



Comprehensive Plan for Equitable Disciplinary Practices

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Desired Outcomes

- 1** Data overview of 2019-2020 suspensions
- 2** Context, purpose, and process for Comprehensive Plan for Equitable Discipline Practices (CPED)
- 3** Review work in progress within Guiding Principles of CPED
- 4** Highlight our work moving forward

Note Catcher for Presentation

4 C's Visible Thinking Routine
Ron Ritchhart, Harvard University

Purpose: this routine provides learners with a structure for a text-based discussion built around making connections, asking questions, identifying key ideas, and considering application.

Connections: What connections do you draw between the text and your own life or your other learning?	Challenge: What ideas, positions, or assumptions do you want to challenge or argue with in the text?
Concepts: What key concepts or ideas do you think are important and worth holding on to from the text?	Changes: What changes in attitudes, thinking, or action are suggested by the text, either for you or others?

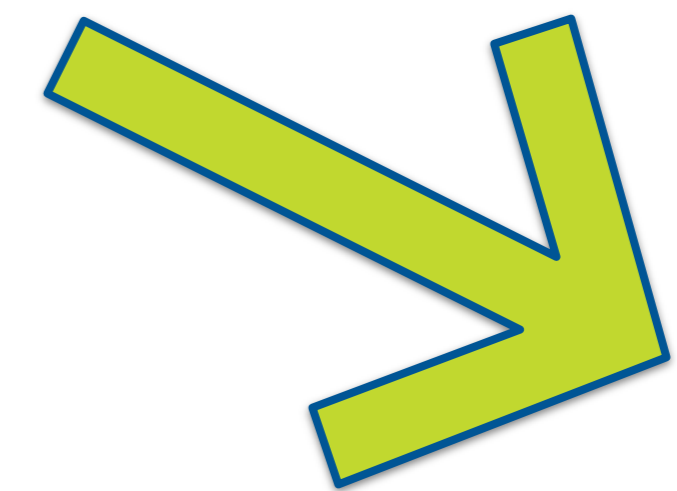
4Cs Visible Thinking Routine

- Connections
- Concepts
- Challenges
- Changes

[Link to 4Cs Document](#)

