



Comprehensive Plan for Equitable Discipline (CPED) - Part II

Board Work Session - June 7, 2022

Paul Koh, Assistant Superintendent, Student Support Services

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Dr. Will Chavis, Assistant Superintendent, Office of Equity Affairs

Dr. Paul Walker, Senior Director, Student Due Process and Alternative Education

WCPSS Staff

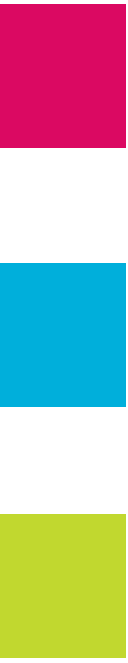


Desired Outcomes

- 1** Review updated Comprehensive Plan for Equitable Discipline (CPED) framework
- 2** Provide overview of increased student needs
- 3** Review the connections between academic and behavioral health in our work as a district
- 4** Share perspectives of the work from district and school-based staff
- 5** Overview of data connected to discipline and the overarching work of our Comprehensive Plan for Equitable Discipline



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.

Updated Comprehensive Plan for Equitable Discipline (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>
Academic Achievement Action Steps		
Behavioral Health Action Steps		
Data and Links to Tools and Practices		

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

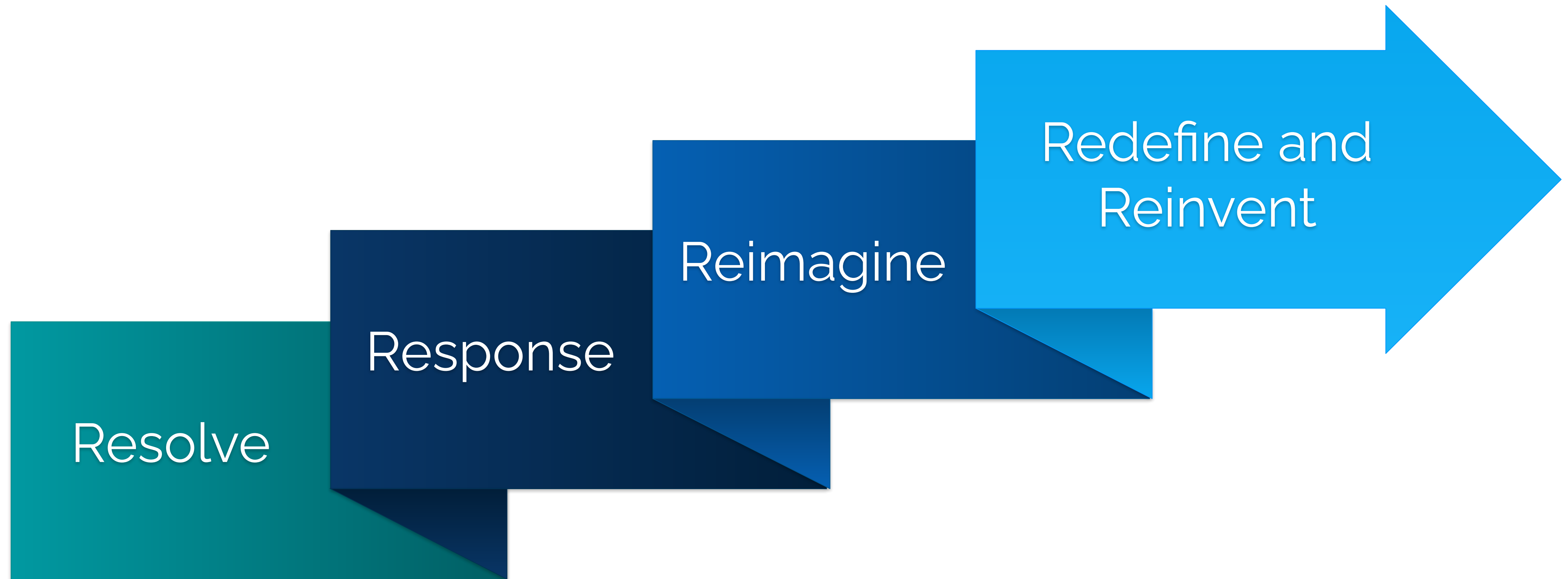
Guiding Principle 3 - Equity and Continuous Improvement

