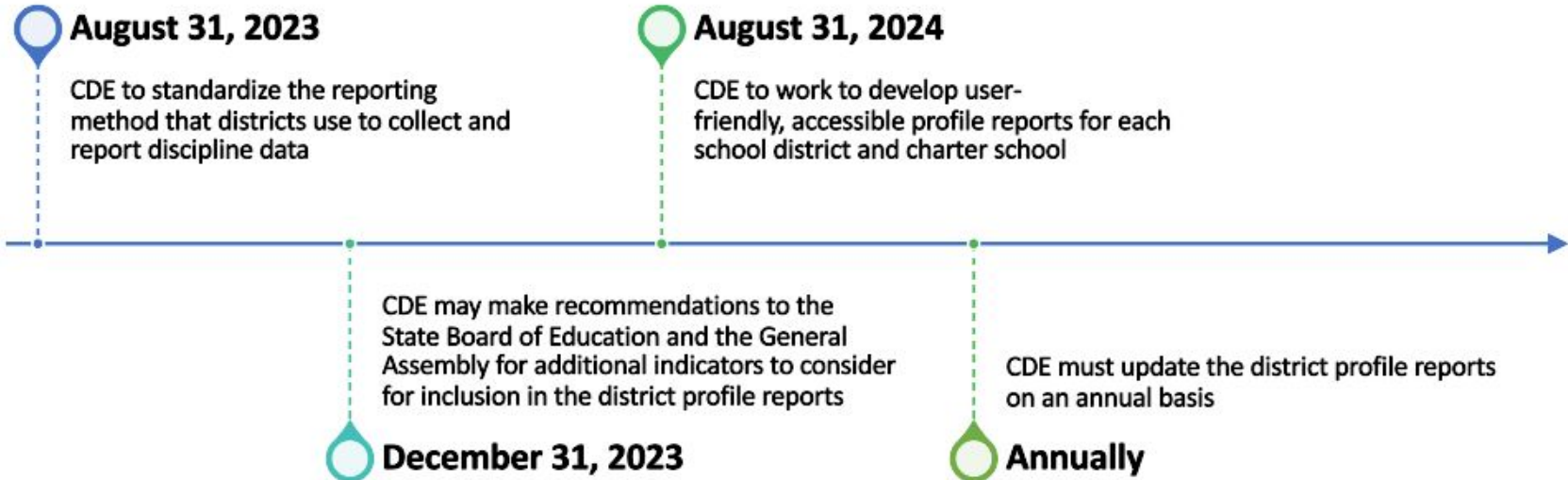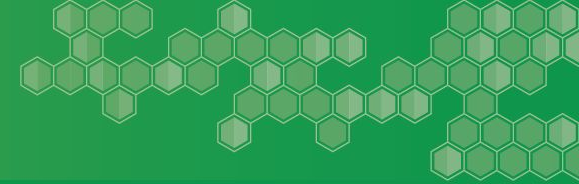
In the 2023-2024 school year it will be collected at the student level

District Profile Reports Required Measures

Chronic absenteeism rates	Number of students handcuffed
Number of in-school and out-of-school suspensions	Number of students physically restrained
Number of expulsions	Number of school-related arrests
Number of referrals to law enforcement	Number of students placed in seclusion
Mental health provider ratios	School climate surveys
The number and type of disciplinary incidents and actions taken in response, at a student level	Any other existing district-level measures that CDE determines relevant and related to school climate

District Profile Reports Timeline

August 31, 2023

CDE to standardize the reporting method that districts use to collect and report discipline data

August 31, 2024

CDE to work to develop user-friendly, accessible profile reports for each school district and charter school

CDE may make recommendations to the State Board of Education and the General Assembly for additional indicators to consider for inclusion in the district profile reports

