
ECE -3rd Grade

— Discipline and Opportunity —

Purpose

Review data

Review proposed language for making a change to ECE - 3rd grade discipline practices

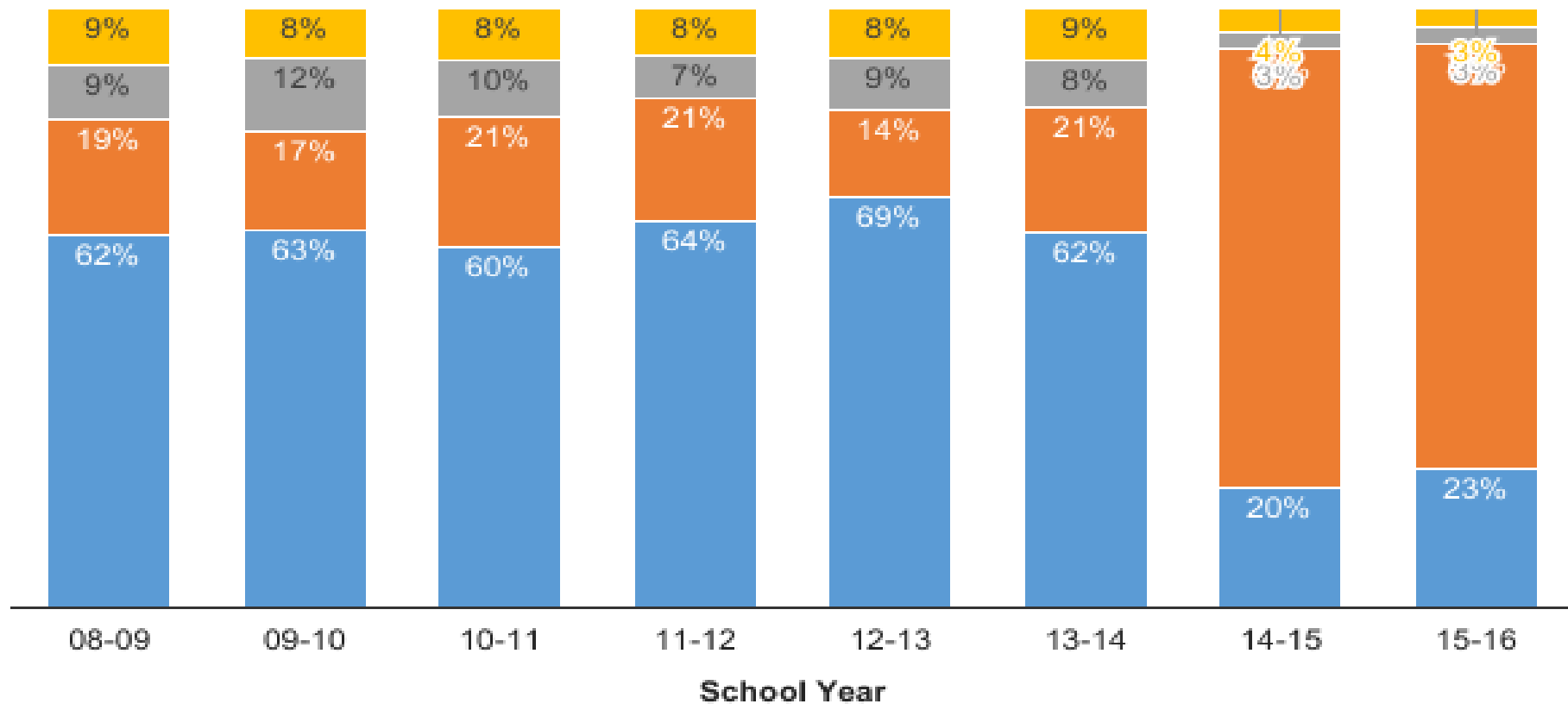
Gather tangible recommendations for how to support schools and students

out of school suspensions

Out of School Suspensions										
	EC		K		01		02		03	
SchoolYear	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
08-09	13	2%	95	13%	165	22%	202	27%	279	37%
09-10	18	2%	109	14%	184	24%	202	26%	261	34%
10-11	18	2%	98	12%	187	24%	201	25%	286	36%
11-12	13	2%	85	13%	154	24%	169	26%	218	34%
12-13	3	1%	51	11%	106	23%	138	30%	158	35%
13-14	12	2%	97	16%	118	19%	160	26%	220	36%
14-15	11	2%	79	16%	115	23%	123	25%	173	35%
15-16	3	1%	77	16%	107	22%	134	27%	170	35%

Discipline Events Resulting in an

■ Detrimental Beh... ■ Disobedient/Defi... ■ Other Violations... ■ All Other Event...



