



District Profile Reports

HB 22-1376

HB 22-1376 Introduction

During the 2023 legislative session, the General Assembly passed and the Governor signed [HB 22-1376](#): Supportive Learning Environments for K-12 students. The bill involves the collection of discipline data and the creation of reports based on information received from school districts and charter schools. This document provides an overview summary of the portion of the legislation that makes additions to the sections of statute listed below. There are additional amendments that were a part of this legislation that are summarized on page 2.

- [C.R.S. 22-1-138](#): Information collected and posted on department website
- [C.R.S. 22-1-139](#): Accessible district profile reports – school climate reports and surveys – reporting - definition

District Profile Reports

In accordance with HB 22-1376, district profile reports that are easily accessible and user-friendly must be created for each school district and the charter school institute. The reports must be accessible to the general public through a link on the Colorado Department of Education website. Additional requirements include annual updates of the information, and the data must be disaggregated by gender, grade level, ethnicity, disability, English Language Learner status, free and reduced-price lunch status, and homeless status to the maximum extent possible in accordance with the “Colorado Privacy Act.” The specific measures that must be included in the district profile reports are detailed below:

- Chronic absenteeism rates
- The number of in-school and out-of-school suspensions
- The number of expulsions
- The number of students handcuffed
- The number of referrals to law enforcement
- The number of school-related arrests
- The number of students physically restrained
- The number of students placed in seclusion
- School climate surveys or tools utilized by schools and school districts
- The number of pupils and licensed and employed school psychologists, school counselors, school social workers, and school nurses in total for the state and disaggregated by school district
- 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

Timeline

August 30, 2023: CDE to standardize the reporting method that districts use to collect and report discipline data.

December 31, 2023: 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.

August 31, 2024: CDE to work to develop user-friendly, accessible profile reports for each school district and charter school.

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

Stakeholder Feedback

We will be convening feedback sessions as we design different sections of the profile reports. If you would like to provide input, please contact Jewel Sale using the information below.



Stakeholder Involvement

HB 22-1376 states that CDE must consult with stakeholders in the development of the district profile reports. This requirement will be fulfilled through the creation of a school discipline task force outlined in [SB 23-029](#) and will be supplemented through additional outreach. The specific stakeholders mentioned in HB 22-1376 are detailed below:

- Members of the state advisory council for parent involvement in education
- Members of the Colorado special education advisory committee
- Stakeholders who represent the disability community
- K-12 advocates and students
- Representatives of associations representing school executives, school boards, special education directors, charter schools, and teachers

In addition, the bill states that as a result of stakeholder feedback, recommendations to the State Board of Education and the General Assembly may be made regarding additional measures to add to the district profile reports. Potential indicators to consider include student engagement, students' emotional and physical safety and sense of belonging, and teachers' perspectives of learning conditions.

Other Statutory Changes

[C.R.S. 22-2-503](#): A measure was added to the assessment design of the TLCC to include the relationship, if any, between teaching and learning conditions and measures of school climate, as experienced by students and teachers. Another use of results was added to improve ways to measure and improve school climate, teaching and learning environments.

[C.R.S. 22-30.5-528](#): A section was added which states information about the restraint process for institute charter schools. In addition, it was stated that CDE must create and implement a training for school staff and administrators on the "Protection of Individuals from Restraint and Seclusion Act."

[C.R.S. 22-32-147](#): Changes were made to reporting requirements for physical restraints to include that a written notice to the parent on the day of the restraint is required if a physical restraint is more than one minute but less than five minutes. In addition, each school district must submit the data from the annual review to CDE.

[C.R.S. 24-31-312](#): The P.O.S.T. board, with respect to the hiring, training, and evaluation of school resource officers and professionalizing a school-police partnership, shall create a model policy for selecting school resource officers.

[C.R.S. 26-20-102](#): The definition of restraint was changed to include that restraint must not be used as a form of discipline or to gain compliance from a student. In addition, restraint does not include the holding of an individual for less than one minute.

[C.R.S. 26-20-111](#): Additional regulations were added regarding the use of restraints in schools, including information about using handcuffs on students, using seclusion rooms, and reporting requirements for restraints.

If you have questions or would like additional information regarding this bill, please contact us using the information below.

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