

# A Community of Practice on *Advancing Equity for Students with Disabilities in Schools*

Today's Topic- Promoting Equitable Disciplinary Practices

# Remember to Sign- in

*"Advancing  
Equity for  
Students with  
Disabilities in  
Schools"*



24-25 Michael Ramirez Sign-in



# Facilitator Information

- Michael Ramirez, Ed.D. (He/Him/His)
  - Exceptional Student Services Unit, Colorado Department of Education (CDE)
    - Supervisor, Equity Projects Specialist
    - Facilitative Leader and Coordinator for IHE CoP
  - Adjunct Faculty at Colorado Christian University
  - Background:
    - CDE Leadership (RtI, PBIS, Building Bridges MH Grant, Restraint / Seclusion Rules)
    - Supervised CDE's initial implementation of MTSS
    - Founder of a Facility School's flagship program (Shiloh House, Inc.)

# Facilitator Information, Continued

- Bryn Harris, PhD, NCSP (she/her/hers)
  - Professor - University of Colorado Denver
    - School of Education and Human Development & Department of Pediatrics (Developmental Pediatrics)
  - Background:
    - PhD - Indiana University
    - Licensed Psychologist (CO) and School Psychologist (CO)
    - Bilingual in Spanish
    - Practicing School Psychologist (part-time) - Denver Public Schools
    - Research focuses on identification of autism in culturally and linguistically minoritized populations

# Facilitator Information, Cont.



Bill Brown

- Exceptional Student Services Unit, Colorado Department of Education (CDE)
  - Affective Needs / Serious Emotional Disability Specialist
- Background
  - Licensed School Social Worker through the Colorado Department of Education
  - 12 years of experience working as a therapist in community mental health systems
  - 13 years of experience in education. 9 years as an elementary school social worker, 2 years as a middle school social worker, 2 years at the district level as a Behavior Interventionist.
  - Behavior Specialist for the Developmental Disability population and the Traumatic Brain Injury Population
  - Coordinated the implementation of MTSS and PBIS.

# Grounding in Equity, Diversity, and Inclusion

- One person's idea about equity may not be the same as another's,
- We encourage you to be courageous while remaining measured in your approach,
- Lean into uncomfortability,
- Every day is a new beginning on an uncharted journey toward equity.

# Today's Agenda

- This Community of Practice (CoP) is a forum to discuss research-based strategies to improve outcomes for students with disabilities.
- Introductions
- Lessons learned from prior CoP sessions
- Discussion Regarding “Promoting Equitable Disciplinary Practices”
- Reflective Activities
- Closing



# Setting the Context

*During SY 2024-25, this CoP will explore strategies to address the question:*

- What are the key problems of practice impacting equitable outcomes for students with disabilities?
- Topics:
  - ✓ 1st: Using Data to Dismantle Educational Inequalities
  - ✓ 2nd: MTSS to Advance Equity
  - ✓ 3rd: Advancing Equitable Evaluation Practices
  - ✓ 4th: Promoting Equitable Discipline Practices