Offenses included in detrimental behavior

208: Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion

209: Bullying: Level I

307: Fighting: Level I

309: Harassment based on race, ethnicity, sexual orientation, gender identity, disability, or religion

310: Bullying Level II

401: Other student behavior presenting an active or ongoing danger to the welfare or safety of school

403: Unlawful sexual behavior, unlawful sexual contact, and indecent exposure

405: Hazing activities

207: Sexual Harassment: Level I

308: Sexual Harassment Level II

proportions

SchoolYear	Out of School Suspensions																			
	Black					Hispanic					ELL					SPED				
	EC	K	O1	O2	O3	EC	K	O1	O2	O3	EC	K	O1	O2	O3	EC	K	O1	O2	O3
08-09	69%	36%	34%	37%	37%	15%	45%	48%	41%	48%	8%	19%	29%	26%	26%	8%	14%	19%	15%	20%
09-10	17%	30%	32%	41%	37%	44%	39%	48%	46%	46%	33%	23%	31%	30%	27%	6%	15%	13%	18%	20%
10-11	33%	39%	28%	30%	35%	50%	39%	55%	52%	51%	29%	16%	30%	22%	29%	24%	18%	16%	19%	18%
11-12	15%	33%	38%	32%	32%	54%	47%	47%	47%	55%	8%	13%	16%	24%	26%	8%	14%	22%	19%	17%
12-13	0%	47%	27%	43%	39%	100%	39%	54%	44%	47%	0%	14%	28%	23%	27%	67%	20%	9%	18%	18%
13-14	25%	28%	43%	42%	39%	25%	49%	41%	36%	47%	0%	24%	19%	21%	23%	42%	14%	14%	15%	17%
14-15	27%	38%	40%	42%	38%	45%	37%	37%	40%	45%	0%	7%	17%	21%	24%	9%	25%	16%	23%	15%
15-16	33%	40%	35%	32%	34%	67%	40%	50%	47%	44%	0%	1%	15%	22%	21%	0%	19%	19%	13%	14%

What does this mean?

We know our literacy issue begins in our early grades

We also know our disproportionate practices also begin in early grades

Move toward changing our discipline practices at the ECE-3rd grade level will reduce out of school suspensions and disproportionality for students of color with the ultimate goal being to close the opportunity gap

Proposed Language

Our goal is to prepare young children to succeed in school and suspending or expelling ECE- 3rd grade children fully contradicts the goals of our district and it creates irrevocable consequences for children. There are no short-term or long-term outcomes that benefit a child when he/she cannot be in school to receive the needed support services due to exclusionary discipline practices. Challenging behaviors exhibited by ECE-3rd grade children must be addressed in the context of a comprehensive approach to behavior support that is designed to teach, nurture and encourage positive social behaviors.

Denver Public Schools ECE-3rd grade students shall not be suspended nor expelled from any publicly funded community-based organization, traditional school, or public charter school that provides ECE and education services to preschool-aged children in a general education or special education program.

If a student in ECE-3rd grade exhibits behavior that presents an imminent danger to the physical, emotional, or mental safety of specific students/staff, the **Instructional Superintendent/Director of OSEL** may grant an exception and assign an emergency one-day in school or out-of-school suspension after consultation with the parent/guardian. During the one-day out-of-school suspension, the principal or designee must develop a plan addressing the safety of students/staff. The plan must include developmentally appropriate strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs and should involve families, administrators, teachers and other auxiliary staff to provide support to children and prepare them for successful educational experiences.

<http://bit.ly/ECE3Discipline17>

Responses

Mindfulness in classrooms-tier2-3 (psychologist-Archuletta)

Working with the students in a classroom-behavior support

Whole school approach-training everyone

Have coaches available to support students

New teacher support/Challenged teachers

Classroom management

Case by case-Parenting support for families at home as well

RP is used; not preventing the behaviors

Tier I effective

Responses

Address the number of AA boys being referred to AN centers

Language offensive---outrageous that the IS has to give approval

Resources & Information

Your schools Equity Report can be found -Principal Portal

<https://principal.dpsk12.org/Pages/Beh-Equity-Behavior.aspx>

Spotlight Report-interventions and supports at your school

<https://principal.dpsk12.org/Pages/WCSStoplight.aspx>

Spotlight on Success Report- strategies to get to 0-3%

<http://bit.ly/SOSChangingtheculture>

Yale Study on Implicit Bias in early grades:

<http://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem>