



# Comprehensive Plan for Equitable Discipline (CPED) – Part I

Student Achievement Committee - April 20, 2022

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## Desired Outcomes

- 1 Explore context with Office of Civil Rights and implications
- 2 Connect our work to Core Beliefs #1, #2, and #5
- 3 Review updated CPED document elements at a high level
- 4 Share examples of CPED elements
- 5 Provide next steps

## Context

Three-year agreement with Office of Civil Rights

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

Our work through CPED will continue and plan to bring relevant updates to the Board at an appropriate frequency

2017-2018


2018-2019

2019-2020\*  
\*last year of reporting

2020-present  
\*awaiting word from Office  
of Civil Rights (OCR)



## Connection to Our Core Beliefs

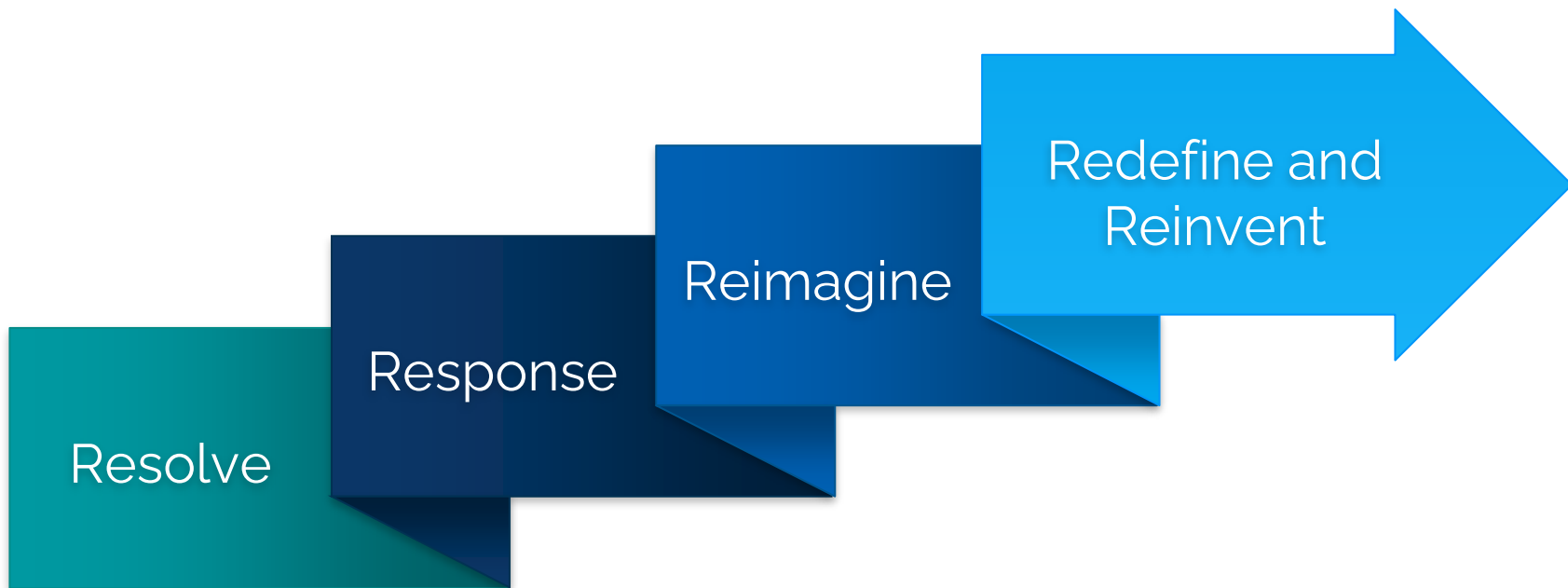


**#1** Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

**#2** Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

**#5** The Board of Education, superintendent, and all staff value a diverse school community that is inviting, respectful, inclusive, flexible, and supportive.

## Transitioning from Response to Recovery



# Updated CPED Document

- Alignment to Core Beliefs
- Academic Achievement Actions
- Behavioral Health Actions
- Data
- Links to Tools and Practices

Action Steps	Action Steps	Action Steps
<i>BELIEF #1: Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous and meaningful learning each day.</i>	<i>BELIEF #2: Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race and ethnicity.</i>	<i>BELIEF #5: The Board of Education, Superintendent and all staff value a diverse school community that is inviting, respectful, inclusive, flexible and supportive.</i>
<b>Academic Achievement Action Steps</b>		
<b>Behavioral Health Action Steps</b>		
<b>Data and Links to Tools and Practices</b>		

**\*Updated document maintains alignment with Guiding Principles from older document\***

Guiding Principle 1 - Climate and Prevention

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

Guiding Principle 3 - Equity and Continuous Improvement

## Examples of Academic Achievement Action Steps

<p><b>BELIEF #1: Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous and meaningful learning each day.</b></p>	<p><b>BELIEF #2: Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race and ethnicity.</b></p>	<p><b>BELIEF #5: The Board of Education, Superintendent and all staff value a diverse school community that is inviting, respectful, inclusive, flexible and supportive.</b></p>
<p>Set high expectations for achievement and behavior for all students.</p> <p><i>(Guiding Principle 2 - Clear, Appropriate, and Consistent Expectations and Consequences)</i></p>	<p>Use evidence-based instruction that supports effective student engagement and classroom management.</p> <p><i>(Guiding Principle 1 - Climate and Prevention)</i></p>	<p>Train school staff to apply school discipline policies &amp; practices in a fair &amp; equitable manner to not disproportionately impact at-risk, minority, SWD students. (GP 3.1)</p> <p><i>(Guiding Principle 3 - Equity and Continuous Improvement)</i></p>

## Examples of Behavioral Health Action Steps

<p><b>BELIEF #1: Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous and meaningful learning each day.</b></p>	<p><b>BELIEF #2: Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race and ethnicity.</b></p>	<p><b>BELIEF #5: The Board of Education, Superintendent and all staff value a diverse school community that is inviting, respectful, inclusive, flexible and supportive.</b></p>
<p>Ensure any alternative settings provide students with academic instruction and return students to their regular class as soon as possible.</p> <p><i>(Guiding Principle 2 - Clear, Appropriate, and Consistent Expectations and Consequences)</i></p>	<p>Promote social emotional learning to compliment academic skills and encourage positive behavior.</p> <p><i>(Guiding Principle 1 - Climate and Prevention)</i></p>	<p>Provide regular training and supports to all school personnel, i.e. teachers, principals, support staff, and SROs, on how to engage students and support positive behaviors.</p> <p><i>(Guiding Principle 1 - Climate and Prevention)</i></p>

Focused Reading Protocol  
Updated (CPED) Comprehensive Plan for Equitable Discipline Document

1. Read and annotate the text.



Aligns with my knowledge, practices, or beliefs.



Connections



I wish to know more about this.

2. Dialogue about your annotations..

## Examples of Data to be Monitored

**Review Data for Disproportionality: race, IEP/504 status, socioeconomic status, English Learner status across all Levels and Regions**

### Formative Data

- Attendance
- Behavioral Health Needs Assessment
- School Improvement Indicators
- Teacher Work Conditions Survey
- WCPSS Student Survey
- ECATS Behavior Incidents
  - Majors
  - Minors
- Office Discipline Referrals

### Summative Data

- Graduation Rate
- End of Course/End of Grade assessments
- Course grades
- Course Failure Rates
- Discipline data (suspensions, behavior incidents)
- Attendance

## Examples of Tools and Practices to be Monitored

### **Multi-Tiered System of Support (MTSS)** **Academic Achievement** **Behavioral Health**

#### **Building Staff Capacity**


- Staff Professional Learning
- Professional Learning Teams
- Restorative Practices (RP)
- Community Resilience Model (CRM)
- MTSS Coaches
- Tiered Behavior Resource Guide (TBR)

#### **Supports for Students**

- Group Counseling
- Community Liaisons
- Student Support Services Teams
- Restorative Practices (RP)
- Community Resilience Model (CRM)
- Alternative Learning Centers
- Alternative Education Schools and Programs



## Our Work Moving Forward

- 
- Connect with Office of Civil Rights about need for continued monitoring
  - Continue the work with district teams to update new CPED document
  - Share CPED with principals
  - May 2022 Board Work Session

Part II: Comprehensive Plan for Equitable Discipline (CPED) - including data overview from 2020-2021, overview of longitudinal data, and “on-the-ground” proactive interventions

WHAT     
STARTS  
 HERE  
CHANGES  
 EVERYTHING.