Increased Student Needs

- Behavior
- Social-Emotional
- Mental Health
- Academic Supports
- Basic Needs:
food, shelter, income



Transitioning from Response to Recovery





Behavioral Health

Core Belief #1

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

- Integration - behavioral health with academics
- Behavioral Health Needs Assessment
- Menu of best practices for schools
- Student engagement
- Food security and community partnerships
- Family wellness and self-care sessions
- Mental health needs - upgrading our support



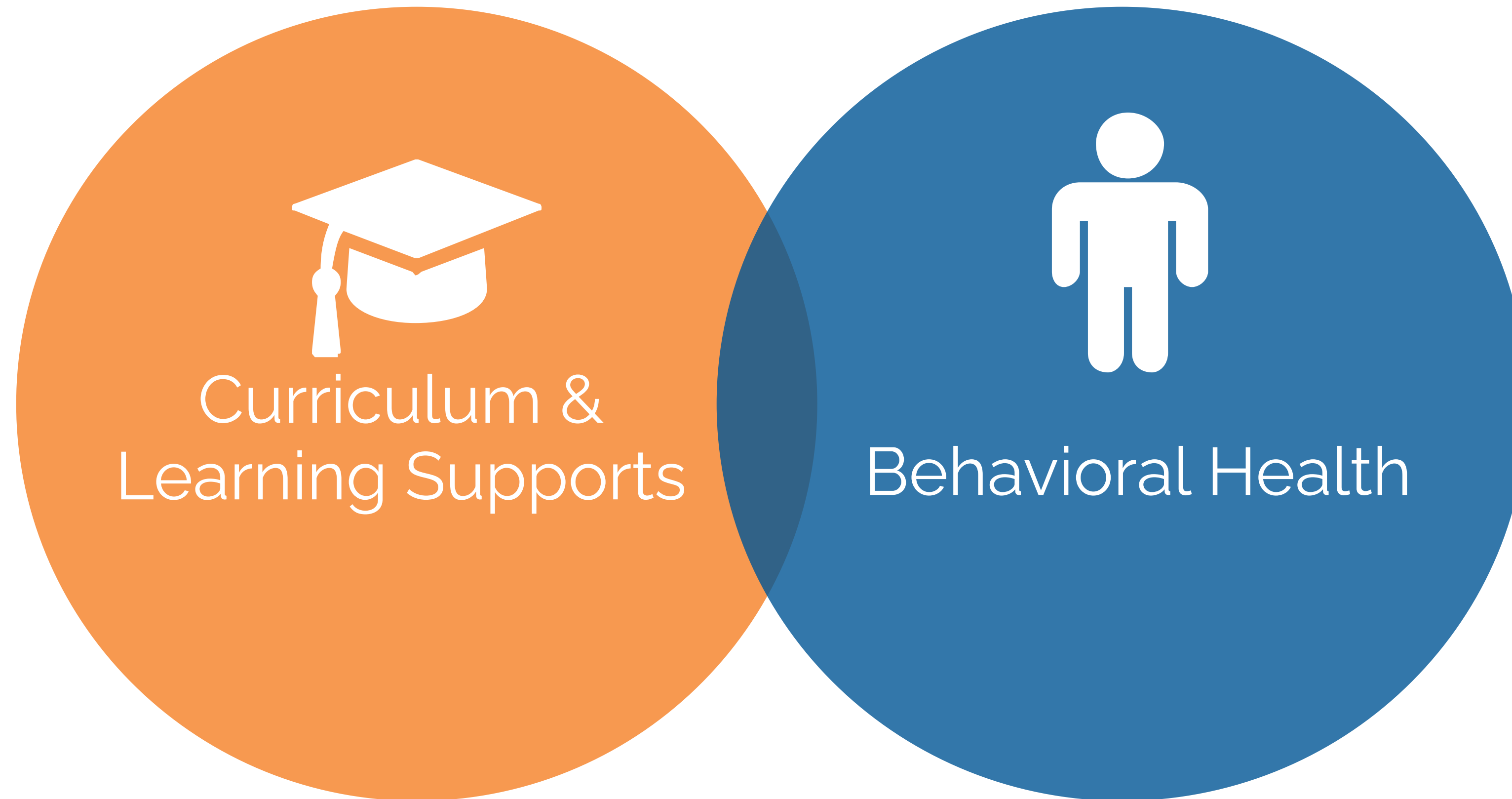
Curriculum and Learning Supports

Core Belief #1

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

- Comprehensive balanced assessment system
- Data-based problem solving
- Instructional supports and resources
- Professional learning and coaching
- Extended learning opportunities