December 31, 2023

CDE must update the district profile reports on an annual basis
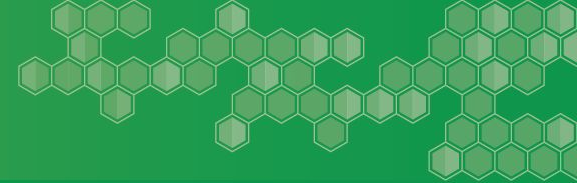
Annually

Lunch break
The Task Force will reconvene at 1:00 PM

School Discipline Data 2022-2023

School Discipline by Action Collection
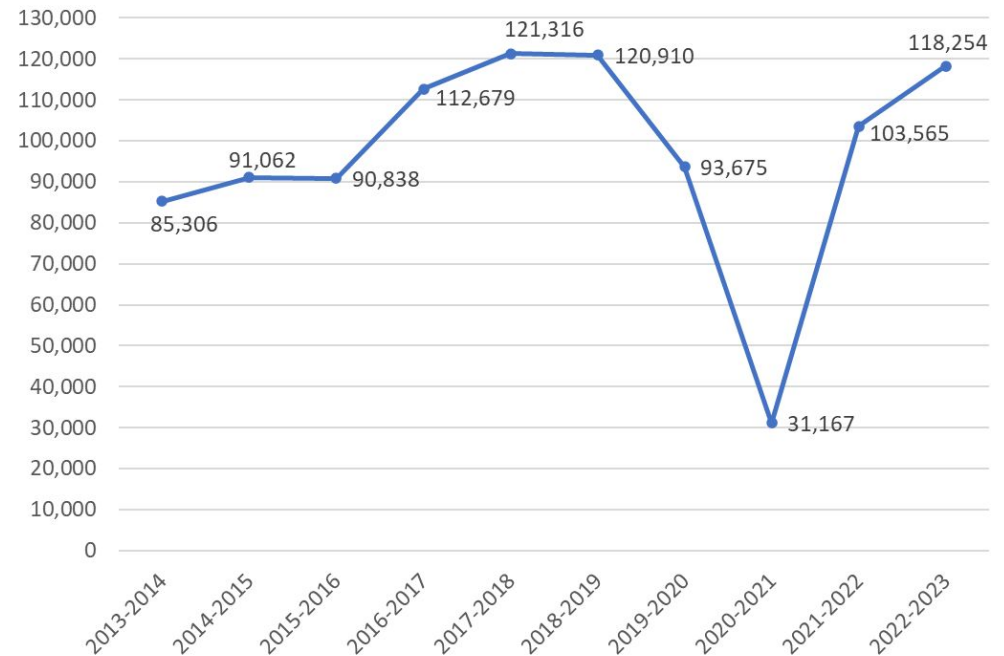
2022-2023 Discipline by Action Overview

- Total Number of Behavior Incidents: 118,254

- Top 3 Behavior Incidents: Detrimental Behavior, Disobedient/Defiant or Repeated Interference, Other Code of Conduct Violations

- Total Number of Suspensions: 98,888

- Total Number of Expulsions: 760

- Total Number of Referrals to Law Enforcement: 2,841

- Total Number of Other Action Taken: 15,765

- Bullying was added as a new behavior incident in the 22-23 collection
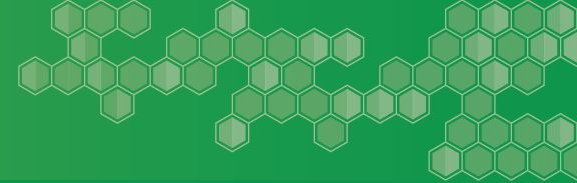
State Discipline Incident 10-Year Trend

- The number of incidents had large fluctuations the past three years

- Yearly incident totals are now similar to the ranges seen in the 2016-2017, 2017-18 and 2018-19 school years

