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Colorado School Discipline Study

Discipline for Student Substance Use Violations



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HIGHLIGHTS



Research shows punitive discipline is associated with negative student outcomes including decreases in achievement, increases in dropout rates, and continued disciplinary actions. However, research also shows positive outcomes are associated with alternative discipline methods (increased achievement, lower dropout rates, and lower rates of further discipline actions).

Research shows school connectedness is a protective factor supporting school success and reducing youth substance use. Studies show school connectedness is lower in schools with a punitive discipline climate.



Since 2000, Colorado has engaged in reform of school discipline statutes including the removal of the “zero tolerance” policies in 2012. Colorado’s legislative efforts have been complemented by initiatives to reduce youth substance use and to enhance positive school culture and climate implemented by state agencies and non-profit organizations. While key experts report increased use of restorative practices, half of Colorado school districts have policies that require out-of-school suspension for first time offenses for substance use/possession violations.



Discipline trends from 2009-2019 related to student substance offenses show marijuana receives more suspension, expulsion, or referral to law enforcement than tobacco or alcohol, despite students using alcohol and tobacco at a higher rate than marijuana. While the use of suspension, expulsion, and referral to law enforcement is declining in Colorado, discipline disparities persist.

Punitive discipline methods continue to be used disproportionately for Students of Color and those with disabilities. While Students of Color comprise 47% of the pupil membership in Colorado, 58% of Students of Color received disciplinary actions in 2018-19.



Many Colorado schools use comprehensive school-wide programs and/or individual intervention programs to support student socio-emotional learning and address youth substance use. Factors supporting the use of student-centered strategies include whole school buy-in and professional development that supports school personnel in a focus on a positive school climate and a culture of equity.

Factors inhibiting the use of alternative discipline strategies include conflicting community norms, racism, a punitive mindset, and inadequate resources.

Experts recommended those who wish to increase the use of student-centered discipline begin by engaging school and district leaders and building support in their communities. They suggest following with training, investing in resources, and on-going professional development for educators.



INTRODUCTION

In 2020, two Colorado state agencies -- the Colorado Department of Public Health and Environment (CDPHE) and the Colorado Department of Human Services, Office of Behavioral Health (CDHS/OBH) – initiated a study of school discipline policies in Colorado. The Evaluation Center, University of Colorado Denver, was contracted to conduct the first phase of the study in collaboration with the initiating state agencies.

The purpose of the study is to inform the development of strategies to **support the use of equitable, alternative student-centered discipline**, especially for students who violate substance use/possession rules, and to reduce the use of punitive and exclusionary methods. The longer-term goal is to encourage schools to implement alternative strategies and programs that foster students’ sense of connection to school. (Please see an overview of the project in the logic model presented in Appendix A.)

Three research questions guide this study. (Please see a description of the study methods in Appendix B.)

1. What factors facilitate the adoption and implementation of alternative discipline practices for youth substance abuse violations in schools?
2. What factors are barriers to adoption and implementation?
3. What strategies are suggested to support school personnel interested in implementing alternative discipline practices?

IMPORTANCE OF THE STUDY

Research tells us that exclusionary discipline practices increase risk for school failure and involvement with the criminal justice system. Complicating the risk, discipline is often administered inequitably. Research shows Students of Color and students with disabilities are regularly disciplined with suspension and expulsion at disproportionately higher rates.

However, researchers have also determined there are evidence-based alternatives to these punitive methods that are associated with positive outcomes for both individual students and for schools. This study hopes to contribute to the field of youth substance use prevention by increasing the understanding of factors that support/inhibit the implementation of alternative discipline methods in schools and has the potential to guide future policy decision-making.

Exhibit 1: *Definitions*

Alternative student-centered discipline practices

are proactive approaches that “aim to address the root causes of student misbehavior by building strong and healthy relationships with students and improving their engagement in the learning environment.”

--Education Commission of the States, 2018

Punitive and exclusionary discipline practices

include out-of-school suspension, expulsion from school, and referrals to law enforcement agencies.

RESEARCH BACKGROUND

PUNITIVE DISCIPLINE PRACTICES

This study builds upon research that associates punitive discipline methods with negative student outcomes. Studies associate negative outcomes for suspended students including:

- **Decreases in grades and achievement** on standardized tests (Arcia, 2006; Noltemeyer et al., 2015; Rausch & Skiba, 2005);
- **Increases in dropout rates** (Balfanz et al., 2015; Marchbanks et al., 2014; Noltemeyer et al., 2015; Rumberger & Losen, 2016); and,
- **High rates of repeat disciplinary involvement** (Gregory et al., 2010; Sullivan, Van Norman, & Klingbeil, 2014; Massar et al., 2015).

A meta-analysis of 34 studies conducted by Noltemeyer et al. (2015) reported a significant inverse relationship between suspensions and academic achievement and a significant positive association between suspensions and dropout.

Furthermore, substantial research shows **racial disparities in the use of suspension**, particularly that Black students are more likely to be suspended than White students (Petras et al., 2011; Raffaele Mendez et al., 2002; Skiba et al., 2002; Wallace et al., 2008). More recent studies show disparities in the use of discipline practices for Latino students (Peguero & Skekarkhar, 2011), students with disabilities (Losen & Gillespie, 2012), and LGBT students (Himmelstein & Bruckner, 2011).

Although research has established that exclusionary discipline practices, such as out-of-school suspension, are ineffective and associated with negative outcomes for the suspended student, suspension is still widely used in the U.S. (Green et al., 2017).

ALTERNATIVE DISCIPLINE PRACTICES

However, researchers have also determined there are **evidence-based alternatives** to the punitive methods that are associated with positive outcomes for both individual students and for schools (American Psychological Association, 2008; Christle et al., 2005; Crone et al., 2010; Liaupsin et al., 2006; Luiselli et al., 2005; Putnam et al., 2006; Skiba & Sprague, 2008; Theriot et al., 2010). In these studies, the use of proactive preventive approaches that address the underlying causes of the behavior and reinforce positive behaviors were found to:

- **Increase academic engagement,**
- **Increase achievement,** and
- **Decrease school dropout.**

In a 2018 study conducted on data from the 2014-2015 school year in Denver Public Schools, Gregory et al. examined whether restorative interventions had an effect on out-of-school suspensions and found that “student participation in restorative interventions substantially reduced the odds that individual students received out-of-school suspension” (p. 176). However, the authors note that the use of restorative interventions may reduce the use of suspension but may not help in reducing the disparities between the

suspension rates of Black and White students. To address the disparities, they suggest “the need for prevention-oriented, race-conscious or culturally adapted approaches that address the broader context in which disparities arise (e.g., poor relationships between school adults and Students of Color, racial biases in perceptions of student behavior, differential access to rigorous and engaging instruction)” (p. 176).

PROTECTIVE FACTORS

It is important to look at research concerning protective factors when examining the use of punitive discipline. The Center for Disease Control (2009) defines protective factors as “individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events; increase an individual’s ability to avoid risks or hazards; and promote social and emotional competence to thrive in all aspects of life now and in the future” (p.3).

Research has identified **school connectedness**, defined as a student’s belief that the adults and peers at school care about not only their learning but also them as individuals, as a protective factor. The National Longitudinal Study of Adolescent Health examined the effects of protective factors on certain adverse behaviors and found that school connectedness is strongly associated with the reduction of several adverse behaviors, like substance use, absenteeism, and early sexual initiation (Resnick et al., 1997).

More specifically, students who are connected to school are:

- **More likely to attend school regularly** (Rosenfeld et al., 1998);
- **Have higher grades and test scores** (Klem & Connell, 2004; Barber & Olsen, 1997); and
- **Less likely to use substances** like alcohol, tobacco, and other drugs (Nonnemaker et al., 2003).

Research has also pointed to four factors that can bolster student school connectedness. These are:

- Adult support,
- Positive peer group,
- Commitment to education, and
- School environment/psychosocial climate.

Psychosocial climate is influenced by discipline policies, meaningful opportunities for student participation, and effective classroom management. **Studies have shown that school connectedness is lower in schools with a punitive discipline climate** (Blum et al., 2002; McNeely et al., 2002).

LINKING PROTECTIVE FACTORS TO SUBSTANCE USE

CDPHE includes “lack of academic success” and “low commitment to school” as variables as part of the Communities That Care’s Risk and Protective Factor Profile -- risk factors can increase a person’s chance for drug abuse while protective factors reduce the risk. Research associates both of these variables with exclusionary discipline and, subsequently, with youth substance use. Colorado data from the Healthy Kids Colorado Survey aligns with this research by linking commitment to school (“important to finish high school”) with lower risk of youth substance use.