Nexus of Academic and Behavioral Health



Recovery through a Framework of Systems and Structures





Teachers

Equity

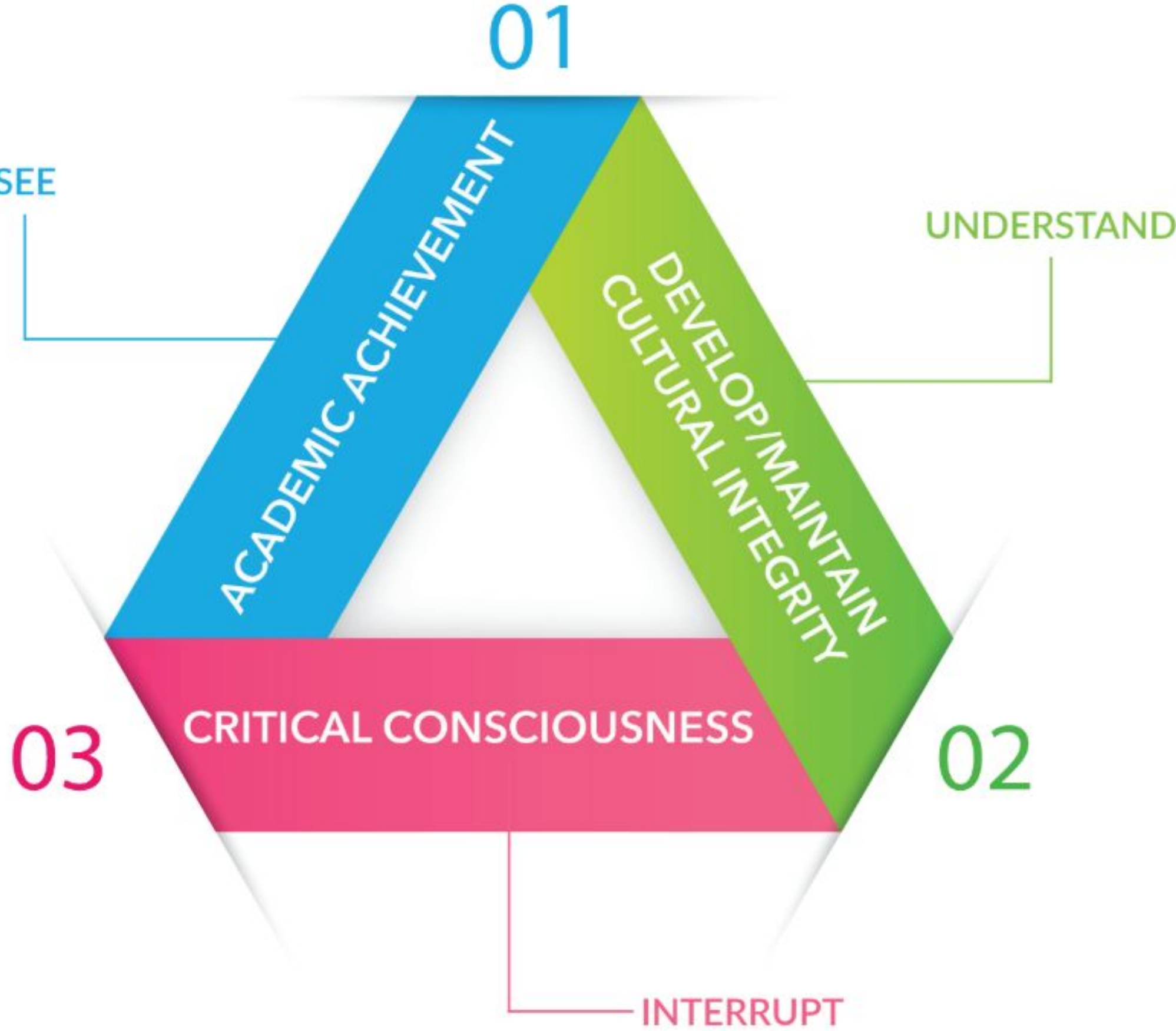


Students



Families

Office of Equity Affairs - Culturally Responsive Framework



Culturally Responsive Framework Integration

The OEA supports school communities in the following ways:

