

Comprehensive Plan for Equitable Discipline (CPED)

Updated Apr 8, 2022 Beliefs Tools Assess D

	ACTION STEPS (Links to Documents and Data)	ACTION STEPS (Links to Documents and Data)	ACTION STEPS (Links to Documents and Data)
	BELIEF #1: Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous and meaningful learning each day.	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.	BELIEF #5: The Board of Education, Superintendent and all staff value a diverse school community that is inviting, respectful, inclusive, flexible and supportive.
A C A D E M I C A C H I E V E M E N T	Set high expectations for achievement and behavior for all students. (GP 2.1) Academics, SES, SSS, Area Supt. Define and standardize expectations for all students. (GP 2.1) Academics, SES, SSS, Area Supt.	Use evidence-based instruction that supports effective student engagement and classroom management. (GP 1.2) Academics, SES, SSS, Area Supt. Provide Equity and Culturally Responsive training to schools and Central Services leadership.(GP3.2.4) OEA	Engage in deliberate efforts to create a positive school climate. (GP 1.1) OEA, Area Supt. Train school staff to apply school discipline policies & practices in a fair & equitable manner to not disproportionately impact at-risk, minority, SWD students. (GP 3.1) OEA, SSS, SES, Area Supt. Set high academic standards and achievement goals for all students. (GP 2.1) Academics, SES, SSS

CPED Guiding Principles

Guiding Principle 1: Climate and Prevention Guiding Principle 2: Clear, Appropriate and Consistent Expectations and Consequences Guiding Principle 3: Equity and Continuous Improvement

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B E H A V I O R A L H E A L T H	<p>Ensure policies include appropriate procedures for SWD and due process for all students. (GP 2.4) <i>Academics, SES, SSS, Area Supt.</i></p>	<p>Use evidence-based prevention strategies to promote positive student behavior. (GP 1.2) <i>SES, SSS, Area Supt.</i></p>	<p>Provide regular training and support to all school personnel, i.e. teachers, principals, support staff, and SROs, on how to engage students and promote positive behaviors. (GP 1.4) <i>SSS, OEA, Security</i></p>
	<p>Remove students from the classroom only as a last resort. (GP 2.5) <i>Academics, SES, SSS, Area Supt.</i></p>	<p>Ensure that clear, developmentally appropriate and proportional consequences are in place. (GP 2.3) <i>SSS</i></p>	<p>Collaborate with local mental health, child welfare, law enforcement, juvenile justice, and other stakeholders to align resources, prevention strategies and intervention services. (GP 1.5) <i>SSS, OEA, Security</i></p>
	<p>Ensure any alternative settings provide students with academic instruction and return students to their regular class as soon as possible. (GP 2.5) <i>Academics, SES, SSS</i></p>	<p>Promote social emotional learning to compliment academic skills and encourage positive behavior. (GP 1.3) <i>SSS</i></p>	<p>Ensure SRO roles focus on improving school safety and reducing inappropriate referrals to law enforcement. (GP 1.6) <i>SSS, Security</i></p>
	<p>Create processes and procedures that lead to increased use of inclusionary practices. (GP 2.5.3) <i>Academics, SES, SSS</i></p> <p>Include reducing disparity in suspensions as a non-negotiable in School Improvement Plans. (GP 2.5.5) <i>SSS, Area Supt.</i></p>	<p>Involve families, students and school personnel in development and implementation of discipline policies and Code of Conduct. (GP 2.2) <i>SSS, OEA</i></p> <p>Use proactive, data-driven efforts, including feedback from families, students, teachers and school personnel to prevent, identify, reduce and eliminate discriminatory discipline and unintended consequences. (GP 3.2) <i>OEA, SSS</i></p>	

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	DATA and CONTEXT with Links (most recent available)	TOOLS & PRACTICES with LINKS
A C A D E M I C A C H I E V E M E N T	<p>ACT - college-ready benchmarks for 11th grade students</p> <p>Attendance - monthly, quarterly, annually</p> <p>Course Failure Rate - quarter, semester</p> <p>End of Course/End of Grade Exams - semester, annual</p> <p>Grades - quarter, semester</p> <p>Graduation Rate - cohort graduation rates, dropout rate</p> <p>North Carolina Youth Risk Behavior Survey - provided during odd-number years to assess youth behaviors</p> <p>Oasis Data - CPS referrals, threat assessments, self-harm screenings</p> <p>Teacher Work Conditions Survey - every even numbered year</p> <p>WCPSS Student Survey - measures student engagement annually</p> <p> </p> <p>*Data will be reviewed for disproportionality by race, IEP/504 status, socioeconomic status, English Learner status across all Levels and Regions.</p>	<p>Alternative Learning Centers</p> <p>Alternative Schools</p> <p>Communities in Schools</p> <p>Connections Academy - Alternative Middle School for Alternative Learning Placement</p> <p>Equitable Classroom Walk Through</p> <p>Multi-Tiered System of Support</p> <p>Professional Learning Teams</p> <p>SCORE Academy - Alternative High School for Alternative Learning Placement</p> <p>Staff Training: Specific to CPED Goals and Programs</p> <p>Standard Treatment Protocol</p> <p>Tiered Fidelity Inventory (TFI)</p>

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B E H A V I O R A L H E A L T H	<p>Alternative Learning Center referrals - quarter, semester, annual</p> <p>Behavior Incidents: Majors/Minors - quarter, semester, annual</p> <p>Behavioral Health Needs Assessment - measures behavioral health indicators at schools by semester</p> <p>In-school Suspensions - quarter, semester, annual</p> <p>North Carolina Youth Risk Behavior Survey - provided during odd-numbered years to assess youth behaviors</p> <p>Office Discipline Referrals - quarter, semester, annual</p> <p>Out-of-School Suspensions - quarter, semester, annual</p> <p>School Resource Officer Data - annual</p> <p>Teacher Work Conditions Survey - every even numbered year</p> <p>WCPSS Student Survey - measures student engagement annually</p> <p>*Data will be reviewed for disproportionality by race, IEP/504 status, socioeconomic status, English Learner status across all Levels and Regions.</p>	<p>Alternative Counseling Education</p> <p>Alternative Learning Centers</p> <p>Alternative Schools</p> <p>Before and After School Programs</p> <p>Behavioral Health Needs Assess. PLT</p> <p>Community Resilience Model (CRM)</p> <p>Crisis Prevention Intervention (CPI)</p> <p>Discipline Data Tracking Tool</p> <p>Group Counseling</p> <p>In-School Suspension (best practices)</p> <p>Mentoring, Check-N-Connect</p> <p>Monthly Behavior Incident Report</p> <p>MTSS Behavior Coaches</p> <p>Multi-Tiered System of Support</p> <p>Pro Social Skill Development</p> <p>Restorative Practices</p> <p>Staff Training: Specific to CPED Goals and Programs</p> <p>Tiered Behavior Resource (TBR)</p> <p>Why Try</p>
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