Exhibit 2: *Healthy Kids Colorado Survey Results*

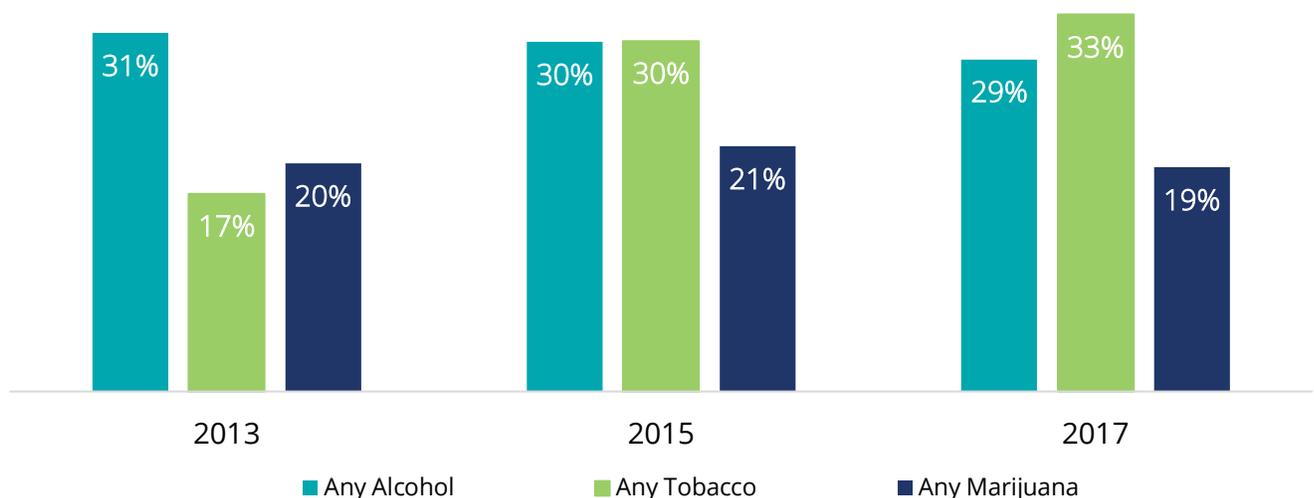
Students who think it is important to finish high school are **less** likely to ...



Use marijuana	64%
Binge drink	59%
Misuse prescription drugs	86%

Results of the Healthy Kids Colorado Survey (Exhibit 3) also show the use of substances by Colorado high school students has changed little over five years.

Exhibit 3: *Current Use (past 30 days) **



*In 2015, the use of e-cigarettes was added to the Healthy Kids Colorado Survey.

COLORADO DISCIPLINE REFORM

LEGISLATION

Colorado has been featured as a national leader in passing school discipline reform legislation (Skiba & Losen, 2016). In the wake of the Columbine massacre in 1999, the Colorado legislature passed the **Colorado Safe Schools Act** (CRS 22-32-109.1) that requires schools to have written discipline codes. This law also requires school districts to submit an annual report to the Colorado Department of Education (CDE) summarizing the learning environment during the prior year including the number of disciplinary violations by type of offense and action taken. These reports are publicly available.

In 2007, the legislature formed the **Colorado Restorative Justice Coordinating Council** (HB 07-1129) to provide training, technical assistance, and education related to restorative practices.

In 2012, Colorado passed landmark school discipline legislation as part of the **School Finance and School Discipline** bill (HB12-1345). This law declared that “zero tolerance” policies had resulted in unnecessary suspensions, expulsions, and referrals to law enforcement. The most significant results of the bill are:

1. Mandatory expulsions for drugs, weapons, assaults, and robbery were eliminated;
2. School administrators were allowed discretion in determining grounds for suspension and expulsions;
3. Factors for consideration in determining disciplinary actions were expanded;
4. Alternative discipline methods were promoted,
5. Training was required for law enforcement officers; and
6. Reporting was required for law enforcement and district attorney actions for school incidents.

A summary of current Colorado discipline statutes is shown in Exhibit 5.

Exhibit 4: Colorado School Discipline Reform Timeline



Exhibit 5: Summary of Colorado School Discipline Statutes (Source: Education Commission of the States, 2020)

What may a student be suspended or expelled for?	Assault Criminal behavior Defiant or disruptive behavior Destruction of property Drug use/possession Firearm/weapon possession Firearm/weapon possession (imitation) Theft/Robbery Making a false accusation Physical harm or threat of physical harm	Colo. Rev. Stat. Ann. § 22-33-106 Colo. Rev. Stat. Ann. § 22-33-105
What must a student be suspended or expelled for?	Criminal behavior Firearm/weapon possession	Colo. Rev. Stat. Ann. § 22-33-106
Are there limitations placed on suspension or expulsion?	Length: Suspension is no more than 5-10 school days, with exceptions.	Colo. Rev. Stat. Ann. § 22-33-105
Are there non-punitive approaches outlined as alternatives to suspension or expulsion?	Alternatives to discipline: Parents attend class with the student to avoid removal. Alternatives to discipline encouraged: Discipline codes must include plans for the use of prevention, intervention, restorative justice, peer mediation, counseling or other approaches to address student misconduct. School districts are encouraged to consider context prior to suspension or expulsion.	Colo. Rev. Stat. Ann. § 22-32-109.1 Colo. Rev. Stat. Ann. § 22-33-106 Colo. Rev. Stat. Ann. § 22-33-105
Are there alternative schooling options available for students who are suspended or expelled?	Yes. Educational services must be provided to expelled students. School districts must provide information on alternative to parents/guardians upon expulsion. Suspended students must be allowed to make-up schoolwork for credit.	Colo. Rev. Stat. Ann. § 22-33-203 Colo. Rev. Stat. Ann. § 22-33-105
When is a school required to involve law enforcement in student discipline?	Not specified in statute or regulation.	
Is corporal punishment permitted?	Yes.	Colo. Rev. Stat. Ann. § 22-32-109.1
Does the state outline reporting requirements for suspension and expulsion?	Boards of Education must annually report to the State Board of Education on the number of students expelled from schools within the district.	Colo. Rev. Stat. Ann. § 22-33-105

In other legislation, Colorado passed the **Restorative Justice** act (HB11-1032) in 2011 that encouraged schools to adopt restorative discipline practices and provided for schoolwide training.

Legislation to reduce the use of suspension for Colorado’s youngest students passed more recently. In 2017, Colorado enacted the **Educators Professional Development Discipline Strategies** bill (HB17-1211) that created a pilot program to fund professional development for educators in the use of culturally responsive methods of discipline for students in preschool through grade 3. However, this bill was not eligible for state appropriations relying on donations; it was subsequently repealed in 2020.

In 2019, Colorado banned the use of suspension and expulsion for young students except when they bring weapons or drugs to school or pose a health and safety threat in the **School Discipline for Preschool through Second Grade** act (HB19-1194).

FACTORS CONTRIBUTING TO DISCIPLINE REFORM LEGISLATION

Key experts in school discipline were consulted for this study recruited from community organizations, non-profit groups, professional organizations, state agencies, and universities (see the list of organizational affiliations for experts in Appendix A). They linked a growing **awareness of the inequities** in the use of exclusionary discipline strategies as the primary impetus for legislative changes nationally and in Colorado.

"The harsh disciplinary practices were really creating a lot of disparities for our students, and that's the prison pipeline. We know that overwhelmingly, it still happens. The Students of Color are suspended for things that the White kids are not."

Key experts noted that considerable research was conducted during the decade prior to the legislative changes in Colorado in 2012. They cited the importance of research showing the **negative impact of exclusionary discipline**, specifically data showing the connection of suspensions to the increased risk of dropping out of school and continued involvement with the criminal justice system.

"People paid attention to the mass research that said ... we were sending too many kids out of school and they were not getting well educated. ... I think there was a lot more attention to dropout statistics from 2012 on, which has been good to see."



"We are setting up this trajectory of the more suspensions [a student receives] ... Then you vastly increase the likelihood that this is somebody who could end up in prison."

Credit was also given to the work of **community advocacy groups** in Colorado, specifically to the efforts of Padres & Jóvenes Unidos who worked (and continue to work) tirelessly to organize support for educational equity.

"One of the forces was a local advocacy group called Padres & Jóvenes Unidos. In 2011, they helped in initiating a study committee that ... took testimony from experts regarding what's wrong with zero tolerance. That resulted in the House bill that created those legislative changes."

Experts also noted that school discipline reforms in Colorado were **part of a national movement**. The US Office of Civil Rights published data showing clear disparities in discipline during the 2011-12 school year. In Summer 2011, the US Department of Education and the Department of Justice launched the Supportive School Discipline Initiative to encourage practices that keep students in school.

Additional factors contributing to Colorado's progress noted by experts were a growing awareness of the problems caused by the inflexibility of the "zero tolerance" regulations and a need for statewide legislation that would improve reporting and consistency across the state.

STATEWIDE INITIATIVES

Colorado's legislative efforts to support school discipline reform have been complemented by the work of state agencies and non-profit organizations. The following initiatives were noted by the key experts consulted for this study and is likely not a comprehensive list.

Expelled and At Risk Student Services (EARSS) is a grant program funded by the Colorado legislature in 1997 initially to provide education for expelled students. In 2000, the program was expanded to include services for students at risk of expulsion. The program is administered by the CDE and awards competitive grants to schools to support early intervention services. In 2018-19, EARSS grantees provided services to 8,183 students including mentoring and restorative practices.