- 2020-2021 school year was impacted by the pandemic

State Discipline Incident Totals 2013-2023

School Year	Incidents
2013-2014	85,306
2014-2015	91,062
2015-2016	90,838
2016-2017	112,679
2017-2018	121,316
2018-2019	120,910
2019-2020	93,675
2020-2021	31,167
2021-2022	103,565
2022-2023	118,254

Behavior Incident Changes 2021-2022 to 2022-2023

Increases

Tobacco Violations: 39.4%

Marijuana Violations: 38.5%

Disobedient/Defiant or Repeated Interference: 16.7% (less than pre-pandemic)

Other Code of Conduct Violations: 11.6% (less than pre-pandemic)

3rd Degree Assaults/Disorderly Conduct: 10.8%

1st, 2nd, or Vehicular Assault: 9.1%

Alcohol Violations: 8.7%

Detrimental Behavior: 5.6% (similar to pre-pandemic)

Decreases

Destruction of School Property: -27.1%
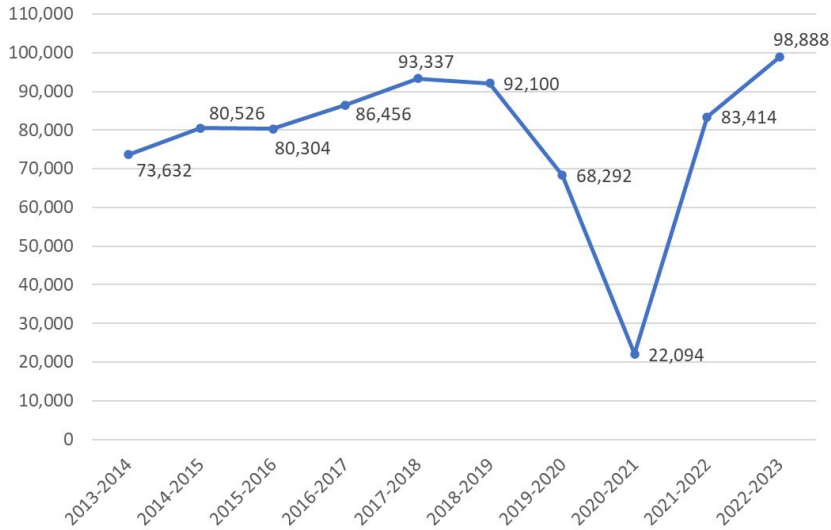
Sexual Violence: -17.5%

*All other categories were in a similar range to past school year
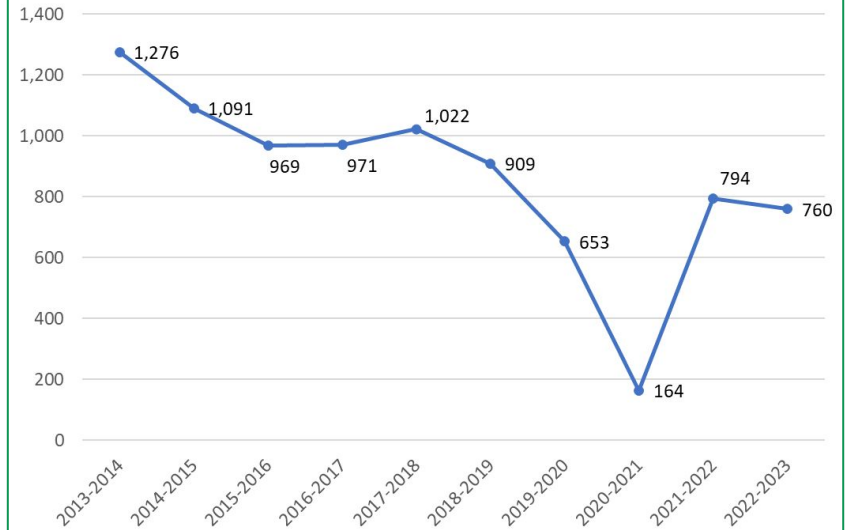
Disciplinary Actions 10-Year Trend

