

## **Disproportionate Discipline Task Force**

*January 9, 2024, 3:00 pm - 5:00 pm*

Invitation for Zoom meeting will be shared by Tricia Walz (walz\_T@cde.state.co.us)

### **Meeting Objectives**

- Learn about CDE plan for District Profile Reports
- Review and provide feedback on report format and content
- Profile CDE programs succeeding with dropout prevention & student re-engagement
- Discuss and begin identifying dropout prevention and student re-engagement strategies for recommendation

### **Agenda**

**3:00 pm: Welcome**

**3:05 pm: Introductions**

*Approval of Agenda & Minutes*

*Call for any Announcements*

*Public Comment*

**3:10 pm: Understand, Review, & Provide Feedback on CDE District Profile Reports**

*Jewel Sale, School Climate & Engagement Data Consultant*

**3:45 pm: CDE Panel: Dropout Prevention & Student Re-engagement** *Lili Adeli –*

*Boulder Prep & Claudia Florez – Garfield 16*

**4:30 pm: Member Discussion: Best Practice Identification & Task Force**

**Recommendation Wish List**

**4:55 pm: Public comment**

**5:00 pm: Adjourn**

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## Meeting Minutes

**Attendees:** Elie Zweibel, Co-Chair; Lisa Schlueter, Nicole Alvarado, Sara Pielsticker, Mike Claudio, Lisa Humberd, Sierra Agens, Dawn Fitz, Angelina Sandoval, Bridget Anshus, Anne Keke, Michelle Murphy, Lisa McArthur

**Public Attendees & Staff:** Johann Liljengren, Jewel Sale, Tricia Walz, Lili Adeli (Boulder Prep), Regina Morris (Boulder Prep), Christian Caldwell, Jason Gold, Amber Minogue, Andrea Wilkins

### ***Meeting Called to Order:***

- Co-Chair Elie Zweibel called the meeting to order and the meeting facilitator verified the presence of a quorum.
- Co-Chair Zweibel called for a motion to approve the December 12 meeting minutes. Motion was moved by Nicole Alvarado and 2nd by Dawn Fritz. Minutes were approved.
- Co-Chair Zweibel called for a motion to approve the January 9, 2024 agenda. Motion was made by Nicole Alvarado and 2nd by Sara Pielsticker. Agenda was approved.

***Call for public comment:*** No comments received.

***Agenda Overview:*** Meeting facilitator Amber Minogue provided a review of the agenda and meeting objectives; provided explanation of group activities.

### ***Understand, Review, & Provide Feedback on CDE District Profile Reports***

*Jewel Sale, CDE*

- Reports are compiled pursuant to HB22-1376 - Supported Learning Environment for K-12 Students. CDE is to create district profile reports and consult with stakeholders on their development.
- Reports include information on attendance, behavior, discipline and other factors related to supportive learning environments
- Task Force members are required to review the CDE plan for creating profile reports and were asked to provide input and comments through the use of a jamboard. (See jamboard)
- Reports can be accessed on the CDE website on the dropout prevention page.
- For more detailed information see [meeting slides](#).

### ***Dropout Prevention and Student Re-Engagement***

*Johann Liljengren, CDE*

- Review of relevant Task Force duties:
  - Review best practices identified by the Department concerning drop out prevention and re-engagement
  - Identify alternative approaches to discipline and address concerns around workforce and other resources shortages in school districts in relation to school discipline practices and reporting
- CDE grants to support school climate, behavior and discipline practices in the following focus areas:
  - bullying prevention
  - expelled and at risk student services
  - Project Aware (works to build a comprehensive, coordinated and integrated school behavioral health services systems that supports every student)
  - school climate transformation
  - STOP grant (school violence prevention)
  - Stronger Connections grant (safer communities and healthier outcomes for students)

For more information see [meeting slides](#).

***CDE Panel: Dropout Prevention & Student Re-engagement***

*Lili Adeli and Regina Morris, Boulder Prep High School*

- Boulder Prep HS is an alternative HS serving approximately 100 students and a current recipient of the CDE *Expelled and At-Risk Student Services Grant*
- CDE funds have supported school-wide efforts to address learning environment and student behavior issues.
- Trauma and ACES are a key factor in behavior issues.
- Overall approach at school is centered around establishing trust and building relationships with students with an intention to engage in restorative practice. Approach all restorative practice/discipline incidents with disproportionality in mind. “Do no harm” training and culture.
- Teacher-student relationships must not be perceived as authoritarian. School staff do not use offices and instead have mobile desks. They are constantly moving among the student body, which allows them to observe behavior and detect issues. This approach makes the staff very accessible to students.
- School compensates staff for extra time, including training time, etc.
- Boulder Prep provides an orientation to all students and their families at enrollment to help build relationships. Classrooms are small. (School population overall is small with approximately 100 students.)

- Staff seize opportunities for teaching moments; focus is on student accountability, not punitive discipline.
- All staff are trained in restorative practices and trauma-informed care with a focus on creating a culture of “Do no harm” throughout the school building. The commitment to training results in a very capable staff who helps share the workload of cultivating a supportive and preventative environment.
- One suggestion for applying Boulder Prep’s approach in larger school environments - systemize responses and approaches to discipline incidents (i.e. develop clear discipline incident flowchart for every incident type) to help guide staff and standardize expectations and discipline.
- Important to get to the root of student behavioral issues - staff training can help here. This focus needs to guide discipline and staff must be encouraged to move away from shame/blame-based language or a punitive approach.
- Training accessed by Boulder Prep was provided by Restorative Solutions
- Positive return on investment, with an increase in graduation rate and a higher than average, as compared to other districts, score on their school climate survey.
- CDE is working to expand the dropout prevention framework to extend to school discipline. More discussion on this at future Task Force meetings.

***Member Discussion: Best Practice Identification & Task Force Recommendation Wish List***

- Small group discussion and member input provided through jamboards. (see [jamboards](#) for detailed notes)
- Questions considered by Task Force members:
  - What is your “why” for being on the Task Force?
  - What is the unique perspective or experience that you bring to the discussion?
  - How can you use your unique perspective and expertise to inform the Task Force recommendations?
  - What does the Task Force need to know about the group/issue you represent in relation to school discipline?
  - If you could accomplish one thing on this Task Force, what would it be?
  - What, if anything, do you need to hear about to confidently make that recommendation?

Themes from the jamboards included (slides 2-4):

- Identification of individual member expertise and perspective including public school employees, mental health, substance use disorder, school boards, child development, resources, etc
- Emphasizing voices traditionally marginalized or excluded from participating.
- Beginning to identify wish list for focus and recommendations of task force

***Call for public comment:*** No comments received.

***Next Steps:***

Next meeting is Tuesday, January 23rd at the Douglas County Library in Highlands Ranch.

Light breakfast will begin at 8:30, meeting starts at 9:00.