Positive Behavior Intervention Support (PBIS) began training school personnel during the 2002-03 school year starting with two districts and 16 schools. Colorado received a State Improvement Grant to expand PBIS training in 2003, and in 2009, the Commissioner of Education created a unit at the CDE to support the work of PBIS and **Response to Intervention (RTI)**. Colorado received grants from the US Department of Education, Office of Special Education Programs (SPDG) to support the systems change work necessary to implement PBIS and RTI. By 2014, 1,000 Colorado schools had participated in PBIS training.

In 2014, Colorado designated that funds from the sales tax on retail marijuana be used to support the **School Health Professionals Grant** program (SB14-215). This program provides matching grants to schools to increase the availability of mental health professionals in elementary and secondary schools. Substance abuse prevention is a primary focus of the work of the professionals funded through this program.

In 2016, the **Colorado Restorative Justice Practices in Schools Guidelines** was published. This document summarizes the key principles and practices of restorative justice and provides recommendations for training and implementation in schools.

CURRENT SCHOOL DISTRICT POLICIES

Colorado is a local-control state, that is, a state in which public schools are governed by elected or appointed representatives from local communities. The local Board of Education establishes policies at the district-level; however, policies are bounded by state statutes including those related to school discipline (as summarized in Exhibit 5).

Because school district policies must align with state statutes, policies look nearly identical in many of Colorado's 178 school districts. Beyond legislative compliance, key experts explain this similarity is also a result of districts adopting model policies prepared by the Colorado Association of School Boards. This is especially true in the 104 school districts that meet the CDE definition of *small* and *rural*, while larger school districts are more likely to tailor policies to their needs and priorities. (A sample policy is presented in Appendix B.)

District-level policies set the stage for how school administrators can respond to disciplining students in individual schools.

“At the school level, they interpret and implement the district policy based on their local school needs, culture, community. You often see very broad sweeping policy at the district level, and then how that policy is implemented within schools, even within the same district, can vary.”

In addition, to variations in implementation of policies from school to school, there are variations in the district-level discipline policies. While some districts have required discipline consequences, other districts allow school administrators considerable discretion when implementing discipline. It is important to examine these variations in policy as they may present opportunities for communities to examine and potentially revise district policies to support more student-centered and restorative discipline.

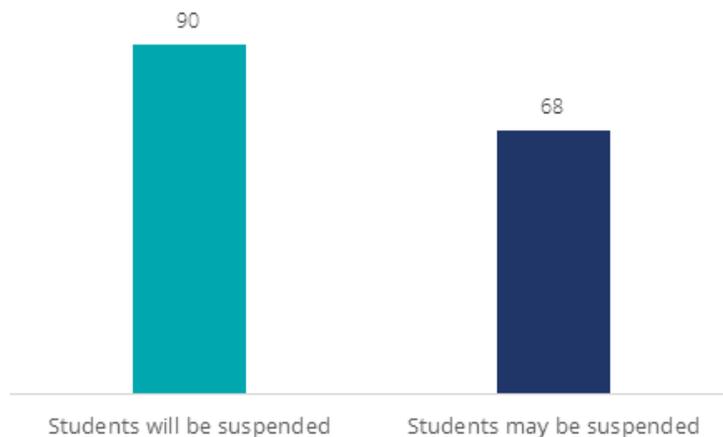
SUBSTANCE USE DISCIPLINE POLICIES

School district policies related to substance violations at school are similar across the state, especially for repeat offenses and for the most serious charges of selling or distributing drugs. However, a review of the policies shows variation in the language used to specify action required by school personnel for the first offense substance use – being at school under the influence - or in the possession of a substance.

Ninety of Colorado school districts (51%) state that the student **“will be suspended”** for a first offense violation of substance policies. The length of the suspension is typically three days; however, it can vary from one to ten days at the discretion of the administrator. Some districts also allow the length of the suspension to be reduced if the student participates in an educational or therapeutic intervention.

Alternately, 68 Colorado districts (38%) state students **“may be suspended”** for first offense substance use or possession allowing administrators some discretion in applying consequences. These results are summarized in Exhibit 6 – please see Appendix C for a list comparing these policies for 158 Colorado school districts (policies were not publicly available for the remaining 20 districts).

Exhibit 6: *Number of Colorado School Districts – “Will suspend” versus “May suspend” Policies*



Sixty-five percent of Colorado school districts (116 of 178) include language in their substance use discipline policies that support school personnel in referrals of students and families to educational, counseling, or treatment services. For example, they may state, “Parent and student may be provided information concerning available and appropriate drug or alcohol counseling, treatment, and rehabilitation programs.” (The remaining districts may implement similar processes although they are not noted in their policies.)

Some school districts include language that supports alternative discipline including referrals to individual intervention programs or restorative justice practices. Notably, Denver Public Schools has a discipline ladder for administrators to support their use of restorative or therapy-based practices that can be accessed online at <https://ddeschool.org/wp-content/uploads/2019/10/JK-R-Attachment-C-Discipline-Ladder.pdf>



COLORADO DISCIPLINE DATA

In Colorado, the use of out-of-school suspension and expulsion as a consequence for discipline offenses is **declining** according to data from CDE (as shown in Exhibits 7). Over three school years with available data for all discipline offenses, the percentage of out-of-school suspensions decreased by approximately 2%. Expulsions also decreased. However, referrals to law enforcement agencies increased by 2%. These results were not due to decreases in student disciplinary action; conversely, during this time period, the total number of disciplinary actions statewide increased from 109,588 to 117,500 incidents.

Exhibit 7: Percentage of Discipline Incidents with Punitive Consequences over three years



DISCIPLINE FOR SUBSTANCE OFFENSES

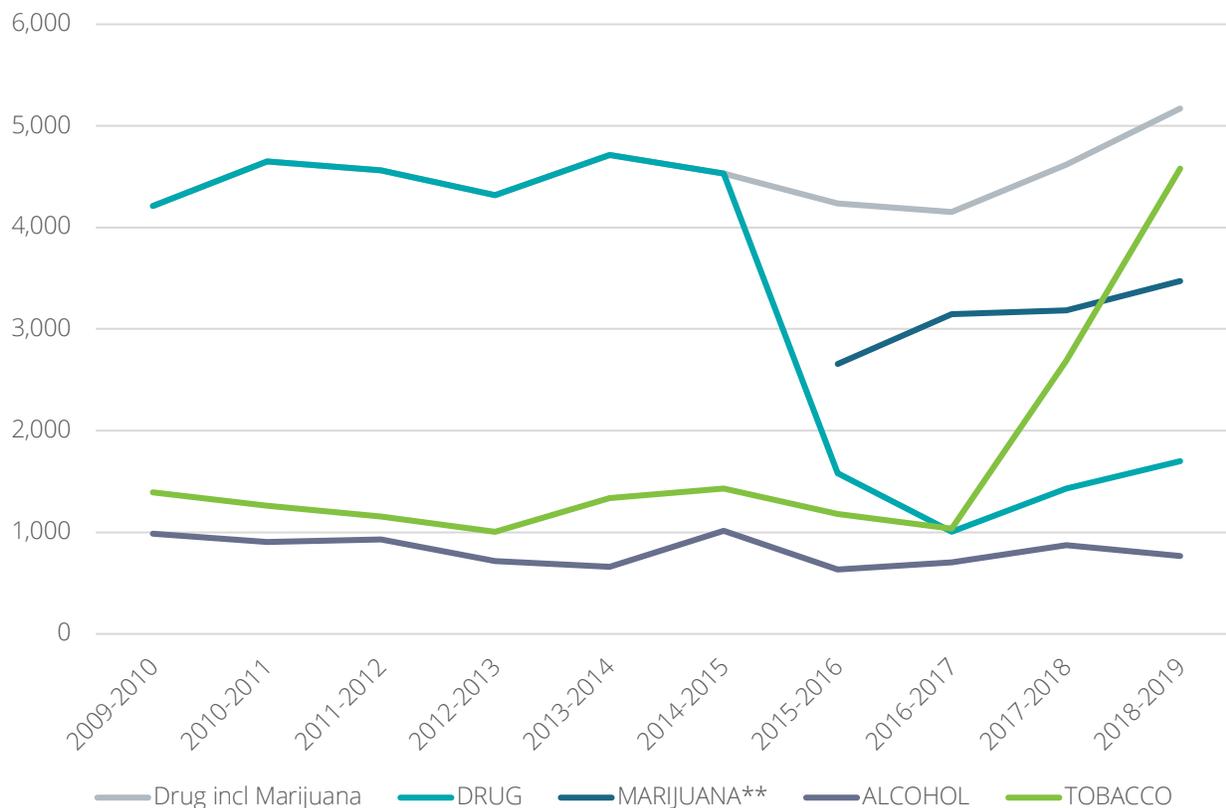
While the above data shows three-year trends for all discipline violations, ten-year trend data is available for student discipline related to substance use violations. Discipline trends from 2009-2019 related to student substance offenses show **marijuana receives more suspension, expulsion, or referral to law enforcement** than tobacco or alcohol, despite students using alcohol and tobacco at a higher rate than marijuana.