State Suspension Totals 2013-2023

Year	Total
2013-2014	73,632
2014-2015	80,526
2015-2016	80,304
2016-2017	86,456
2017-2018	93,337
2018-2019	92,100
2019-2020	68,292
2020-2021	22,094
2021-2022	83,414
2022-2023	98,888

Slight increase from pre-pandemic levels

State Expulsion Totals 2013-2023

Year	Total
2013-2014	1,276
2014-2015	1,091
2015-2016	969
2016-2017	971
2017-2018	1,022
2018-2019	909
2019-2020	653
2020-2021	164
2021-2022	794
2022-2023	760

Decrease over time

Disciplinary Actions 10-Year Trend Cont.

State Law Enforcement Referrals 2013-2023

Year	Value
2013-2014	4,906
2014-2015	3,742
2015-2016	3,848
2016-2017	3,535
2017-2018	4,007
2018-2019	4,550
2019-2020	3,072
2020-2021	704
2021-2022	3,246
2022-2023	2,841
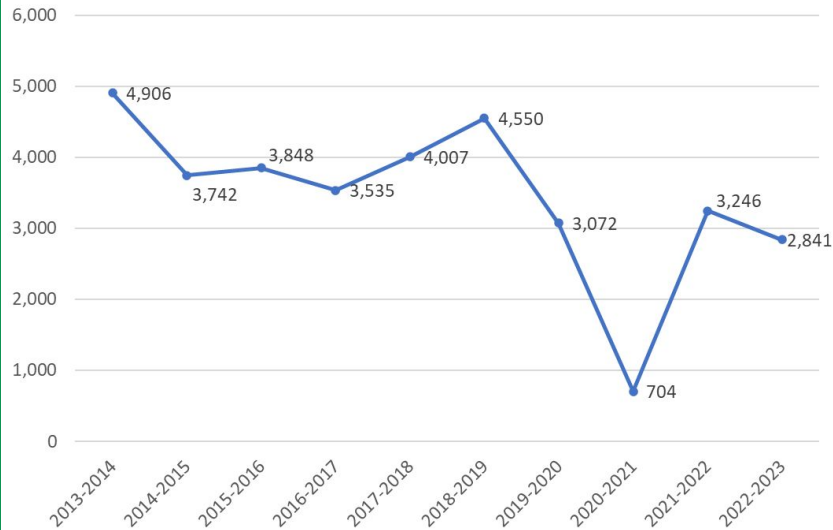
State Other Action Taken Incidents 2013-2023

| Year	Value
2013-2014	5,492
2014-2015	5,703
2015-2016	5,717
2016-2017	21,717
2017-2018	22,950
2018-2019	23,351
2019-2020	21,658
2020-2021	8,205
2021-2022	16,111
2022-2023	15,765
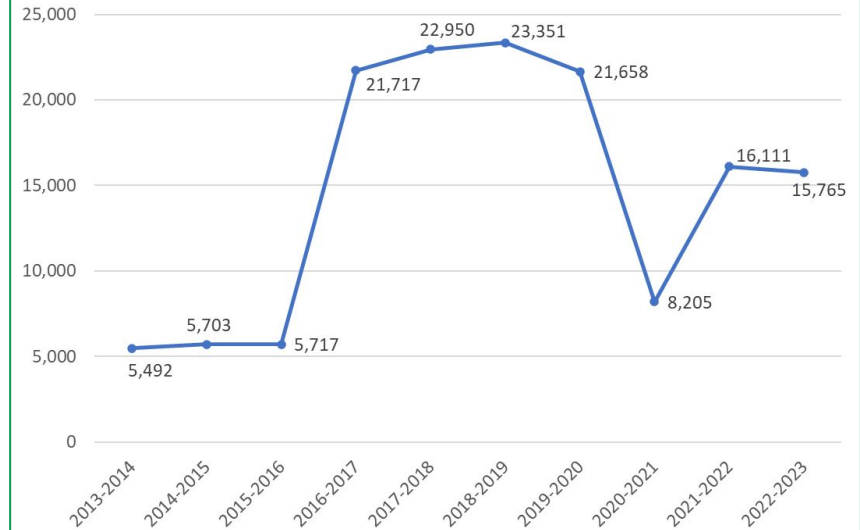
Decrease over time