# Member Introductions

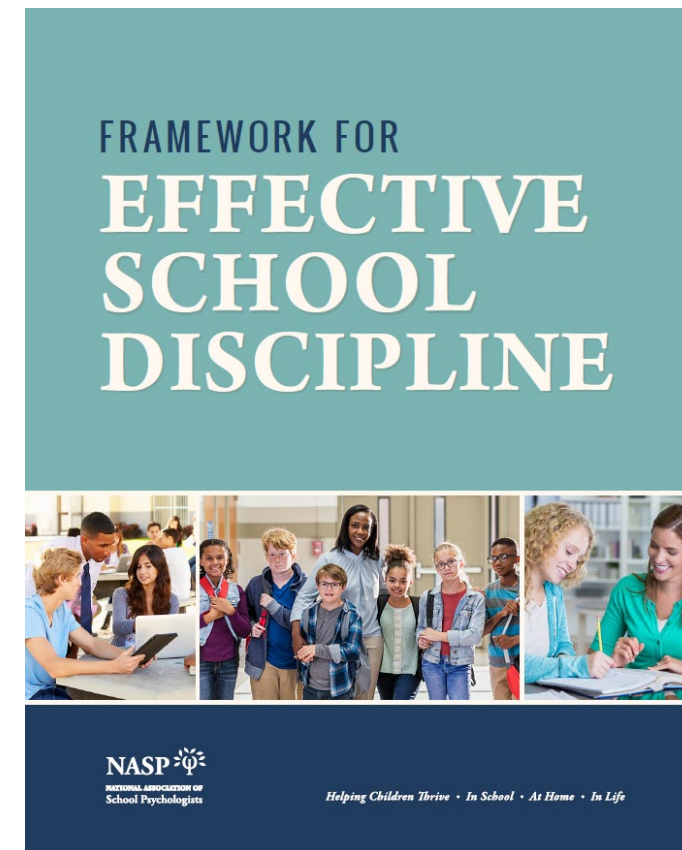
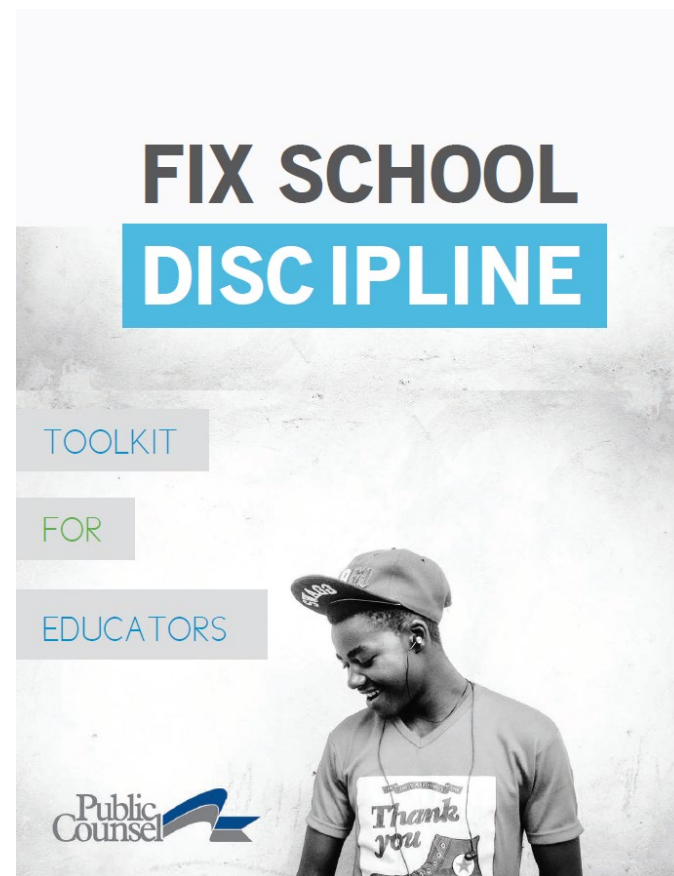
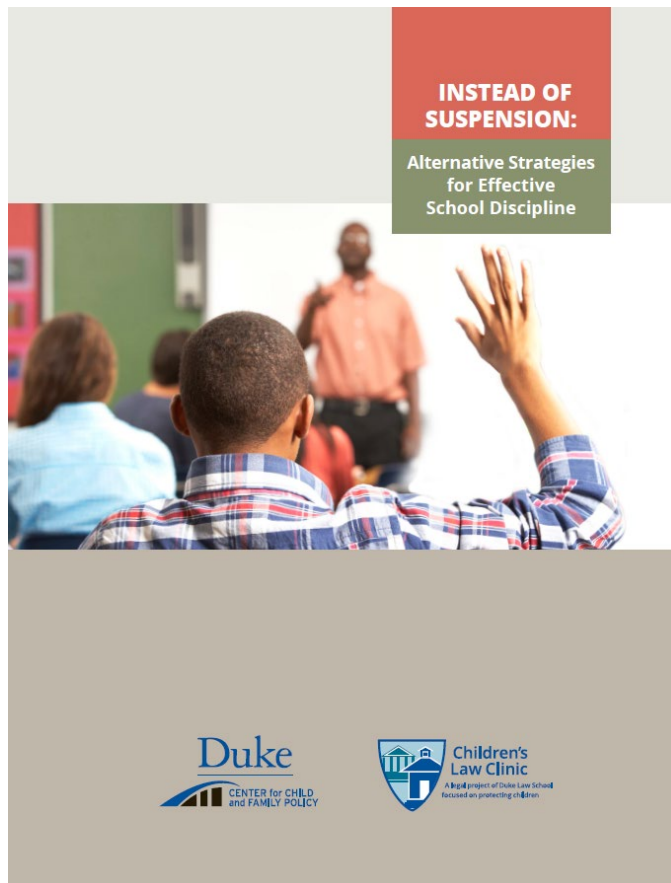


Introduce yourselves in the chat!

- Name, preferred pronouns, role, district/region/BOCES.
- From which location in Colorado are you joining us?
- Share your favorite memory from this past school year. It could be a funny moment, a significant achievement, or a memorable event.

# Equitable Disciplinary Practices

- Alternative to Suspension and Expulsion
- Restorative Practices
- Functional Behavioral Assessment (FBA) and Behavior Intervention Planning (BIP)
- PPRA (Protection of Individuals Against Restraint and Seclusion Act)
- MDR (Manifestation Determination Review)
- Classroom Management
- Establishing Routines
- Behavior De-escalation
- Behavioral Toolbox



# Inequitable Practices

- Zero tolerance policies
- Informal Removal
  - Related practices include:
    - A requirement that a parent attend school with a child.
    - A situation in which a child must “earn” their way back to school.
    - Removal until a particular staff person can be present.
    - Removal until a child can provide “proof” that the behavior will end.