As shown in Exhibit 8, the number of suspensions reported for alcohol offenses was consistent over ten years. The drop in the number of suspensions for drugs in 2015 likely resulted because schools began reporting marijuana offenses separately that year. (To account for this change in reporting, the following exhibits include a “drug and marijuana” variable so that the results can be viewed consistently over time.) By combining the numbers for drug and marijuana, the ten-year trend is consistent.

Key experts attribute the increase in suspensions for tobacco offenses beginning in 2016 to the spike in use of e-vapor products and the concerns of both school and community members about student use of these substances.

However, it is important to note Colorado school pupil membership increased by 9.5% from 2009 to 2018. Therefore, stable numbers actually indicate that a lower percentage of students were being suspended over time.

Exhibit 8: Number of *Suspensions (in-School and Out-of-School) for Substance Offenses*



**Marijuana reporting began in 2015.

Expulsion and referrals to law enforcement for substance violations also decreased. Key experts attributed this decrease to the removal of “zero tolerance” policies in 2012 that mandated schools use these consequences for some offenses. As shown in Exhibit 9, expulsion is used infrequently – only 659 students were expelled for substance use violations in 2018-19 representing .07% of Colorado’s pupil membership (911,536) that year. Key experts noted expulsion was typically reserved for students engaged in the sale of substances.

Exhibit 9: Number of Expulsions for Substance Offenses

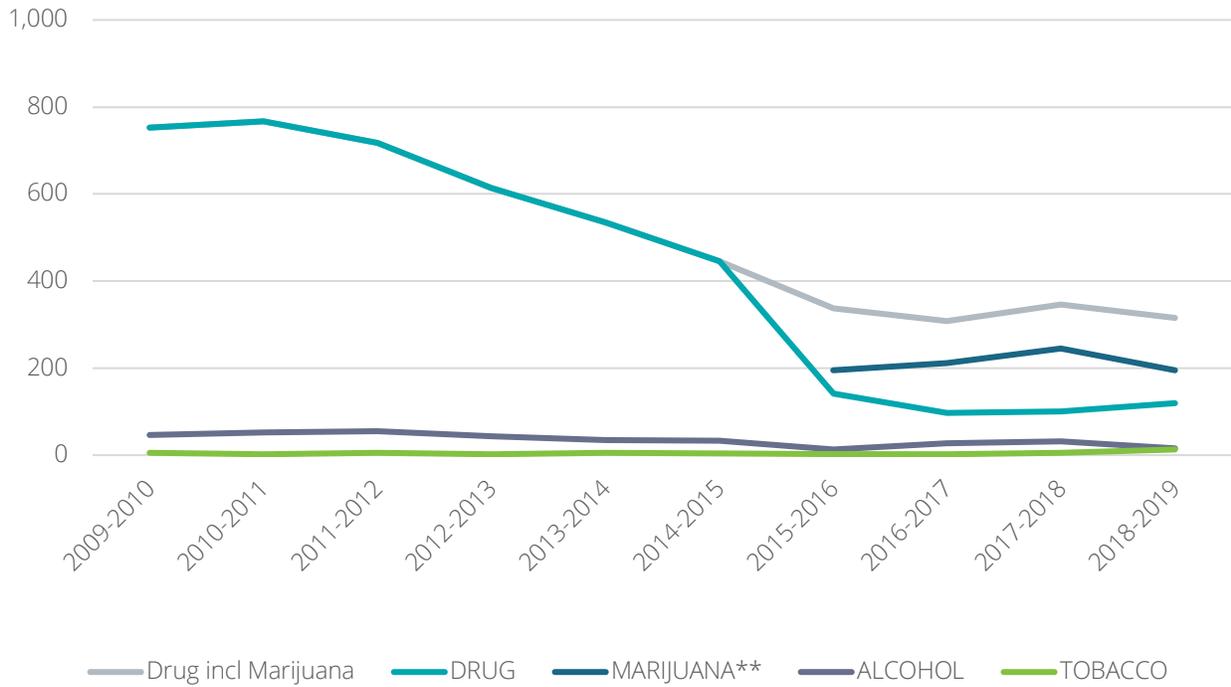
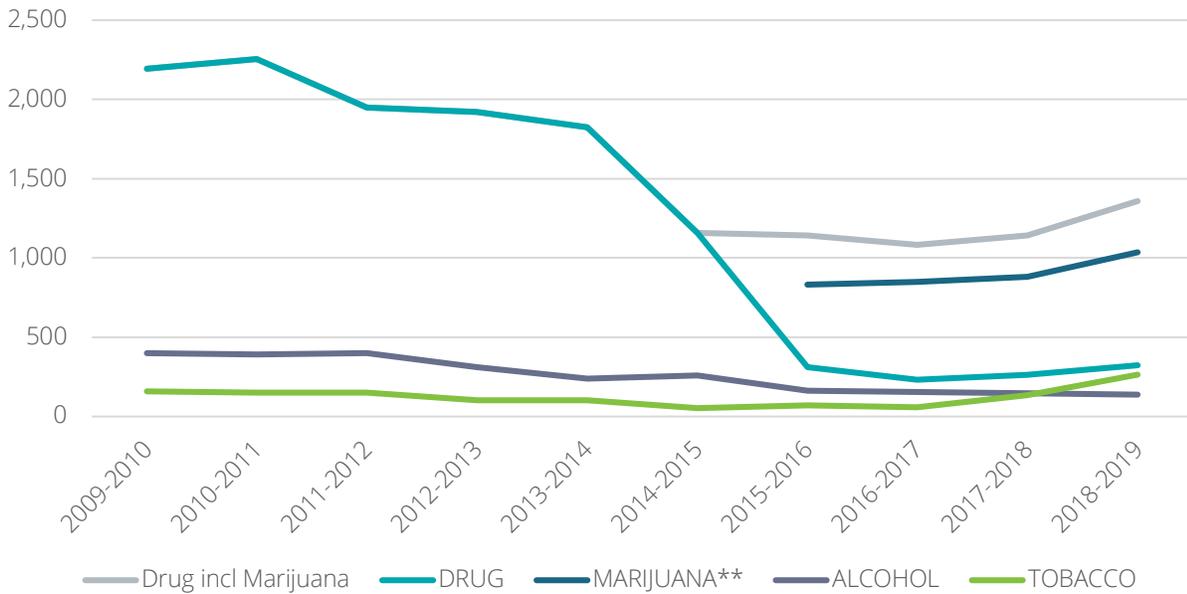


Exhibit 10 shows a similar pattern of decline in the use of referral to law enforcement for substance offenses. Key experts noted students engaged in the most serious offenses may be suspended or expelled and referred to law enforcement.