Decrease over 7 years
Note that actions included may vary between districts and over time

School Discipline by Demographic Collection

2022-2023 Discipline by Demographic Overview
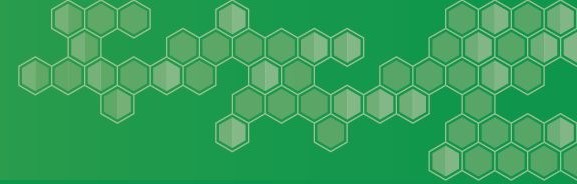
- Number of Students Disciplined: 96,218 (140,030 total students disciplined, students can be counted more than once)

- Proportion of students disciplined in each category is similar to past years, with the exception of race/ethnicity that has had a shift from the highest category of students disciplined being White to Hispanic or Latino

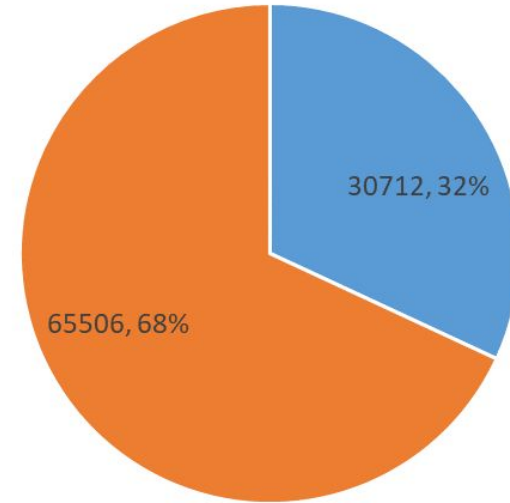*Based on data reported by districts in the school discipline collection*

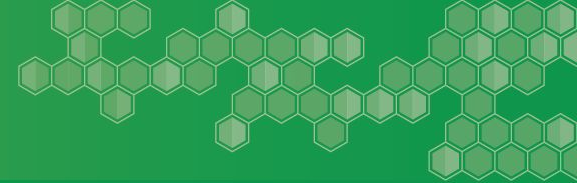# Students Disciplined by Gender 2022-2023

- Males accounted for over two thirds of students disciplined

- The number of male students disciplined is over two times that of female students disciplined