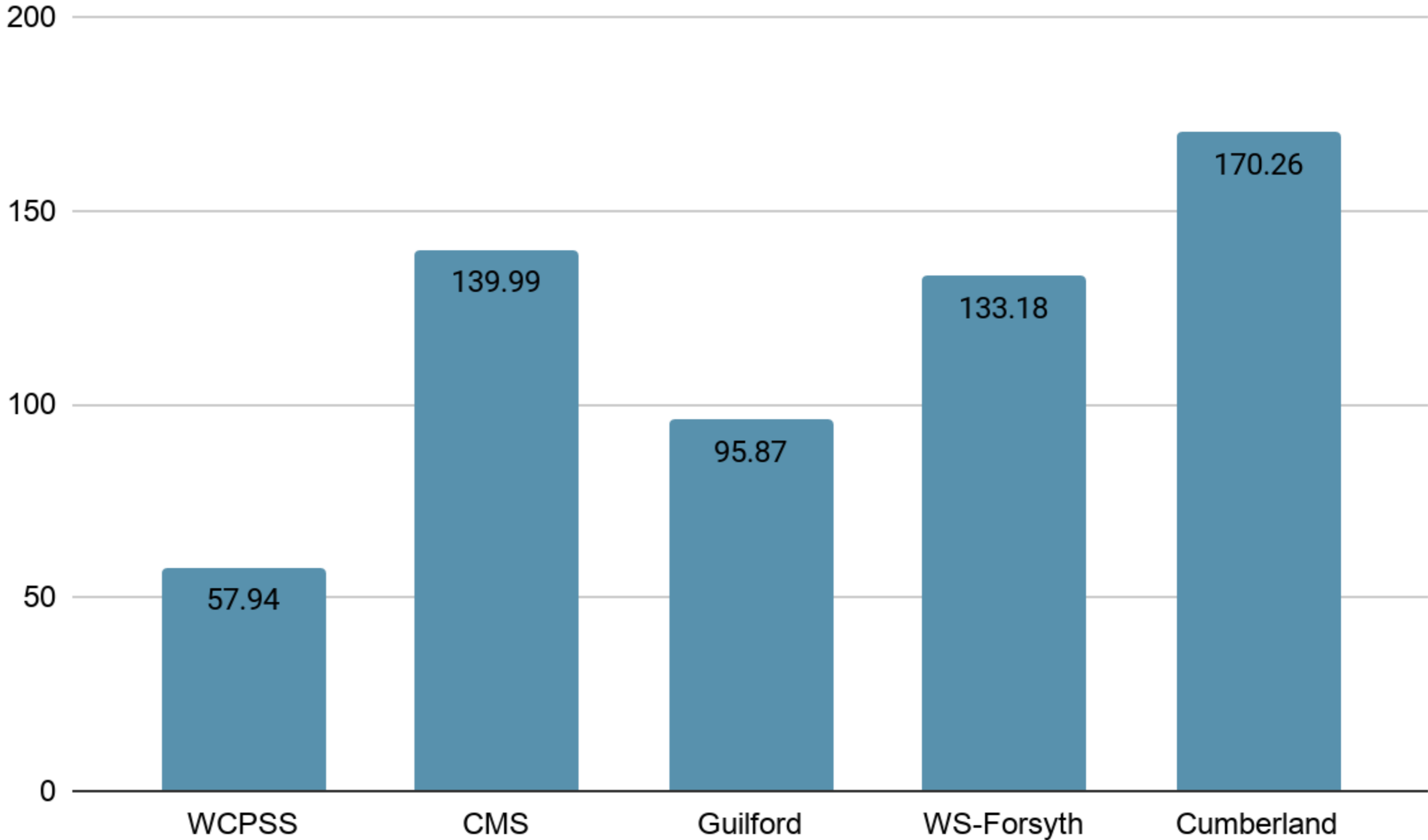
2019-2020 Suspension Data Context

- NC DPI guidance from January, 29, 2021 about COVID-19 and the use of 2019-2020 out-of-school suspension data
- NC DPI annual Consolidated Report of Suspensions
- Out-of-school suspension reduction counts are factual, but should exercise caution in using 2019-2020 data to draw conclusions based on March 2020 school closures