Exhibit 10: Referrals to Law Enforcement for Substance Offenses

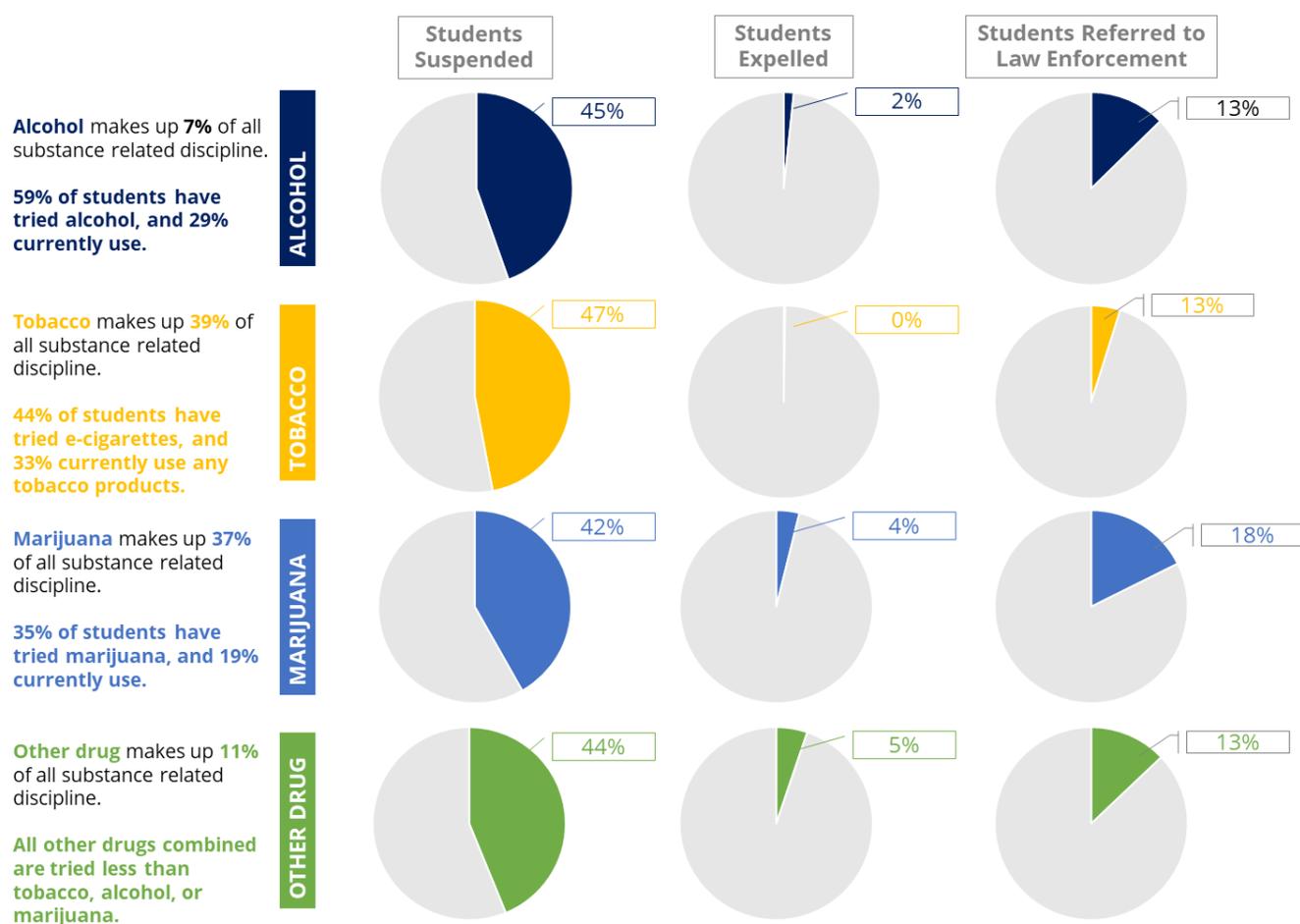


Despite a trend of decreasing use of punitive discipline methods, **suspension was still widely used as a consequence for substance offenses in 2018-19**. As shown in Exhibit 13, 45% of students with alcohol violations were suspended out-of-school, while 2% were expelled, and 13% referred to law enforcement. While this chart focuses on the use of punitive methods, this only accounts for 60% of the alcohol violations meaning that 40% of violations for alcohol were disciplined by other means (in-class suspension, in-school suspension, or other options not identified in the CDE data.)

Similarly, students received suspension as the consequence for 47% of tobacco violations, 42% of marijuana violations, and for 44% of drug offenses.

The consequences for substance violations are presented in Exhibit 11 in order of substances from the highest reported use to lowest reported use with additional data from the 2017 Healthy Kids Colorado Survey.

Exhibit 11: Summary of 2018-19 Substance Use Discipline¹



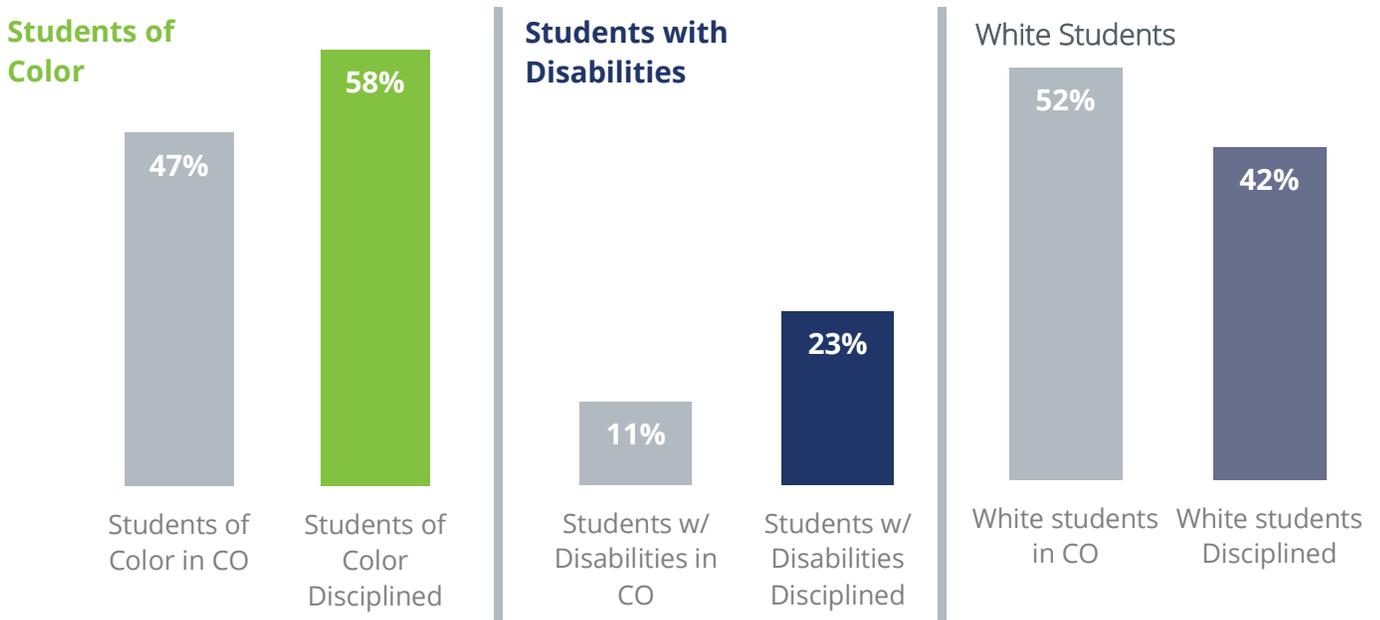
¹ In Exhibit 11, e-cigarette data does not include marijuana. In addition, only 16% of students report ever trying cigarettes.

EQUITY IN SCHOOL DISCIPLINE

Punitive discipline methods continue to be used **disproportionately** for **Students of Color** and those with **disabilities**. For the 2015-16 school year, Colorado data showed that 15.5% of schools had higher rates of out-of-school suspension for Black students as compared to White students; 9.0% of schools had higher rates for Hispanic students, and 33.9% of schools had higher rates of suspension for students with disabilities (Child Trends, 2019).

For 2018-19, Students of Color and students with disabilities were disciplined (using all methods) at a disproportionately higher rate compared to White students. **While Students of Color comprise 47% of the pupil membership, 58% of Students of Color received disciplinary actions.** Similarly, students with disabilities made up 11% of the student population, but 23% were disciplined. (CDE data).

Exhibit 12: *Proportion of Students Disciplined*



Specifically, in 2018-19, **Students of Color** were twice as likely to receive multiple out of school suspensions compared to White students. **Students with disabilities** were four times more likely to receive multiple out of school suspensions compared to White students (CDE data).

PERCEPTIONS OF EQUITY

Key experts agree that Students of Color and students with disabilities are disproportionately disciplined. They cite examples of students committing the same offense yet receiving different consequences with Students of Color receiving harsher discipline.

The primary recommendation from experts was to encourage school personnel to examine their discipline data for inequities.



"I think schools believe that they implement equitably, and I think the data shows that they don't."

"Things do need to change, and I think they can start by looking at some of their data and realizing that there may be an issue there and then really digging in. What schools are most impacted by this? What groups of kids are most impacted by this? Really dig down because it is an equity issue."

Experts also support the on-going national dialogue to address social justice within the schools.

"The more that there is information shared about how [punitive discipline] continues to increase disparities, especially, now, with the conversations we are having around our nation around racial justice. I think there will be even more interest in ... how there can be more equitable environments."

PREVENTION AND INTERVENTION IN PRACTICE

EXAMPLES OF ALTERNATIVE PROGRAMS

The following examples of alternative programs were identified by the key experts consulted for this study; it likely is not a comprehensive list. These programs support the mental health services as available in schools provided by school counselors, psychologists, social workers, nurses, and prevention specialists.

School-wide Prevention and Intervention Programs

- ◇ **LifeSkills** is a substance abuse and violence prevention program used in elementary, middle, and high schools to reduce tobacco, alcohol, and drug use. It focuses on teaching refusal skills and improving self-management and social skills. <https://www.lifeskillstraining.com>
- ◇ **Positive Behavioral Interventions and Supports (PBIS)** is a three-tiered prevention model intended to reduce of referrals to discipline and suspensions and increase academic performance. <https://www.pbis.org>
- ◇ **Restorative Justice** programs support the development of students' skills to address conflict and to build, maintain, and repair relationships. Schools and programs in Colorado are described at <https://www.colorado.gov/pacific/cssrc/cssrc-tools-and-templates>
- ◇ **Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI)** are tiered and graduated approaches to providing services for struggling students <https://www.cde.state.co.us/mtss>
- ◇ **Sources of Strength** is a suicide prevention program that uses peer leaders to increase school engagement and positive adult -youth connection. <https://sourcesofstrength.org>

Individual Student Alternative Programs

- ◇ **ITHRIVE** is a seven-week early intervention program for teens struggling with drugs and alcohol. The program uses teen group therapy, parent education, and drug-free activities. <https://thrivingteens.org/ithriveprogram>
- ◇ **Second Chance** is a web-based, interactive, and self-directed alternative to suspension education program for youth who have violated a tobacco policy at school or tobacco law in the community. The program may also be helpful for youth who may be experimenting with tobacco or other nicotine products. <https://www.rmc.org/what-we-do/training-expertise-to-create-healthy-schools/substance-use-prevention/second-chance/>
- ◇ **Teen Intervene** is an individualized screening and intervention program for students who have experienced mild to moderate problems with alcohol or drug use. The program works with teens and parents and may include referral to addiction treatment. <https://www.hazeldenbettyford.org/addiction/intervention/teen-intervene>

PERCEPTIONS OF ALTERNATIVE DISCIPLINE ADOPTION

Colorado was one of 42 states showing a decrease in the use of out-of-school suspension from 2011 to 2016 (Child Trends, 2019). Ideally, this decrease was due to an increased use of alternative discipline methods and a focus on a positive school climate that developed protective factors for students. However, the extent that Colorado schools are using alternative discipline strategies is not clearly documented.

Key experts consulted for this study report a range of perceptions. Most observe an increase in the use of restorative practices citing the number of trainings and conferences being held in the state as evidence.

“Colorado has been one of the leaders with school based restorative practices. More people are catching on to the restorative process and the impact it could have on culture and climate. I think schools have a real desire to continue fostering a culture and climate that's going to keep students engaged in their learning and in school to the greatest extent possible.”

However, some experts describe considerable variation in the implementation of alternative discipline. Factors contributing to the differences include:

- Variations in mandated penalties from district to district,
- Variations in school conduct policies concerning the use of a system of graduated penalties and interventions, and
- Diverse philosophies of school administrators and teachers.

Other experts noted they had limited knowledge of the implementation of alternative discipline, but they saw a potential for increased use.

“I think that there is a greater awareness. I think there is more importantly, a greater empathy, but I am not so sure that the consequences processes and procedures have changed very much.”



SUPPORTIVE FACTORS

Key experts consulted for this study emphasize the **importance of buy-in** for effective alternative discipline implementation at schools. As school administrators are central to the discipline process, their support is essential. Experts also note the importance of family and community support to the success of alternative discipline. It is especially effective when a district clearly states that equitable student-centered discipline is a priority, and the whole school staff supports the process – administrators, counselors, teachers, bus drivers, and cafeteria workers.



"It starts at the top. You have to have administrative support because it definitely is a school-wide effort, ... It is really a step by step process, and it is a training of the whole staff."

Beyond whole school buy-in, experts also note the importance of **professional development** that increases awareness of the research on discipline and supports school personnel in a focus on a positive school climate and a culture of equity.

"In a current, contemporary education system, we should make people want to feel excited to come to school, want to feel brave enough to make mistakes, comfortable enough to talk to people when they have [problems], and not feel ashamed about those things. ... The environment is being created by the adults who are there."

Experts describe the importance of **developing a mindset** that ideally schools have an ethic of care and learning, rather than an ethic of following rules.

"These schools have completely bought into this idea that kids are going to make mistakes, particularly adolescents. Their brains, especially the critical parts, are still developing. Why don't we teach them? Let's not beat them down when they are at risk. Why don't we build them up?"

Additional supporting factors noted by experts include establishing effective school-level teams with defined roles, starting programs at the beginning of a new school year, learning from the successes of other schools, and having school administrators from diverse backgrounds.



BARRIERS

Key experts identify a series of interrelated themes to describe factors that inhibit the use of alternative discipline methods. They note that community norms vary across school districts in terms of their understanding and acceptance of alternative discipline practices. The most frequently cited barrier to alternative discipline was that conflicting **community norms and parent perceptions** shaped the philosophy of discipline in the schools. Experts emphasize the importance of community and parent involvement to the success of restorative discipline practices, and, conversely, identify the lack of community support as a barrier.

"I see the community and the education system as these enmeshed entities. The hub of your community is your local neighborhood school. I think that they play a big part, and so we have to think about, how are the schools purposely engaging the community to have these same conversations?"

Experts also express concerns that alternative discipline practices are not embraced because of systemic **racism and biases** in communities and schools.

"I think there is still a reluctance for a lot of schools to really dig down into their own data to see what is going on. I think that allows disproportionality to continue because they haven't really looked carefully. ... They just make the assumption, 'That couldn't possibly be one of the issues that we have. I'm sure that we are being very fair.' When they finally look, they are surprised that there is still a lot of disproportionality out there. I think there is a lack of the cultural awareness."

Overlapping with racism, experts also describe **a punitive mindset** that they see present in some schools and communities but not in others.

"Some schools have a very 'law and order' culture and climate and, if you deviate from whatever we tell you, you are going to be punished. Other schools really are more student-centered and trying to figure out ways to make things work with kids. They are less worried about rules and more worried about children."

Experts note that some schools and districts are rooted in a **tradition** of disciplining students in punitive ways.

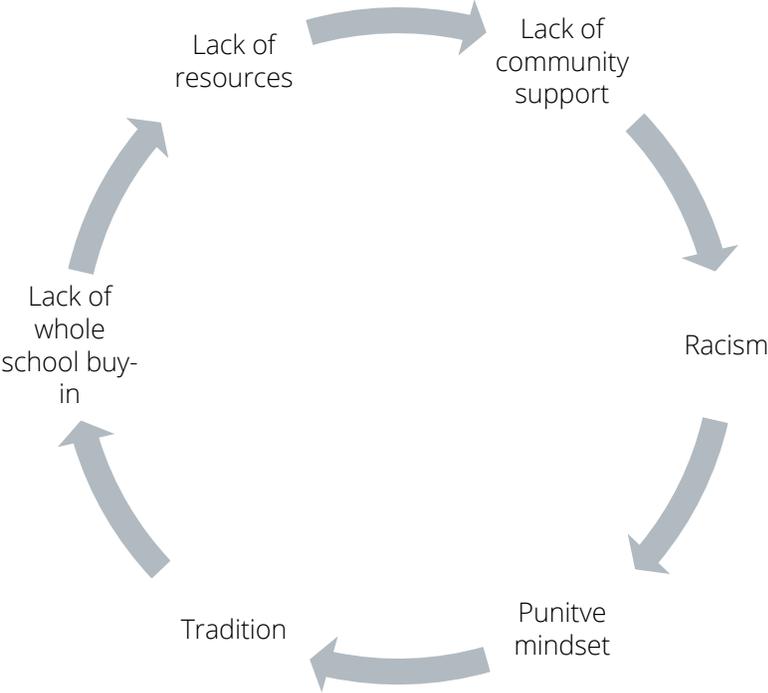
"They say, 'I have been doing it this way for 25 years, and I am fine. My kids come back to visit me; they like me.' Coming up against those long held cultural beliefs about what discipline means and creating that paradigm shift, I think that that is probably the biggest barrier."

Experts shared their observations that attitudes of racism, a need for punishment, and a belief in tradition could also vary across individuals within a school **inhibiting the whole school buy-in** that they describe as an essential supporting factor.

"I think the biggest barrier is that we do not see a unified mindset around this issue. That can either come from the school building administrator who maybe is on a different page, or it could come from even a small cohort of teachers who maybe are not as progressive in the way they think about these things."

Experts note schools often have **inadequate resources** to implement alternative discipline practices. They identify a shortage of personnel with designated time for implementation as a barrier. They observe that discipline practices are sometimes implemented inconsistently due to the competing demands on the time of school personnel. Experts report school personnel need additional data and time to review their data. Experts view the need for comprehensive professional development as another necessary but sometimes unavailable resource.

Exhibit 13: *Cycle of Barriers to Use of Alternative Discipline*



RECOMMENDATIONS TO INCREASE USE OF ALTERNATIVE DISCIPLINE

Key experts consulted for this study recommend initiating a process to increase the use of alternative discipline strategies by beginning with **conversations with school and district leaders**. They suggest emphasis on the school-wide benefits of a positive climate including the contribution to a safe and supportive learning environment and student achievement. They note that even in school districts with policies that encourage the use of alternative discipline methods, school administrators may fall back on the use of punitive approaches unless they are fully engaged with student-centered methods.

Experts suggest providing schools/districts with **examples of the success** of other schools, especially examples from schools that are similar to their own. Experts recommend providing leaders with a **step-by-step process** or flow chart for implementing change.

"I think [school leaders] are sometimes inundated with toolkits from public health partners that don't totally understand the ins and outs of their system. I would say it has to really be school and district informed. ... It needs to be translatable and fit within their parameters and their world."

The next step to increase the use of student-centered discipline recommended by experts is to **engage the community** including parents and local civic organizations. As previously described, some school districts have policies that mandate suspension for first offense substance violations. To allow greater use of alternative discipline options, Board policies will require changes in those districts. While local School Boards have the flexibility to do so under Colorado law, the support of school leaders, locally elected Board members, and the community is essential to implement these policy changes. Experts note it may be prudent to begin with engaging the community in the need for a more general prevention curriculum that contributes to students' socio-emotional learning and school success at elementary and secondary levels as a first step to increasing community support to the use of alternative discipline.

Simultaneous with community engagement, experts recommend **training all adults in the school** and the establishing a **core team** to lead the effort. At this stage, an **investment in resources** is necessary to support the process.

