



2023 Thompson School District School Board Candidate Questionnaire: Responses by Candidate

This questionnaire was distributed to all the School Board candidates in the following districts: Boulder Valley, Poudre, St. Vrain Valley, and Thompson School Districts. TSD Candidates all had until Oct 12, 2023 to submit their responses and were provided several email reminders.

Here we present the Thompson School District (TSD) candidate responses by candidate, sorted by District Seat and alphabetically by first name.

3 of the 8 TSD candidates submitted responses and those are provided here.

We received responses from the following candidates:

District Seat A: Dawn Kirk

District Seat C: Briah Freeman

District Seat D: Denise Alvine Chapman

We have not yet received responses from the following candidates:

Ryan Wilcken (District Seat A), Nancy Rumfelt (District Seat C), Yazmin Pena Navarro (District Seat D), Elizabeth Kearney (District Seat G), James Boyd (District Seat G)

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2023 TSD School Board Candidate Questionnaire: Responses by Candidate

TSD District A: Dawn Kirk

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1. What motivated you to run for the School Board and what do you hope to accomplish, if elected?

My name is Dawn Kirk and I am running for re-election to the Thompson School Board of Education in Loveland, CO. I have served for the last four years and championed a lot of important initiatives. I would love to have another term to see our Youth Shelter open, secure a Mill and Bond that will increase teacher pay, and sustain our infrastructure. I also believe that we can, and will, have a 100% graduation rate. We are making massive strides with a 17.6% increase in at-risk student graduations! I am proud that I helped create one of the first Educational Equity policies in the nation, and have transformed mental health and policing in our district with the school district funded co-responder program that inspired a local police department to add their own co-responder unit.

2. Many historically marginalized students, specifically LGBTQ+, Latine, BIPOC (Black, Indigenous, and People of Color), and students with disabilities, experience more limited educational opportunities, disproportionately negative



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disciplinary decisions, and higher rates of bullying. What do you think is the best way to support these students and address differences in their treatment in schools?

TSD's Educational Equity policy is the foundation for ensuring that each student has what they need to succeed in school and outlines foundational beliefs, commitments, and responsibilities (view here: <https://www.tsd.org/boe/policy/a/adb>). The equity framework is the strategic implementation plan for equity in Thompson that is cross-walked into the district's overall strategic plan STRIVE 2025 so now it is in the hands of every employee in the district to make equitable decisions in their daily work. I'm so very proud of this work because I have seen how it saves student's lives. I also know that we must do more because staff need training, support, and resources in order to implement educational equity with fidelity.

I am very excited about some of the changes happening right now in Thompson. For the first time, support services professionals are part of the professional learning communities that meet regularly to discuss how to support student's reach their goals. IEP goals are included in that process for the first time ever, meaning that students with disabilities will have their individualized educational goals worked at the same time as their academic goals. That is transformational for the entire system because best teaching and classroom management practices for students with disabilities improve educational outcomes for everyone, so instead of teaching to the lowest common denominator we are planning for the highest common denominator. We know that inclusive practices raise the academic outcomes for all students, and all students report a higher sense of self worth and belonging in integrated classrooms.

3. Would you oppose any effort or policies to ban books that have LGBTQ+ or Black, Indigenous, Latine, Asian, and Middle Eastern characters, authors, or content?

Yes - book banning is terrifying to me as an educator, as a mother, as a reader, as a learner, as a mental health professional, as a public servant, as the wife of a veteran, as an American.

Book banning in public spaces is un-American, unpatriotic, and straight out of the fascist playbook. Individuals have the right in America to decide for themselves what they will read. Book banning is the most widespread form of censorship in America, and efforts to censor ideas are primarily focused on children's books. Students have



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First Amendment rights, upheld by the Supreme Court, to hear every side of an issue and make their own decisions about issues without government interference. This is literally the first principle that was codified in our country.

4. Research demonstrates that zero tolerance discipline policies are often disproportionately used to punish BIPOC, Latine, and LGBTQ+ students. Some school districts across the country have moved away from punitive punishment in favor of restorative justice practices, which emphasize repairing the harm caused to victims and the community by offenses and involve working with the participants to foster dialogue to determine a path forward. Restorative justices consider wrongdoings an offense against relationships, rather than the state or school.

- a. Do you support restorative justice practices in schools? If so, how would you, as a board member, support restorative justice practices in the district?**

YES, in fact, Thompson is leading the way in this area. The co-responder program is the first in the nation where the co-responders are district positions. The first co-responder team started in November 2022 with some skepticism from the district's law enforcement partners, but were quickly the most utilized resource in the department, getting more calls for service than all other SROs combined within a few weeks. The district now has 3 co-responder teams and the majority of requests come from SROs. These teams don't just work inside the schools. They provide wrap around support, going to student's homes and working with their families on a continuum of support. The district also hired it's first case manager who works with students and their families with a behavioral health lens. Restorative practices are back at Thompson after a several year break, dozens of staff members were trained in restorative practices at the beginning of the school year and a restorative toolkit is under development so that all educators have more resources at their fingertips.

- b. What limitations do you see in non-punitive approaches to discipline?**

Security and mental health initiatives are done cooperatively in Thompson with a growing suite of expertise and approaches that provide multi-tiered systems of supports to students, staff, and their families. Legally, the Claire Davis Act mandates certain measures that district's must take to identify and minimize risk of violence. These measures are all greatly enhanced when done through a mental health lens



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because the greatest predictor of mass shootings is suicidality. In fact, 92% of school shooters under the age of 18 and 100% of college aged shooters were suicidal prior to the shooting. This information should not be used to stigmatize mental illness, rather it is a compelling reason for school systems to do exactly what Thompson is doing with mental health and security working in tandem, with the work being done by professionals who work together to significant increase the tools available to manage each individual situation.

5. Educational researchers for decades have identified opportunity and achievement gaps between white students and BIPOC students. There is data in CO that supports those findings.

a. What are the achievement gaps in your district and why do they exist?

22-23 CMAS data shows:

Hispanic/Latino students have dipped from pre-Pandemic levels and are still underperforming the state in ELA, in math the gap is nearly closed (.3% below the state)

Multilingual students - gap is closing, nearly double the pre-pandemic levels in ELA, in math steady progress is being made to close the gap

Students with disabilities - outperforming the state and pre-pandemic levels in ELA and math

Economically disadvantaged students - outperforming the state in ELA and math

Gifted and talented students - outperforming the state in ELA, dipped in math but close (.9%)

22-23 PSAT data shows:

Hispanic/Latino students are outperforming the state by 8.5% in reading/writing and math by .4%

Multilingual students are outperforming the state by 3% and more than 4x improved from pre-pandemic levels in reading/writing, in math they are double the state average and more than 3x higher than pre-pandemic levels

Students with disabilities are outperforming pre-pandemic levels even with a dip last year that put them below state levels in reading/writing, in math they have nearly closed the gap at the state level and are outperforming pre-pandemic levels by double



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Economically disadvantaged students are outperforming the state by 7.9% in reading/writing and in math by 1%

Gifted and talented are consistently performing at state levels in reading/writing, in math there has been a decline

Historically, disparity with these student groups has been accepted nationwide as just the way things are as a microcosm of the larger community's issues. Systemic issues were managed at the individual level where great practices were happening in one class, one school, one program, with one person or small teams. Inequities persisted because they were unexamined and the mechanism to make systemic change is typically monitored by people who benefit from the systemic inequities.

b. What strategies and policies would you support to address these disparities?

The TSD instructional vision for 23-24 is going to be implemented through professional learning communities that are shoring up professional practices in TSD, improving data literacy, and focusing on inclusive and supportive culture. As I mentioned, this year student support services are joining the professional learning communities which means that the professionals with the greatest expertise to close these gaps will be at the table making decisions about how to teach each student. Data literacy classes and resources are not only helping team members read and understand their student data, but also inform what to do to re-teach, scaffold, extend, and reinforce learning. One major finding in the 22-23 data review is that teachers that are using approved curriculum are getting better growth and achievement than their peers who continue to make their own curriculum. Work is underway in the professional learning communities to bring those teachers on board with the curriculum, address their concerns, support the transition, and guide the process.

6. As a board member how would you ensure that school administration and staff are correctly implementing bullying prevention policies?

Thompson School District's bullying policy calls for the a comprehensive bullying prevention program that includes "to measure implementation fidelity of bullying prevention best practices, including the adherence to policy and intervention strategies", that will be used to inform and improve practices. The district just invested in a system to track and secure behavior data that should streamline the



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process for responding to student needs and allow for better reporting. Bullying is reviewed multiple times per year by the board as part of discipline presentations.

7. Should charter schools be required to follow district nondiscrimination policies? How would that influence your decision about proposed charter schools in your district?

I have been advocating for this for many years in this district, before and during my tenure on the school board. I am horrified by the experiences that families have shared from the local charter schools including locked classrooms where first graders are forced to wait for a bathroom break, applicants not accepted because they have a 504 plan or IEP, and advertising the benefits of small class sizes as a replacement for accommodations and special education supports, just as I am when I hear about issues in other district schools. In Colorado, charters now have an obligation to accept students with disabilities and the Special Education Advisory Committee has kept an eye on the charter school communities to monitor the implementation. The district staff work collaboratively with the two charter schools to provide services, supports, and address concerns when they arise.

8. The Colorado State Board of Education recently approved accurate and inclusive Social Studies standards that fully include LGBTQ+ and BIPOC communities.

a. Do you believe that charter schools should be required to follow those standards?

Yes, public schools that receive public funding should have to follow state standards for public schools. Parents and guardians should know that there is parity between all public schools to meet the same state standards so that they know their students will have access to the same minimum expectations. Employers should know that there is parity between all public schools to meet the state standards so that they know that graduates from any school have been meet the same minimum expectations when making hiring decisions. There are private school options available for any family who would like to choose a education that excludes large groups of people or teaches incomplete/inaccurate history.

b. What accountability measures would you support to ensure that schools, including charter schools, follow this policy?



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The collegial relationship that Thompson staff has with the district's two charter schools is the most efficient and effective way to address issues as they arise. There are regular meetings between the superintendents. In the past, when issues weren't resolved cooperatively, the district has used other means to ensure compliance under the charter arrangement to protect the interests of the district from risk.

9. Anything else you would like to share?

Professionally, I spent 18+ years in public safety and now I'm work in suicide prevention. At the Alliance for Suicide Prevention and Imagine Zero coalition, I work with students across Larimer County and know first hand how important inclusive practices are to saving lives. Larimer County is one of the only places in the nation that has reduced the suicide rate for the last four years. As part of the Colorado National Coalition, we are investing in suicide prevention across many facets of our community including economic security, community and relationships, inclusive workplace practices, health care, and education. The youth mental health crisis has very little to do with youth, instead it is a generation gap where harmful mental health and suicide related myths persist. Young people need the support of adults who will listen and care, and who know how to connect them with resources. Supportive LGBTQ policies, health care, community spaces, and acceptance is suicide prevention because belonging matters. Being seen and heard for who we are saves lives. LGBTQ youth don't have a higher suicide risk than their peers because of their gender identity or sexual orientation. It's all environmental and societal factors. Did you know that having even one trusted adult reduces LGBTQ youth's suicide risk by 40%? We know that having support for our unique identities matter that's why having strong community partnerships each doing their part save lives!



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2023 TSD School Board Candidate Questionnaire: Responses by Candidate

TSD District C: Briah Freeman

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As a 501(c)3 nonprofit organization, we cannot endorse any candidate. Rather, we work to understand and share information with our constituents about the candidates and their stances on topics that are important to our community.

1. What motivated you to run for the School Board and what do you hope to accomplish, if elected?

My daughter will be starting her education endeavor next year, and seeing the trend of national education, I needed to do what I can to protect her education and ensure it is a positive experience... and not just for her, but for all students in Thompson School District. I have a passion for education. I worked in Education for 14 years, primarily with high-risk students and families. The opportunity to join TSD BOE reconnects me with my passion for education and ensures decisions are being made are in the best interest of all students. If elected, I want to bring my passion for, and experience in, education, along with my abilities in socio-technical systems thinking, to Thompson School District. I want to expand on the successes that TSD has realized in the last few years and continue to find opportunities to improve.

2. Many historically marginalized students, specifically LGBTQ+, Latine, BIPOC (Black, Indigenous, and People of Color), and students with disabilities, experience more limited educational opportunities, disproportionately negative



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disciplinary decisions, and higher rates of bullying. What do you think is the best way to support these students and address differences in their treatment in schools?

Addressing long standing deficiencies and maltreatment requires culture changes. A system must take on new traits and behavior patterns, and establish new norms in order to create a new social structure. So, it starts at the top – the Board and district administration need to reflect the diversity of the system it manages. It needs to set policy to protect historically marginalized students, then train its members and staff on behaviors and knowledge necessary to align to new cultural norms and expectations. That must further be driven through all school campuses – policies and practices must be in place and trainings must be mandated for all district staff. Each campus must have an inclusion policy and plan in place to ensure marginalized students are not only protected but welcomed. This work must be explicit, and campuses must be held accountable for implementing and adhering to new expectations. There must also be a mechanism to recognize staff and schools who are doing this work well, identify what is working so well, and ways to replicate that success elsewhere. All campuses need to have artifacts that reflect the differences in their students and celebrate the behaviors we want students to adopt. Finally, there needs to be a regular review of progress and opportunity to course correct, if needed, or reinforce change.

3. Would you oppose any effort or policies to ban books that have LGBTQ+ or Black, Indigenous, Latine, Asian, and Middle Eastern characters, authors, or content?

Yes!

4. Research demonstrates that zero tolerance discipline policies are often disproportionately used to punish BIPOC, Latine, and LGBTQ+ students. Some school districts across the country have moved away from punitive punishment in favor of restorative justice practices, which emphasize repairing the harm caused to victims and the community by offenses and involve working with the participants to foster dialogue to determine a path forward. Restorative justices consider wrongdoings an offense against relationships, rather than the state or school.



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- a. Do you support restorative justice practices in schools? If so, how would you, as a board member, support restorative justice practices in the district?**

I do support restorative justice practices in schools. With something that requires this much of a change, I would highly recommend the following approach: 1. Ensure policies are aligned with this new direction, which directly falls to Board members, so I would advocate for changes, as necessary. 2. Communicate extensively with all stakeholders. Share openly what's changing, the implementation plan, expectations and, once implemented, results. Ensure there is a feedback loop so people can have concerns addressed and questions answered. 3. Roll out in a phased approach. 4. Help school staff build a coalition of support. This would include community members, government officials, district officials, and "sister schools" who have already successfully adopted this approach and can "mentor" our schools/staff or be a resource for them. 5. Train everyone in the facility extensively. 6. Create a learning environment so there is opportunity to create space for those implementing to reflect on and share learning as well as get the support needed for success. These can start by facility but should be district-wide by the time the district-wide implementation is complete.

- b. What limitations do you see in non-punitive approaches to discipline?**

I was taught that "discipline" is the removal of a positive, not the infliction of a negative. While I like this definition, non-punitive approaches take it one step forward to avoid punishment or shame. While effective, they do have some limitations and challenges that need to be identified and considered:

- **Resource Intensive:** Effective non-punitive approaches often require additional resources, such as staff training, counseling services, and alternative learning programs. Not all schools or organizations may have the resources to implement these approaches comprehensively. Restorative practices, a common component of non-punitive approaches, require skilled facilitators and careful planning to be effective. Without proper implementation, they may not lead to resolution or healing.
- **Perceived Lack of Accountability and Lack of Deterrence:** Critics argue that non-punitive approaches may be perceived as lenient and lacking in accountability for harmful behavior. They also say non-punitive approaches may not effectively deter unwanted behavior. This perception can lead to resistance from teachers, parents, and students.



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- Resistance to Change: Transitioning toward a system rooted in values of respect, accountability, healing and empathy can sound “touchy-feely” which can cause resistance from stakeholders who are accustomed to traditional disciplinary methods, including teachers, administrators, and parents – those who don’t see the value in the approach, believe in it, or have experienced success with it. These stakeholders may actively work to undermine the change, however, if we are able to change their minds, they could become some of the biggest allies and supporters of the change.
- Safety Concerns: In some cases, non-punitive approaches may be less effective in addressing severe safety concerns, such as violence or substance abuse, where immediate intervention may be necessary to protect individuals. Conversely, if a student is not showing desired behaviors and parents are engaged as part of the process, are we putting the student in harm’s way if the parents practice something like corporal punishment?
- Requires vulnerability: The culture of the school needs to be aligned to this type of discipline practice, particularly something like restorative practices. If “victims” are unsure if they will get anything out of this type of exchange, or fear that what is shared through the course of the exchange is used against them later, they are less likely to want to engage. The “perpetrator” may just go through the motions and may not internalize the engagement. So, without a culture that supports this type of discipline, the exercise may be one in futility.

Once people experience success and realize the healing (and they like the feeling on the other end of it) and have that reinforced across campus and modeled in all other interactions, I firmly believe they will not only adopt it at school but expect it in every area of their lives.

5. Educational researchers for decades have identified opportunity and achievement gaps between white students and BIPOC students. There is data in CO that supports those findings.

- a. What are the achievement gaps in your district and why do they exist?**

While growing, math scores remain under state levels. I don’t know why this, but believe we are trending in the right direction, as we’ve also seen significant growth.

- b. What strategies and policies would you support to address these disparities?**



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To ensure we continue this upward trajectory in addressing the gap in math achievement in our district, it's important for the district to understand what's causing these discrepancies, then for stakeholders to work collaboratively to develop targeted strategies to address them. Data-driven decision-making and ongoing assessment of progress are key components of any successful effort to close an achievement gap.

6. As a board member how would you ensure that school administration and staff are correctly implementing bullying prevention policies?

Again, it starts at the top. The board needs to ensure they policies are in place, then be explicit in communicating them to school staff, along with the expectation for adherence. Policies, however, are useless without accountability, which should include correcting any areas not aligning to new expectations but also reinforcing those that are and figuring out how to replicate them.

7. Should charter schools be required to follow district nondiscrimination policies? How would that influence your decision about proposed charter schools in your district?

I absolutely believe any institution calling themselves a place for public education needs to adhere to a strict nondiscrimination policy. In Thompson School District (TSD), I believe our charters have this requirement in place, and I would want to understand more about services they're required to offer, as well as accommodations they're required to make to ensure we don't have a "loophole" where they can pick and choose students. And I would certainly evaluate this in any future charters proposed.

8. The Colorado State Board of Education recently approved accurate and inclusive Social Studies standards that fully include LGBTQ+ and BIPOC communities.

a. Do you believe that charter schools should be required to follow those standards?

Yes. No exceptions.

b. What accountability measures would you support to ensure that schools, including charter schools, follow this policy?



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TSD District C: Briah Freeman

I would need to understand what is in place today and then what is available for accountability, up to and including, losing their charter. I don't think that is out of the realm of possibilities for non-compliance with something this important. However, it wouldn't be the first step. I lean into my ability to build collaborations and seek win/win solutions; this occurs well before there is an issue. It would be interesting to see what we could develop in the vein of restorative justice for our own accountability process – is it a student panel of LGBTQ+ and BIPOC that face administrators? Is it appropriate to have them develop their own action plan that the panel reviews/approves/tracks? I don't know if I have the answers right here and now but would certainly want to see all our practices aligned to a healing and win/win approach, if/when possible.

9. Anything else you would like to share?

[no answer provided]



2023 TSD School Board Candidate Questionnaire: Responses by Candidate

TSD District D: Denise Alvine Chapman

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As a 501(c)3 nonprofit organization, we cannot endorse any candidate. Rather, we work to understand and share information with our constituents about the candidates and their stances on topics that are important to our community.

1. What motivated you to run for the School Board and what do you hope to accomplish, if elected?

I am running because I believe all students deserve an equitable education. I hope to work with my fellow board members to:

- 1) Improve student outcomes;
- 2) Foster student readiness whether higher-education or career-bound;
- 3) Remove barriers to student success holistically; addressing the breadth of challenges that make learning difficult: physical safety, building conditions, hunger, housing, and more.
- 4) Make TSD an employer of choice by improving how we attract, recruit, and retain high-quality staff
- 5) Partner with parents, students, and staff to build a thriving school district together.

2. Many historically marginalized students, specifically LGBTQ+, Latine, BIPOC (Black, Indigenous, and People of Color), and students with disabilities,



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TSD District D: Denise Alvine Chapman

experience more limited educational opportunities, disproportionately negative disciplinary decisions, and higher rates of bullying. What do you think is the best way to support these students and address differences in their treatment in schools?

Addressing these disparities and inequities in education is essential to providing every student with an equal opportunity to learn and succeed. We must have clear policies which promote inclusivity and prohibit discrimination and bullying. All employees of the district must be trained on the diversity, equity, and inclusion policies and equipped with strategies for how to implement it as part of their daily work.

It is essential to ensure that all students have access to necessary resources, including textbooks, technology, and extracurricular activities and there are policies and programs to address any economic disparities that may affect students' access to these resources.

Additional ways to support historically marginalized students is to ensure the curriculum is diverse and represents a wide variety of cultures, perspectives, and historical events. Hiring staff and administrators from historically marginalized groups is another important way that districts can help to address differences in treatment. A staff that mirrors the demographics of the district can help to reduce bias.

One of the most important things that we can do is to collect data and be transparent about it. We need to look for patterns of discrimination and bias in order to quickly address issues. Looking at student outcomes including academic achievement, disciplinary actions, and graduation rates by demographics groups regularly in order to make needed corrections is essential. We must also regularly evaluate our programs through surveying parents, teachers, and students to get an accurate picture of how the policies and programs play out in practice. Districts must be transparent with the data collected and the remediation plans created to address the gaps.

3. Would you oppose any effort or policies to ban books that have LGBTQ+ or Black, Indigenous, Latine, Asian, and Middle Eastern characters, authors, or content?

I would oppose any efforts or policies to ban books that have LGBTQ+ or Black, Indigenous, Latine, Asian, and Middle Eastern characters, authors, or content. 21st century learners need to be encouraged to seek out content which expands their view



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TSD District D: Denise Alvine Chapman

of the world, cultures, and differences, not given a "safe" reading list that serves to validate their current perspectives.

4. Research demonstrates that zero tolerance discipline policies are often disproportionately used to punish BIPOC, Latine, and LGBTQ+ students. Some school districts across the country have moved away from punitive punishment in favor of restorative justice practices, which emphasize repairing the harm caused to victims and the community by offenses and involve working with the participants to foster dialogue to determine a path forward. Restorative justices consider wrongdoings an offense against relationships, rather than the state or school.

- a. Do you support restorative justice practices in schools? If so, how would you, as a board member, support restorative justice practices in the district?**

I am a strong supporter of restorative justice practices. Restorative justice programs provide the opportunity to learn healthy conflict resolutions skills which are essential life skills. I would support restorative justice programs by working with my fellow board members to review the existing program and understand current outcomes. Using the data collected, we would need to continue/updated policies to explicitly support restorative justice practices as an alternative to traditional disciplinary approaches. We would also need to ensure that all school staff, including teachers, administrators, and support staff, receive training on the district's restorative principles and practices. It is important for all school employees to understand the philosophy of restorative justice and how to implement it effectively. There are a number of other factors which will help us to implement a successful restorative justice program. It is essential to fund the program adequately in order to have the materials, initial and ongoing training, and resources necessary to run and evaluate the effectiveness of the program. Accurate data collection on referrals, participation, and outcomes as well as transparency on how funds are spent will help to build credibility for the program. These findings should feed into a continuous improvement cycle for the restorative justice program. Restorative justice programs require a commitment to using a relationship-based approach to addressing conflict and behavioral issues. As a board member, I would champion restorative justice as a crucial component of our approach to giving students the tools, skills, and support to repair and resolve their current issues.