State Discipline by Gender 2022-2023
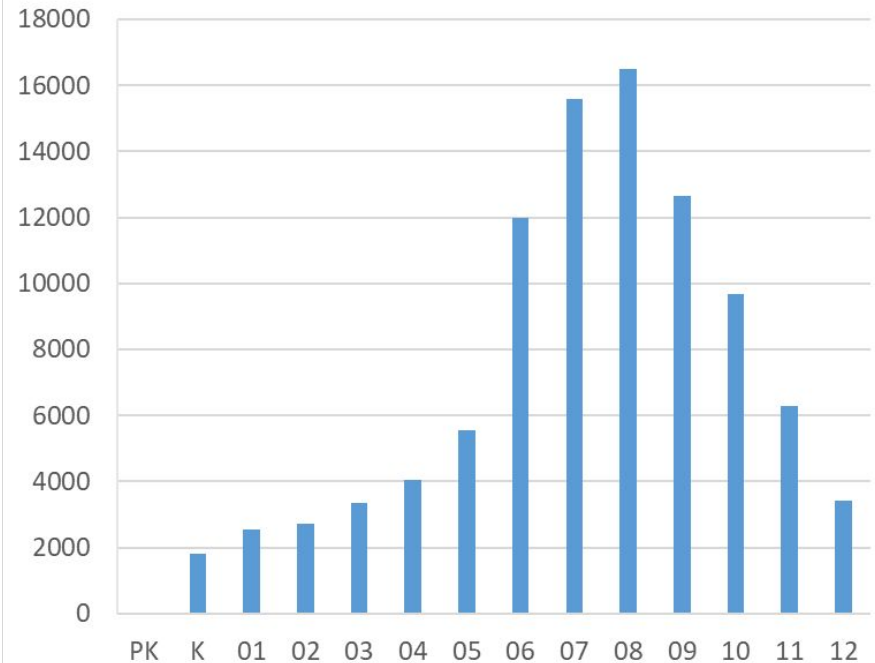

30712, 32%

65506, 68%

■ Female ■ Male

Students Disciplined by Grade Level 2022-2023

- Grade level with highest number of students disciplined: 8th (17.1%), followed closely by 7th (16.2%)

- Middle school and early high school had the highest numbers of students disciplined
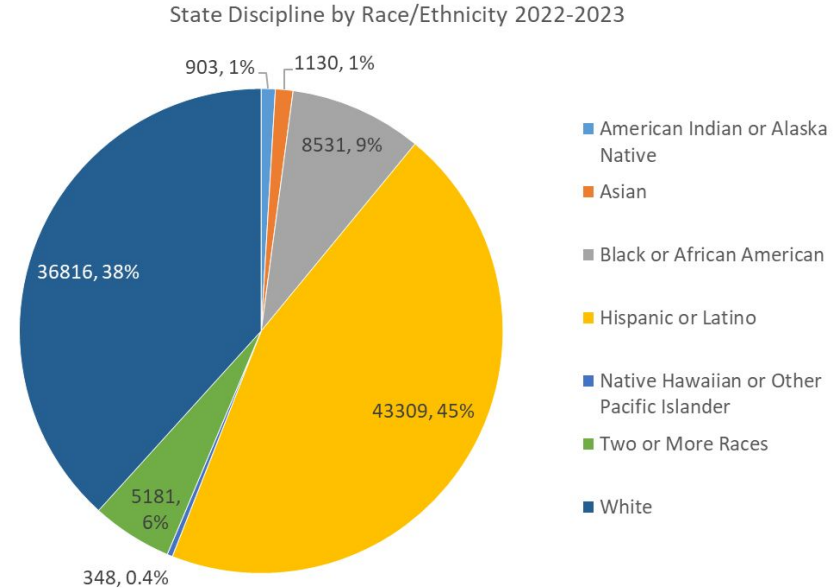

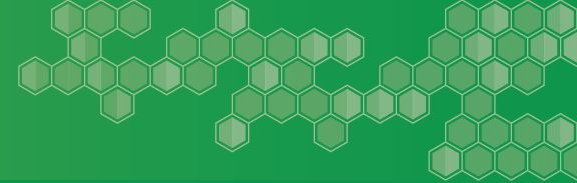State Discipline by Grade Level 2022-2023

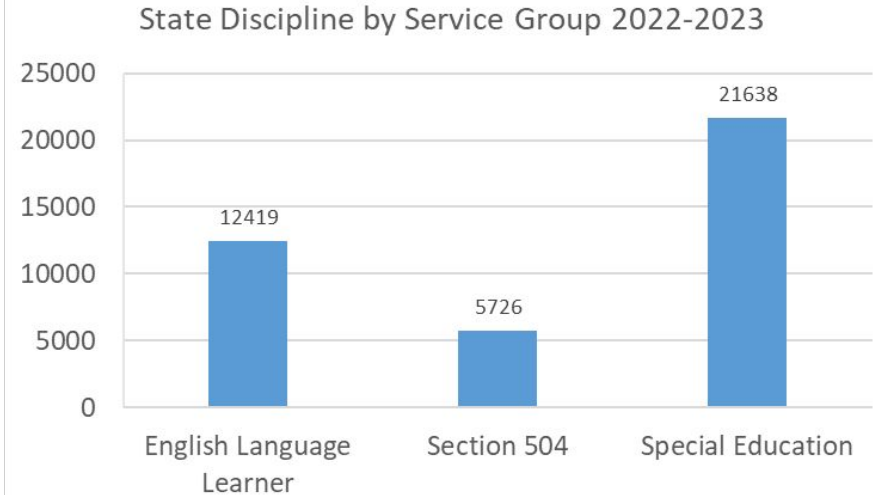# Students Disciplined by Race/Ethnicity 2022-2023