"Part of it is an allocation of resources issue because, if you are going to be implementing restorative practices, it does take a commitment on the time and effort of personnel. There is a lot of professional development that goes along with that. It is usually a whole school approach, so they need to be training all adults on campus. ... There is a cost associated with that. ... Somebody has to take on being a coordinator who connects the dots and works with the family and helps implement the training. ... It may not be their full-time job, but it definitely requires dedicated staff."

Experts recommend **on-going professional development** for all school staff and core teams including:

- Training on equity,
- A whole-child approach,
- A review of discipline data,
- Capacity-development in evidence-based practices, and
- Time to create structures, routines, and systemic changes.

In terms of support from state agencies, experts suggest continued support for programs such as the School Health Professions grants (see page 9) and financial incentives for schools that show improvement in discipline data by reducing the use of punitive discipline and increasing the equitable discipline of students.

CHANGE FACILITATORS

Experts identify school mental health professionals and principals as likely leaders in discipline change initiatives. However, they note that many individuals and agencies (including the state legislators that fund schools) have an important role as agents of change.

“When I look at school districts, I think it is a collective force. There has to be an emphasis. If you are going to move that bus forward, you have to do it together. It can’t be one single principal. It can’t be one assistant principal. It can’t be one teacher. ... You want a school where every kid is feeling that love and care and owning who they are.”

NEXT STEPS

This study was initiated to inform the development of strategies to support the use of equitable, alternative student-centered discipline, especially for students who violates substance use/possession rules. This study identified factors that both support and inhibit the adoption and implementation of alternative discipline practices across a variety of school contexts. Experts recommended areas where additional support is needed for school personnel to use student-centered discipline practices across the state.

The next phase of this study will support the longer-term goal of increasing the use of alternative strategies by informing the development of strategies and resources that would be most helpful to communities interested in growing their awareness, readiness, and use of evidence-based alternative discipline. The study will specifically explore ways communities can unite to revise school district policies and work together to eliminate the inequities in discipline. The importance of this work is clear in the statement from CDPHE below describing the need for these efforts.

"In Colorado and nationally, unacceptable health inequities exist for youth of color and youth who identify as LGBTQ and have a greater impact than individual choices. Racist, heterosexual and cisgender norms dominate our systems and culture. These norms breed a social context where youth of color and youth who identify as LGBTQ often experience discrimination, stigma and bias. By dismantling discriminatory policies and practices, we can reduce inequities and help improve opportunities for all Coloradans."

-- CDPHE

APPENDIX A: PROJECT LOGIC MODEL

INPUTS	STRATEGIES 		SHORT-TERM OUTCOMES	MEDIUM-TERM OUTCOMES	LONG-TERM OUTCOMES	IMPACT
<ul style="list-style-type: none"> ● CDPHE VIP-MHP Staff ● Statewide Partner coalitions ● Funding to state agencies including CDHS & CDPHE ● Local school districts/schools ● RMC Health ● The Evaluation Center (TEC) ● CDE discipline data ● Healthy Kids Colorado and Smart Source data ● Substance abuse prevention and school discipline literature 	<i>Phase 1: Environmental Scan</i>	<i>Phase 2: Engagement</i>	<p>Community and school partners acquire shared language to define the problem, describe model policy, and explain desired outcomes.</p> <p>Community and school partners can describe how student-centered discipline practices contribute to improved student attendance, achievement, and graduation.</p>	<p>Schools/districts implement discipline policies that support the use of student-centered discipline practices.</p> <p>Schools report decreased suspensions, expulsions, and referrals to law enforcement for substance offenses.</p>	<p>Students report decreased use of substances and increased commitment to school.</p> <p>Schools report increased attendance, achievement, and graduation rates.</p>	<p>The community is characterized by health equity, which provides youth with the opportunity to achieve their school and career potential.</p>
	<ol style="list-style-type: none"> 1. TEC conducts a systematic review of discipline policies related to youth substance use in Colorado (including current policies, state statutes, and school discipline data disaggregated by race and socio-economic status). 2. TEC reviews promising student-centered discipline practices in the literature and compares to current policies. 3. TEC interviews key informants to collect: <ol style="list-style-type: none"> a. their perceptions of factors supporting/inhibiting use of student-centered discipline practices and b. their recommendations of school/district case study sites using student-centered discipline. 4. TEC collects data from case study sites concerning facilitators/barriers and outcomes. 	<ol style="list-style-type: none"> 5. Project leaders connect with policymakers to increase their readiness and understanding of the need for student-centered discipline policies to support health equity. 6. Project leaders develop a toolkit to support implementation of policies to increase the use of student-centered discipline practices. 7. Project leaders facilitate training and TA to local public health agencies/school partners on the toolkit. 				

Overarching Goal: To encourage health equity through the implementation of student-centered school discipline policies related to substance use that support student health and achievement as an alternative to suspension, expulsion, or referral to law enforcement

APPENDIX B – METHODS

This study was reviewed by the Colorado Multi-Institutional Review Board at the University of Colorado and determined to be “non-human subjects research” (Protocol #20-0950). This designation indicates that the study, although a systematic investigation, did not collect identifiable data about any individual.

The Evaluation Center team used four methods in this study:

1. Review of publicly available discipline data from the Colorado Department of Education,
2. Review of information available on websites for school districts, state laws, initiatives, and programs;
3. Review of relevant scholarly research; and
4. Contacts with key experts for data and interviews (n = 16).

Interviewees were professionals with expertise in school discipline representing the following organizations:

- Advancing Dynamic Solutions
- Colorado Children’s Campaign
- Colorado Department of Education
- Colorado Department of Public Safety
- Colorado Association of School Executives
- Colorado Association of Latina/o Administrators and Superintendents
- Conflict Center
- Denver Public Schools
- Padres & Jóvenes Unidos
- RMC Health
- University of Colorado Denver
- University of Utah

Interviews were conducted by phone or virtual media, recorded, and transcribed. Transcripts were coded twice using NVivo 12 (QRS International) employing the strategy of focused coding to develop major categories or themes from the data (Saldana, 2013).

APPENDIX C – EXAMPLE DISCIPLINE CODE

Policy JICH-R - Drug and Alcohol Involvement by Students

Sanctions and interventions

Students are subject to disciplinary action up to and including suspension and expulsion for any single violation of the accompanying policy. Offenses and consequences for violations of the accompanying policy shall be cumulative for three calendar years. Offenses confirmed from schools prior to the student's enrollment in the district may count toward the cumulative total.

Possession, use and/or being under the influence

First offense

1. The student will be suspended from school for three days.
2. A parent conference will be held.
3. The principal or designee will attempt to develop with the student's parent/guardian and student a plan that will outline the responsibilities of the parent/guardian, the student and the school in an effort to prevent further offenses from occurring.
4. The principal or designee may recommend additional suspension and/or expulsion depending on the severity of the case.

Second offense

1. The student will be suspended from school for five days.
2. The principal or designee may recommend additional suspension and/or expulsion depending on the severity of the case.

Third offense

1. The student will be suspended for 10 days and recommended for expulsion.
2. Alternatively, the expulsion may be waived and a suspension of no less than five days shall be imposed if the student agrees to complete an approved education/counseling/treatment program mutually agreed to by the student's parent/guardian and the principal or designee. The student and student's parent/guardian shall be responsible for the program's completion and its costs. Failure to provide documentation of completion of the program within the required time limits shall result in the imposition of the full expulsion period initially recommended.
3. The principal or designee may determine that the alternative to suspension is not appropriate.
4. Students who complete the approved education/counseling/treatment program shall be expelled for subsequent offenses of the Board's policy regarding student involvement with drugs and alcohol.

Purchase, sale, distribution and exchange

First offense

1. The student will be suspended for 10 days and recommended for expulsion.
2. Alternatives to expulsion may be considered by the principal or designee.

Second offense

1. The student will be suspended for 10 days and recommended for expulsion upon the second offense and all subsequent offenses within any three-year period.