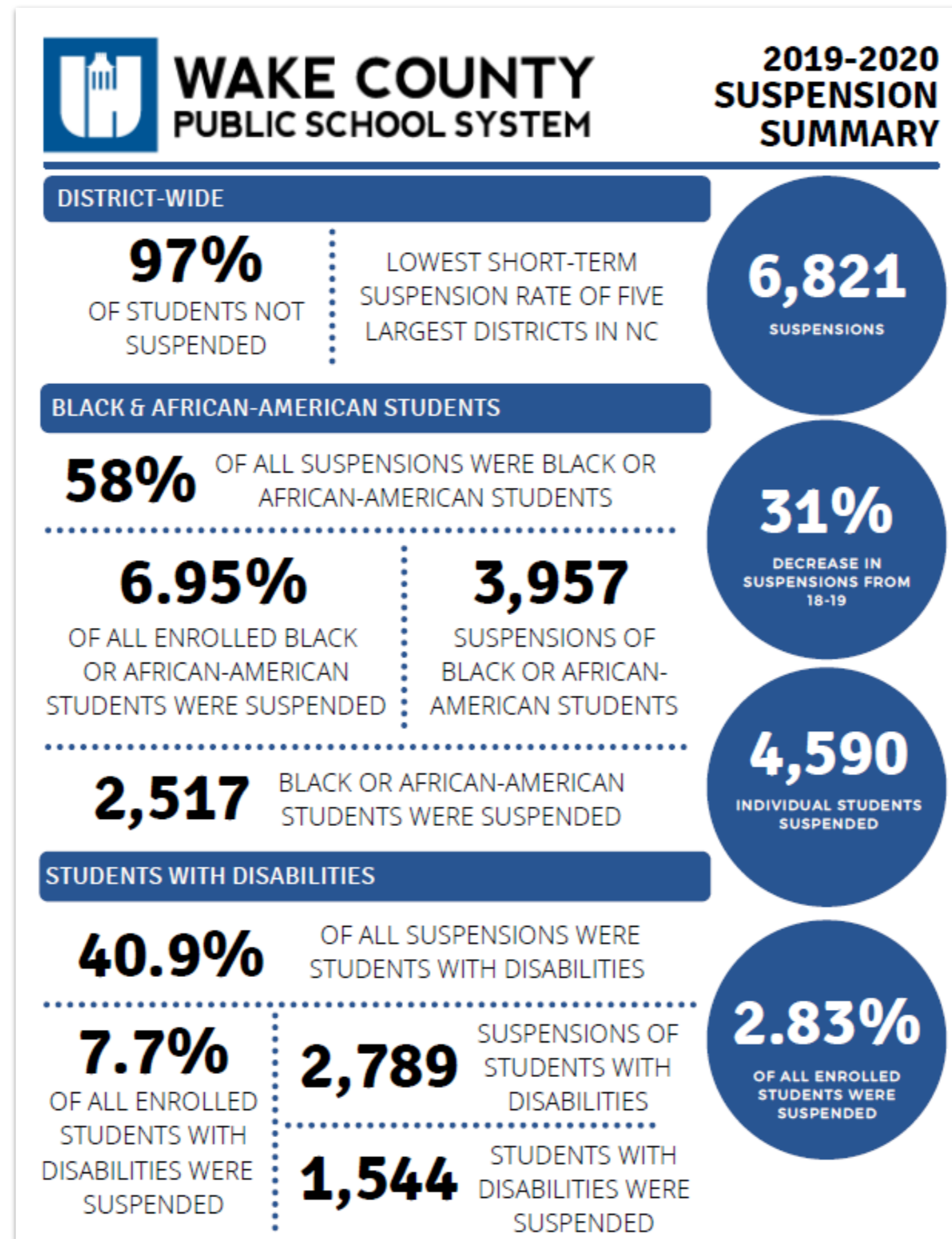


Suspension Rate of Five Largest Districts in North Carolina (as of March 2021)

Wake has the lowest suspension rate of the five largest districts in NC.





2019-2020 Suspension Data Overview



Comprehensive Plan for Equitable Disciplinary Practices (CPED) - Context

Rescinded: This document has been formally rescinded by the Department and remains available on the web for historical purposes only.



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights

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Dear Colleague Letter on the
Nondiscriminatory Administration of School Discipline**

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- “Dear Colleague” Letter - January 2014
- WCPSS adopted initial version of Comprehensive Plan for Equitable Disciplinary Practices (CPED) in 2014
- WCPSS Board of Education revised Code of Student Conduct incorporating guiding principles from Office of Civil Rights and US Department of Justice

Comprehensive Plan for Equitable Disciplinary Practices (CPED) - Context

Three-year agreement with Office of Civil Rights

Comprehensive Plan for Equitable Disciplinary Practices (CPED) is our tracking tool to record, monitor, and report our progress