## Out from the Shadows

Informal Removal of Children with Disabilities from Public Schools

January 2022



# Two Rounds of Breakout Discussions

- Both rounds will have simultaneous breakout rooms.
- You may self select a breakout room based on audience.
- Questions will be placed in the chat, please copy and save for your breakout session.
- You may want to adopt and adapt the questions for your staff meetings.
- Session 1, ~15 minutes, & Session 2, ~12-minutes.
- Note catcher: Appoint a scribe and reporter.



# Reflection Activity- Round 1A(15 minutes)

## ***Discussion Questions, to be used in breakout groups:***

- What did your data show?
- Are students with disabilities being disciplined more frequently and/or harshly than non-disabled students?
- Are there certain disability categories with more frequent and/or harsh discipline records than other disability categories?
- Are there other identity markers that are correlated with more frequent/harsh discipline? (consider: gender, race, multilingual learners, etc.)
- What strengths do you see in your data?
- What are the highest priority data points?
- Did anything about the data surprise you?

# Reflective Activity #2A (15 Minutes)

***When thinking about students with exceptionalities in your school/district:***

- How might values and beliefs of school staff members (including yourself) influence classroom behavior?
- Where might cultural gaps (from the Iris reading) exist between you/school staff and the children in your school/district?
- How might we respond differently to students whose behaviors and interactions do not align with our own cultural perspectives?
- How might these responses influence disciplinary practices?

# Reflection Activity #3: Future Opportunity

## ***Question for School Teams:***

- How are expectations and behaviors taught in a proactive and ongoing manner in your school?
- Think back to our MTSS session. How are positive behavior supports and incentives (PBIS) implemented equitably for all students?
- For pre-work, we read an article on how family partnerships can help reduce exclusionary discipline. What stood out from this article? How can this be leveraged?
- How do we get curious about 'what happened to a student' instead of 'whats wrong with a student'?
- How can trauma-informed practices be utilized and promoted to support students with disabilities?



# Final Reflections and Commitments

*In the chat,*

1. Share relevant breakout notes in the Chat.
2. List your top takeaways from today's discussion.
3. How will you use Reflection # 3, with your team?
4. Identify one commitment, goal, or next step, based on today's learning.

# A Vision Toward the Future

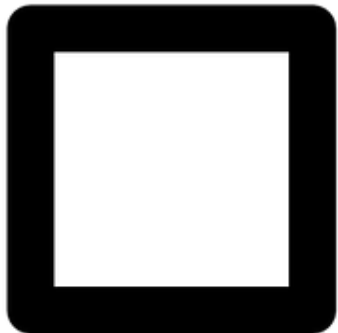


**This session will be posted on the website, and you can register for future sessions at:**

[Supporting Inclusive Practices for Students with Disabilities](#) (Registration closes two weeks before the Meeting)

- September 2025
- November 2025
- February 2026
- May 2026

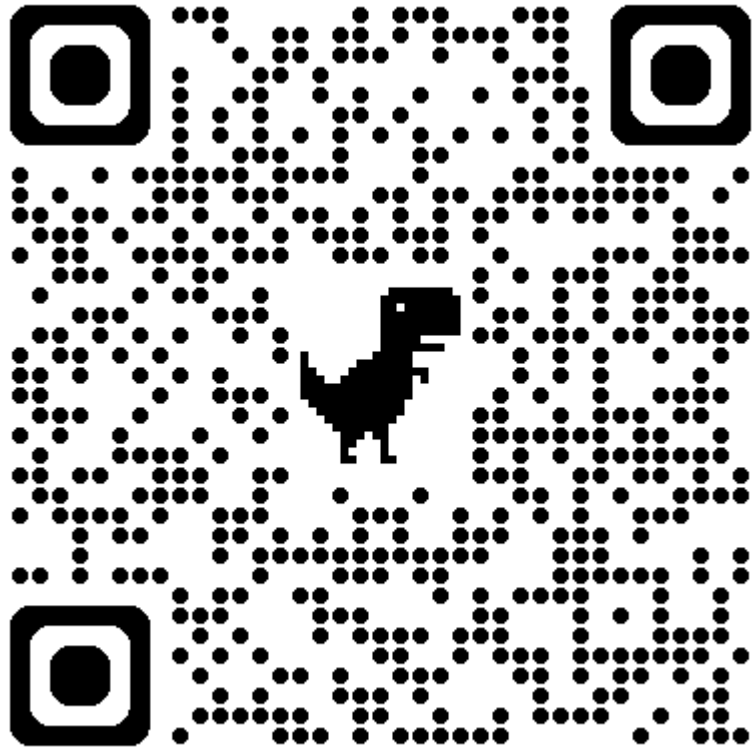




Topic for next meeting:  
“Promoting Equitable  
Disciplinary Practices”

**Look for pre-meeting  
assignments to be  
shared before the next  
meeting.**

# Evaluation and Certificate



- *CoP of Practice for Advancing EDI for Students with Disabilities.*
- *Today's Topic: "Advancing Equitable Disciplinary Practices"*

# Contact Information

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