APPENDIX D – COLORADO SUBSTANCE USE DISCIPLINE POLICIES FOR FIRST OFFENDERS

County	School District	For first offense use or possession of drugs or alcohol, students ...		Policy includes mention of education, counseling, or treatment	Substance use policies not available on website
		“will be suspended”	“may be suspended”		
ADAMS	Mapleton 1		x	x	
ADAMS	Adams 12 Five Star Schools		x		
ADAMS	Adams County 14	x			
ADAMS	School District 27J		x		
ADAMS	Bennett 29J	x		x	
ADAMS	Strasburg 31J		x	x	
ADAMS	Westminster Public Schools		x	x	
ALAMOSA	Alamosa RE-11J	x		x	
ALAMOSA	Sangre De Cristo Re-22J	x		x	
ARAPAHOE	Englewood 1		x	x	
ARAPAHOE	Sheridan 2		x	x	
ARAPAHOE	Cherry Creek 5		x	x	
ARAPAHOE	Littleton 6	x		x	
ARAPAHOE	Deer Trail 26J	x		x	
ARAPAHOE	Adams-Arapahoe 28J		x	x	
ARAPAHOE	Byers 32J		x	x	
ARCHULETA	Archuleta County 50 Jt		x	x	
BACA	Walsh RE-1				x
BACA	Pritchett RE-3				x
BACA	Springfield RE-4				x
BACA	Vilas RE-5				x
BACA	Campo RE-6	x			
BENT	Las Animas RE-1	x			
BENT	McClave Re-2		x	x	
BOULDER	St Vrain Valley RE1J	x			
BOULDER	Boulder Valley Re 2	x		x	
CHAFFEE	Buena Vista R-31	x		x	
CHAFFEE	Salida R-32	x		x	
CHEYENNE	Kit Carson R-1		x	x	
CHEYENNE	Cheyenne County Re-5	x			
CLEAR CREEK	Clear Creek RE-1		x		
CONEJOS	North Conejos RE-1J	x			
CONEJOS	Sanford 6J				x
CONEJOS	South Conejos RE-10		x	x	
COSTILLA	Centennial R-1	x		x	
COSTILLA	Sierra Grande R-30		x	x	
CROWLEY	Crowley County RE-1-J	x		x	
CUSTER	Custer County School District C-1	x		x	
DELTA	Delta County 50(J)	x		x	
DENVER	Denver County 1		x	x	

County	School District	For first offense use or possession of drugs or alcohol, students ...		Policy includes mention of education, counseling, or treatment	Substance use policies not available on website
		"will be suspended"	"may be suspended"		
DOLORES	Dolores County RE No.2	x		x	
DOUGLAS	Douglas County Re 1	x		x	
EAGLE	Eagle County RE 50		x	x	
ELBERT	Elizabeth School District	x			
ELBERT	Kiowa C-2	x		x	
ELBERT	Big Sandy 100J	x		x	
ELBERT	Elbert 200	x		x	
ELBERT	Agate 300		x	x	
EL PASO	Calhan RJ-1	x		x	
EL PASO	Harrison 2		x	x	
EL PASO	Widefield 3		x	x	
EL PASO	Fountain 8		x	x	
EL PASO	Colorado Springs 11		x	x	
EL PASO	Cheyenne Mountain 12	x		x	
EL PASO	Manitou Springs 14	x		x	
EL PASO	Academy 20	x		x	
EL PASO	Ellicott 22	x		x	
EL PASO	Peyton 23 Jt		x	x	
EL PASO	Hanover 28	x		x	
EL PASO	Lewis-Palmer 38	x			
EL PASO	District 49	x		x	
EL PASO	Edison 54 JT		x	x	
EL PASO	Miami/Yoder 60 JT	x		x	
FREMONT	Canon City RE-1	x			
FREMONT	Fremont RE-2		x		
FREMONT	Cotopaxi RE-3	x		x	
GARFIELD	Roaring Fork RE-1		x	x	
GARFIELD	Garfield Re-2		x	x	
GARFIELD	Garfield 16	x		x	
GILPIN	Gilpin County RE-1	x		x	
GRAND	West Grand 1-JT	x			
GRAND	East Grand 2		x	x	
GUNNISON	Gunnison Watershed RE1J		x	x	
HINSDALE	Hinsdale County RE 1	x			
HUERFANO	Huerfano Re-1	x		x	
HUERFANO	La Veta Re-2		x	x	
JACKSON	North Park R-1	x		x	
JEFFERSON	Jefferson County R-1	x		x	
KIOWA	Eads RE-1		x	x	
KIOWA	Plainview RE-2				x
KIT CARSON	Arriba-Flagler C-20	x			

County	School District	For first offense use or possession of drugs or alcohol, students ...		Policy includes mention of education, counseling, or treatment	Substance use policies not available on website
		"will be suspended"	"may be suspended"		
KIT CARSON	Hi-Plains R-23		x		
KIT CARSON	Stratton R-4				x
KIT CARSON	Bethune R-5				x
KIT CARSON	Burlington RE-6J	x			
LAKE	Lake County R-1	x			x
LA PLATA	Durango 9-R		x	x	
LA PLATA	Bayfield 10 Jt-R	x		x	
LA PLATA	Ignacio 11 JT	x		x	
LARIMER	Poudre R-1	x			
LARIMER	Thompson R2-J		x	x	
LARIMER	Estes Park R-3		x	x	
LAS ANIMAS	Trinidad 1	x		x	
LAS ANIMAS	Primero Reorganized 2				x
LAS ANIMAS	Hoehne Reorganized 3				x
LAS ANIMAS	Aguilar Reorganized 6		x		
LAS ANIMAS	Branson Reorganized 82	x			
LAS ANIMAS	Kim Reorganized 88	x		x	
LINCOLN	Genoa-Hugo C113		x		
LINCOLN	Limon RE-4J	x			
LINCOLN	Karval RE-23				x
LOGAN	Valley RE-1	x			
LOGAN	Frenchman RE-3	x		x	
LOGAN	Buffalo RE-4J	x		x	
LOGAN	Plateau RE-5	x		x	
MESA	De Beque 49JT	x		x	
MESA	Plateau Valley 50	x		x	
MESA	Mesa County Valley 51	x		x	
MINERAL	Creede School District	x			
MOFFAT	Moffat County RE: No 1	x		x	
MONTEZUMA	Montezuma-Cortez RE-1	x		x	
MONTEZUMA	Dolores RE-4A	x		x	
MONTEZUMA	Mancos Re-6		x		
MONTROSE	Montrose County RE-1J	x		x	
MONTROSE	West End RE-2		x	x	
MORGAN	Brush RE-2(J)		x	x	
MORGAN	Fort Morgan Re-3	x		x	
MORGAN	Weldon Valley RE-20(J)		x	x	
MORGAN	Wiggins RE-50(J)		x	x	
OTERO	East Otero R-1		x	x	
OTERO	Rocky Ford R-2	x			
OTERO	Manzanola 3J		x		

County	School District	For first offense use or possession of drugs or alcohol, students ...		Policy includes mention of education, counseling, or treatment	Substance use policies not available on website
		"will be suspended"	"may be suspended"		
OTERO	Fowler R-4J	x		x	
OTERO	Cheraw 31		x	x	
OTERO	Swink 33				x
OURAY	Ouray R-1		x	x	
OURAY	Ridgway R-2		x	x	
PARK	Platte Canyon 1		x	x	
PARK	Park County RE-2		x		
PHILLIPS	Holyoke Re-1J		x		
PHILLIPS	Haxtun RE-2J		x	x	
PITKIN	Aspen 1		x	x	
PROWERS	Granada RE-1	x			
PROWERS	Lamar Re-2	x		x	
PROWERS	Holly RE-3		x	x	
PROWERS	Wiley RE-13 Jt				x
PUEBLO	Pueblo City 60	x		x	
PUEBLO	Pueblo County 70		x	x	
RIO BLANCO	Meeker RE-1	x		x	
RIO BLANCO	Rangely RE-4		x	x	
RIO GRANDE	Upper Rio Grande School District C-7				x
RIO GRANDE	Monte Vista C-8		x	x	
RIO GRANDE	Sargent RE-33J	x		x	
ROUTT	Hayden RE-1		x		
ROUTT	Steamboat Springs RE-2		x	x	
ROUTT	South Routt RE 3				x
SAGUACHE	Mountain Valley RE 1	x		x	
SAGUACHE	Moffat 2				x
SAGUACHE	Center 26 JT		x	x	
SAN JUAN	Silverton 1				x
SAN MIGUEL	Telluride R-1	x			
SAN MIGUEL	Norwood R-2J	x		x	
SEDGWICK	Julesburg Re-1				x
SEDGWICK	Revere School District	x		x	
SUMMIT	Summit RE-1	x		x	
TELLER	Cripple Creek-Victor RE-1	x		x	
TELLER	Woodland Park Re-2		x	x	
WASHINGTON	Akron R-1	x		x	
WASHINGTON	Arickaree R-2	x			
WASHINGTON	Otis R-3	x			
WASHINGTON	Lone Star 101				x
WASHINGTON	Woodlin R-104		x	x	
WELD	Weld County RE-1	x		x	

County	School District	For first offense use or possession of drugs or alcohol, students ...		Policy includes mention of education, counseling, or treatment	Substance use policies not available on website
		“will be suspended”	“may be suspended”		
WELD	Eaton RE-2		x	x	
WELD	Weld County School District RE-3J		x	x	
WELD	Windsor RE-4	x			
WELD	Johnstown-Milliken RE-5J	x		x	
WELD	Greeley 6		x	x	
WELD	Platte Valley RE-7	x		x	
WELD	Weld Re-8 Schools		x	x	
WELD	Ault-Highland RE-9		x		
WELD	Briggsdale RE-10	x			
WELD	Prairie RE-11	x			
WELD	Pawnee RE-12	x		x	
YUMA	Yuma 1	x		x	
YUMA	Wray RD-2	x			
YUMA	Idalia RJ-3		x		
YUMA	Liberty J-4				x

APPENDIX E – REFERENCES

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