2017-2018

2018-2019

2019-2020*
*last year of reporting

Comprehensive Plan for Equitable Disciplinary Practices (CPED) - Purpose

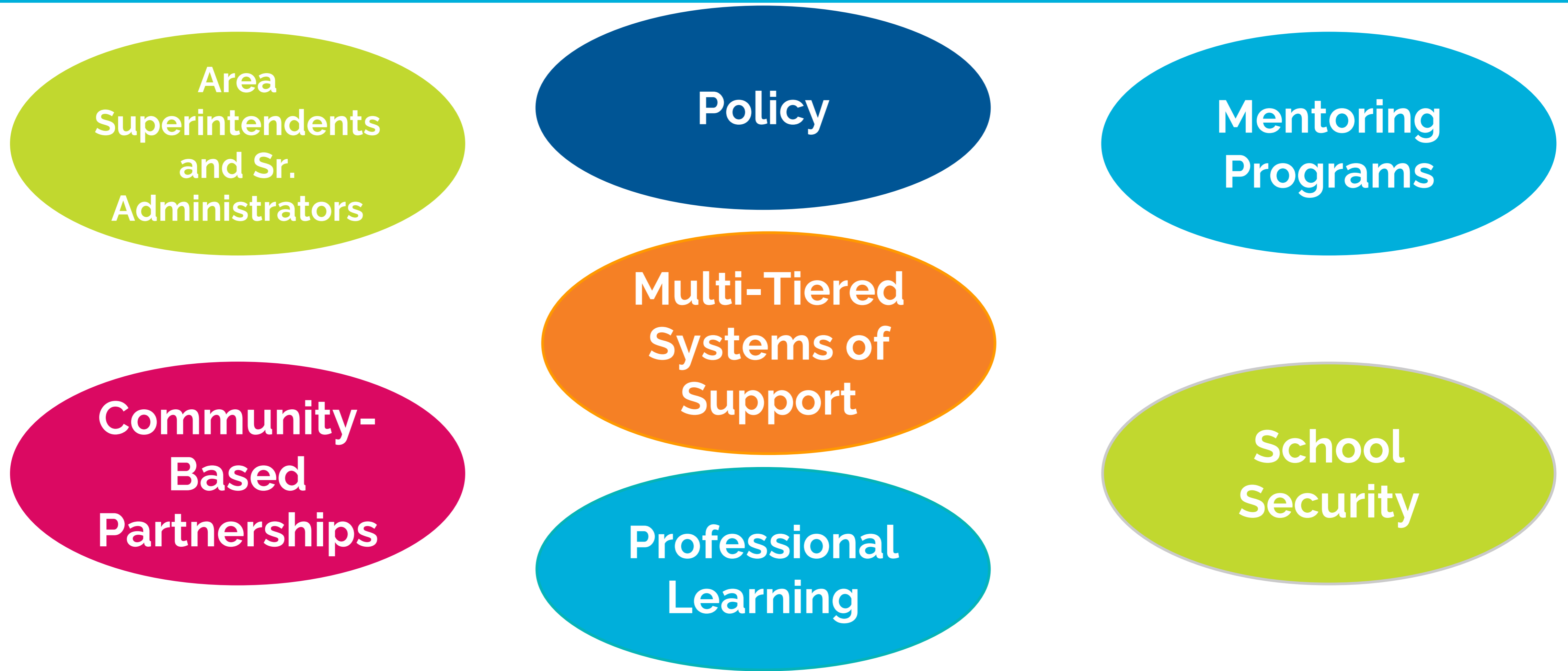


Comprehensive Plan for Equitable Disciplinary Practices (CPED) - Process

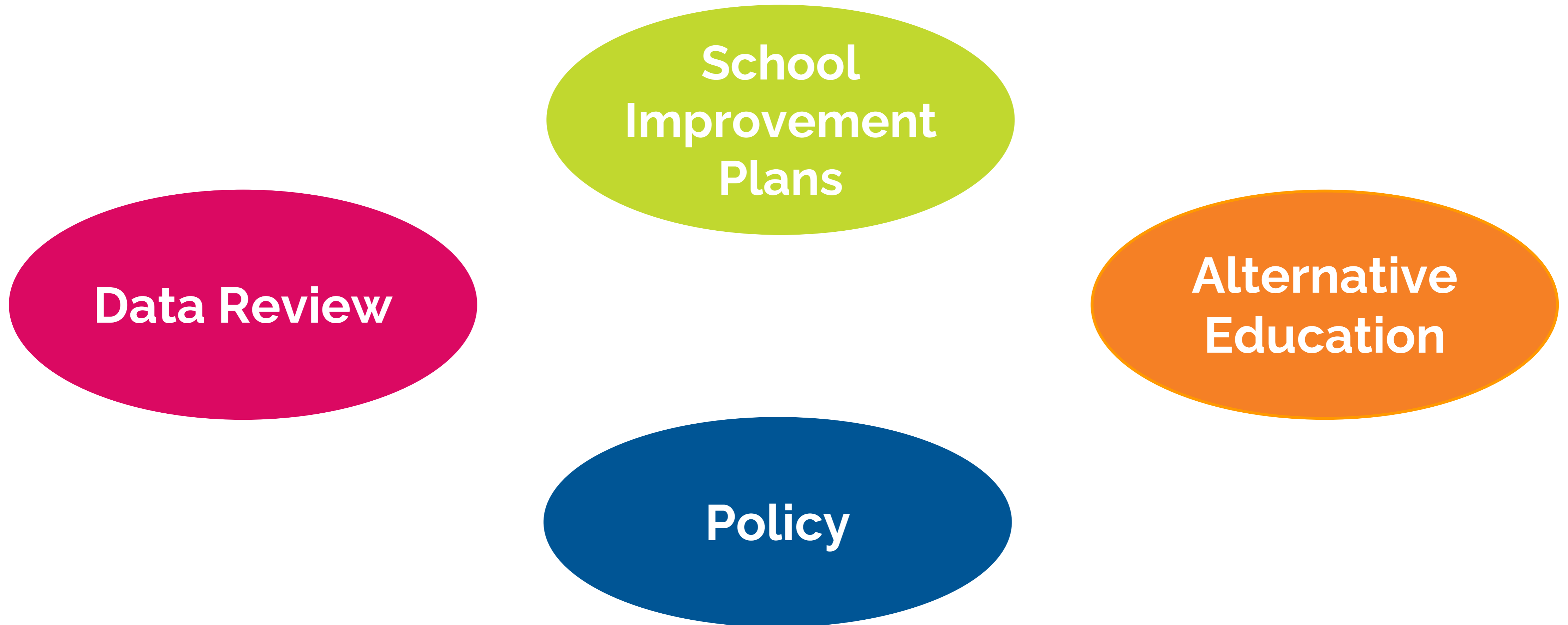
Multi-disciplinary team



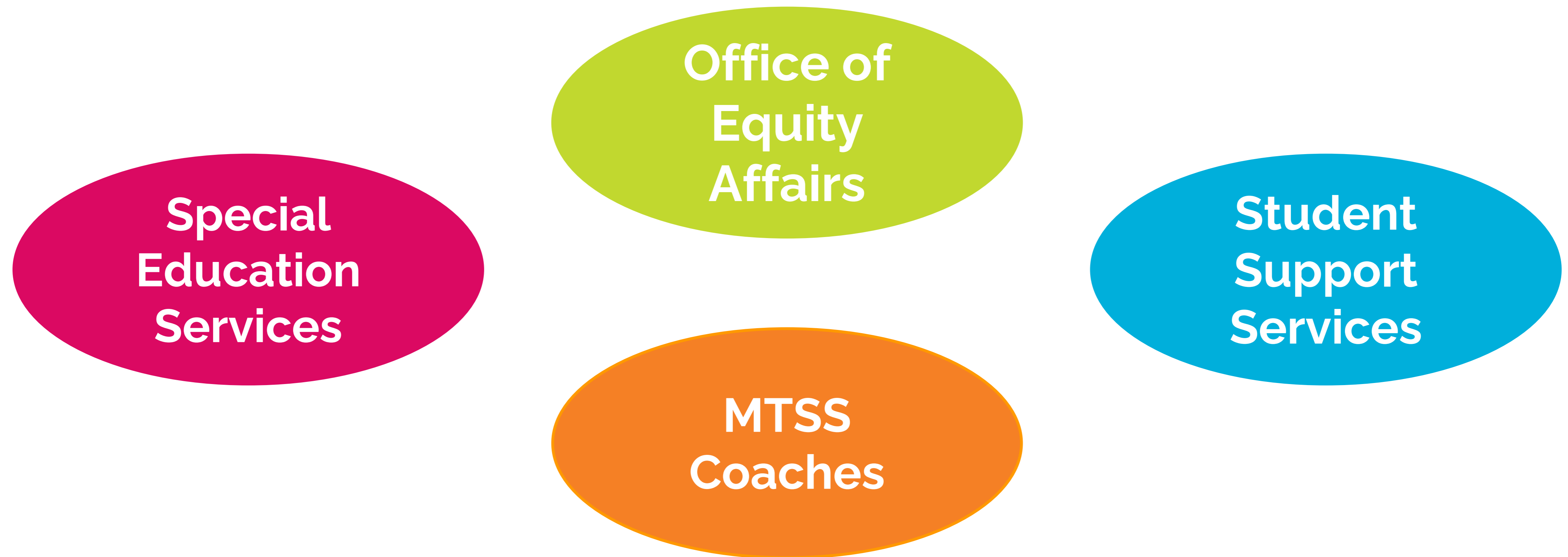
Guiding Principle 1: Climate and Prevention