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TSD District D: Denise Alvine Chapman

b. What limitations do you see in non-punitive approaches to discipline?

Programs such as restorative justice can be time-consuming, resource intensive, inconsistent in delivery, and vary in effectiveness. Despite these limitations, non-punitive approaches to school discipline are valuable alternatives to punitive approaches to discipline because of the focus on life-skill building and student well-being.

5. Educational researchers for decades have identified opportunity and achievement gaps between white students and BIPOC students. There is data in CO that supports those findings.

a. What are the achievement gaps in your district and why do they exist?

Within the Thompson School District, there are known gaps for the groups below: Hispanic/Latino students where ELA 21-22 exceeded state, slight dip last year 1.5% difference, math steady growth .3% under state.

Multilingual students - ELA doubled pre-pandemic number but still working to close the gap with state 2.1% difference, math closing the gap 2.5% difference.

Students with disabilities - PSAT & SAT dipped last year after outperforming state in 21-22, math steady growth - doubled pre-pandemic scores, nearly closed the gap with state .5%

Gifted and talented - PSAT & SAT Math hovering around pre-pandemic rates, 5% below state

The gaps in math have been investigated. Teachers using their own curriculum versus the district curriculum account for the gaps.

b. What strategies and policies would you support to address these disparities?

There are already a number of actions underway to address these gaps:

- Math curriculum added to address persistent underperformance in math across all levels
- Professional Learning Communities (PLCs) created in order to ensure



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- 1) Professional practices - ensuring that everyone is using the district approved curriculum because data shows that gaps are happening where teachers are using their own curriculum
- 2) Data literacy - training for all teachers before this school year began to ensure that everyone knows how to read, interpret, and take action on student data, student data is the anchor of PLCs
- 3) Inclusive and supportive culture - special education and other special service providers are now part of PLCs for the first time and IEP goals are reviewed with other student data, giving teachers access to universal design principals that make content more accessible by more students which will help every student learn

I will continue to use the data to identify where the gaps are. Once visible, I would support the superintendent, district leaders, and building administrators to develop programs/ approaches to deal address those gaps. Regular updates to the board on progress and performance will be essential.

6. As a board member how would you ensure that school administration and staff are correctly implementing bullying prevention policies?

Holding regular reviews of the policies and building performance would be a starting point for understanding how the policies are being implemented in the schools. Holding board listening sessions and conducting surveys are other strategies for collecting input directly from parents and students. Examining Safe to Tell data and other measures of student wellbeing could help round out the picture as well. Board members should spend time in schools as well to get a sense of the culture of the building and how students and staff engage with one another.

7. Should charter schools be required to follow district nondiscrimination policies? How would that influence your decision about proposed charter schools in your district?

Yes they should. As the holder of the charter, the district puts itself at risk if charter schools don't follow nondiscrimination policies. If new charter schools are proposed in the district, it is our obligation as a board to fully understand the intent of the proposed school leaders on nondiscrimination policies and make compliance a requirement of the district holding the charter.



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TSD District D: Denise Alvine Chapman

8. The Colorado State Board of Education recently approved accurate and inclusive Social Studies standards that fully include LGBTQ+ and BIPOC communities.

- a. Do you believe that charter schools should be required to follow those standards?**

Charter schools are public schools and funded with public money. As with any public school, charter schools should meet the curriculum requirements that other public schools have to meet.

- b. What accountability measures would you support to ensure that schools, including charter schools, follow this policy?**

All administrators, within TSD and the schools TSD holds the charters of, would need to provide curriculum used and test outcomes to ensure compliance to the policy.

9. Anything else you would like to share?

[no answer provided]