- Race/ethnicity with the highest number of students disciplined: Hispanic or Latino

- Hispanic or Latino and White accounted for 83.3% of students disciplined

State Discipline by Race/Ethnicity 2022-2023

Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Pie chart values: 903, 1%; 1130, 1%; 8531, 9%; 43309, 45%; 348, 0.4%; 5181, 6%; 36816, 38%

- English Language Learners accounted for 13% of students disciplined

- Students with a Section 504 plan accounted for 6% of students disciplined

- Students with Special Education services comprised 22% of students disciplined

State Discipline by Service Group 2022-2023

| Service Group	Count
English Language Learner	12419
Section 504	5726
Special Education	21638

In statute: SB 23-029 Legislative Declaration

- Students who are suspended or expelled are more likely to be without supervision during the suspension or expulsion period, causing students to fall behind in coursework.
- Suspended and expelled students are fifty-one percent more likely to be arrested two or more times than their peers who are not suspended or expelled from school.
- For the 2018-19 school year in Colorado, Black students were 3.2 times more likely to be suspended than White students, and Hispanic students were 1.7 times more likely to be suspended than White students.

- Longitudinal research shows that twelve years after a suspension, suspended youth are less likely than non suspended youth to have earned a high school diploma or a bachelor's degree. Suspended youth are more likely to have been arrested and on probation, which suggests that suspension, rather than selection bias, explains negative outcomes.

The general assembly finds, therefore, that discrimination plays a significant role in perpetuating school safety policies that push students into the criminal justice system. Research demonstrates that Black and Hispanic students are often punished more harshly for the same infractions than White students, which reinforces the role of racial bias in the school discipline system. It is critical to understand disproportionate discipline policies and take steps to address and prevent the progression from school to the criminal justice system from occurring.

National Trends: U.S. Department of Education & Civil Rights Data Collection
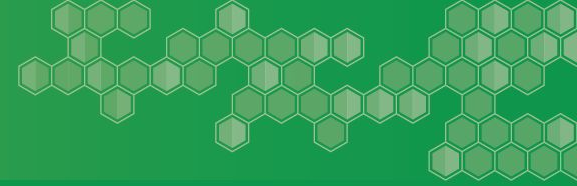
- Most commonly includes students of color and students with disabilities
- "Disparities in student discipline begin as early as preschool and are widespread and persistent"
- In 2017-18, Black students accounted for 15% of student enrollment but 38% of students who received one or more out-of-school suspension
- In 2017-18, students with disabilities accounted for 13% of student enrollment but 25% of students who received one or more out-of-school suspension

Source: *U.S. Department of Education's Office for Civil Rights Seeks Information on the nondiscriminatory administration of School Discipline,* 2021

Significant Disproportionality

IDEA Section 618(d) requires States to annually examine whether significant disproportionality based on race and ethnicity exists in their LEAs (in Colorado, Administrative Units). Having significant disproportionality means that students of a particular race/ethnicity are significantly more likely than their other-race peers to be identified as children with disabilities, identified with a particular disability category (e.g., Autism, Intellectual Disability), placed in a particular educational setting (e.g., separate classroom), or suspended/expelled as a disciplinary measure.

https://www.cde.state.co.us/cdesped/significant_disproportionality