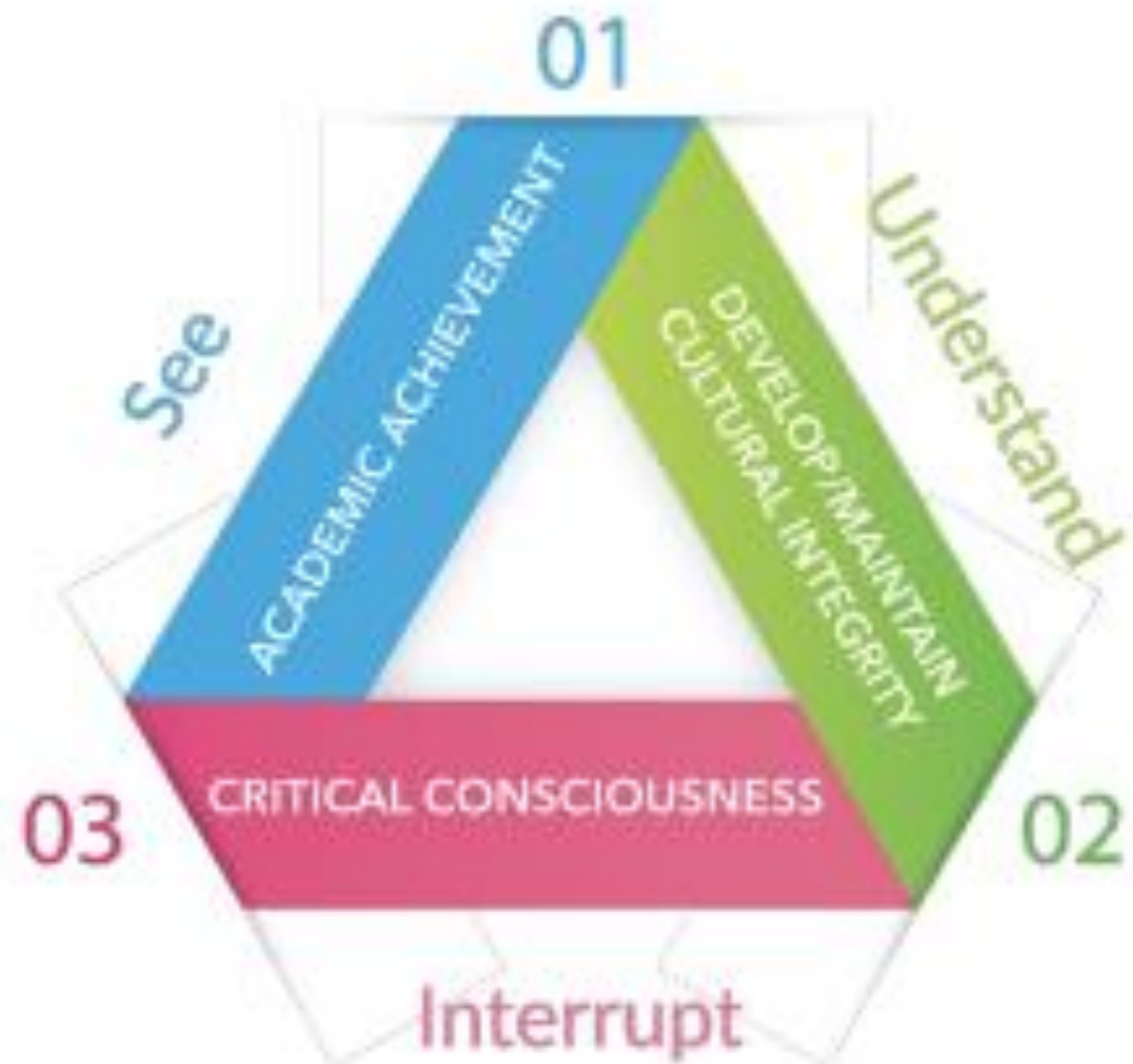
Guiding Principle 2: Clear, Appropriate and Consistent Expectations and Consequences



Guiding Principle 3: Equity and Continuous Improvement



Our Work Moving Forward



- Focus on Instructional Core - developing the connections between student, teacher, content
- Professional Learning
- Assess through Guiding Principles of CPED
- Review of board policies and assess needs for adjustments towards equitable practices

WHAT   
STARTS
 HERE
CHANGES
 EVERYTHING.