Family and Community Engagement

- Family Academies
- DEI Support/Outreach
- CELT
- Mentoring Support

Educator/School Support

- Equity Teams
- Beginning Teacher Support
- Equity Foundations
- IA Empowerment
- Student Programming

Coaching and Leadership

- Equity Audits
- Cultural Assessments
- Equity and School Improvement Plans
- Visioning/Strategic Planning
- ES/MS Discipline Cohorts



Office of Equity Affairs: On the Ground Work

Discipline Cohort Groups

- Purpose and formation
- Cohort development
- Professional learning
- Coaching support
- Examining exclusionary practices
- Analyzing and responding to disproportionality



Office of Equity Affairs: Ongoing and Future Work

- Thought Partnership
- Title IX supportive measures/education
- Alternatives to suspensions
- Intersections of Behavioral Health.
Academics, Equitable Practices

On the Ground Work: A School's Perspective

Elisabeth Hinman

ALC Teacher
Wake Forest High
School



On the Ground Work: A School's Perspective

**Kathryn
Hutchinson**

Principal
Centennial Campus
Magnet Middle
School



On the Ground Work: A School's Perspective

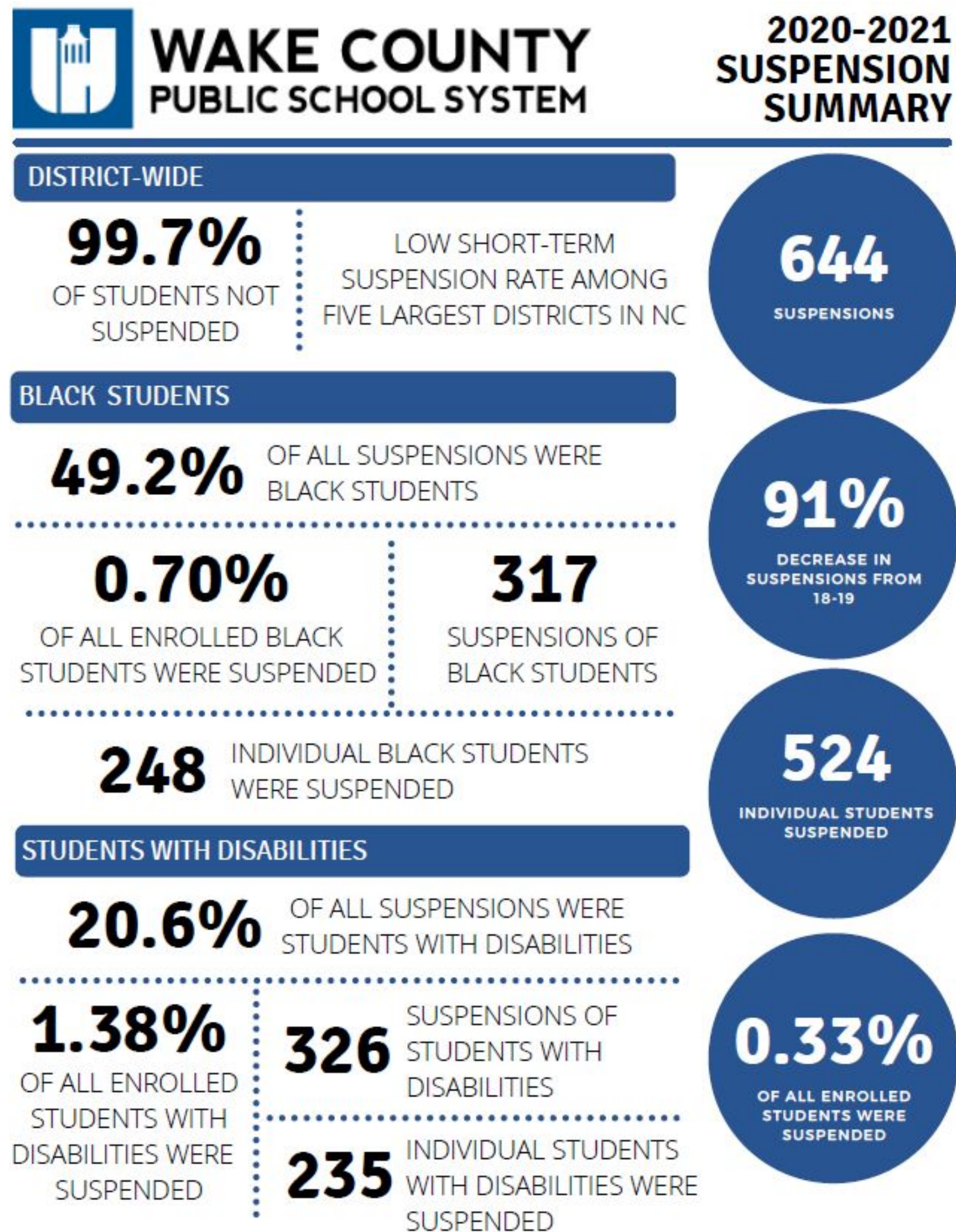
Nolan Bryant
Principal
Cary High School



WHAT   
STARTS
 HERE
CHANGES
 EVERYTHING.

2020-2021 Snapshot of Suspensions

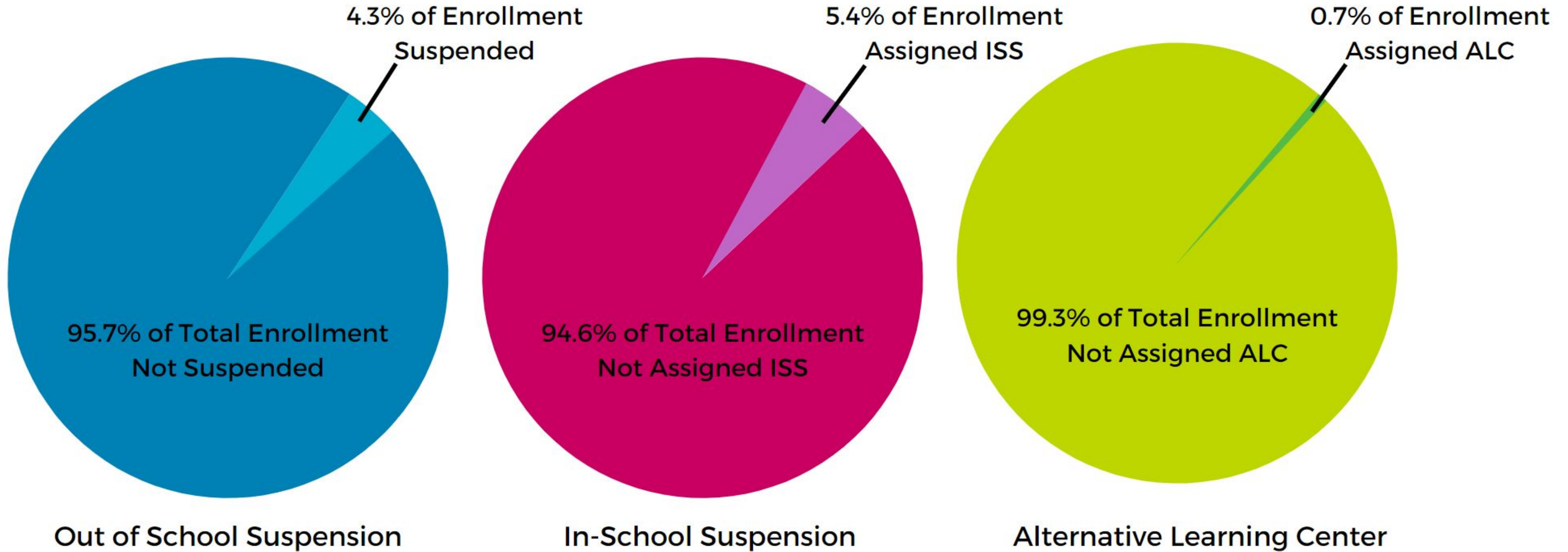
2020-2021 was an atypical school year



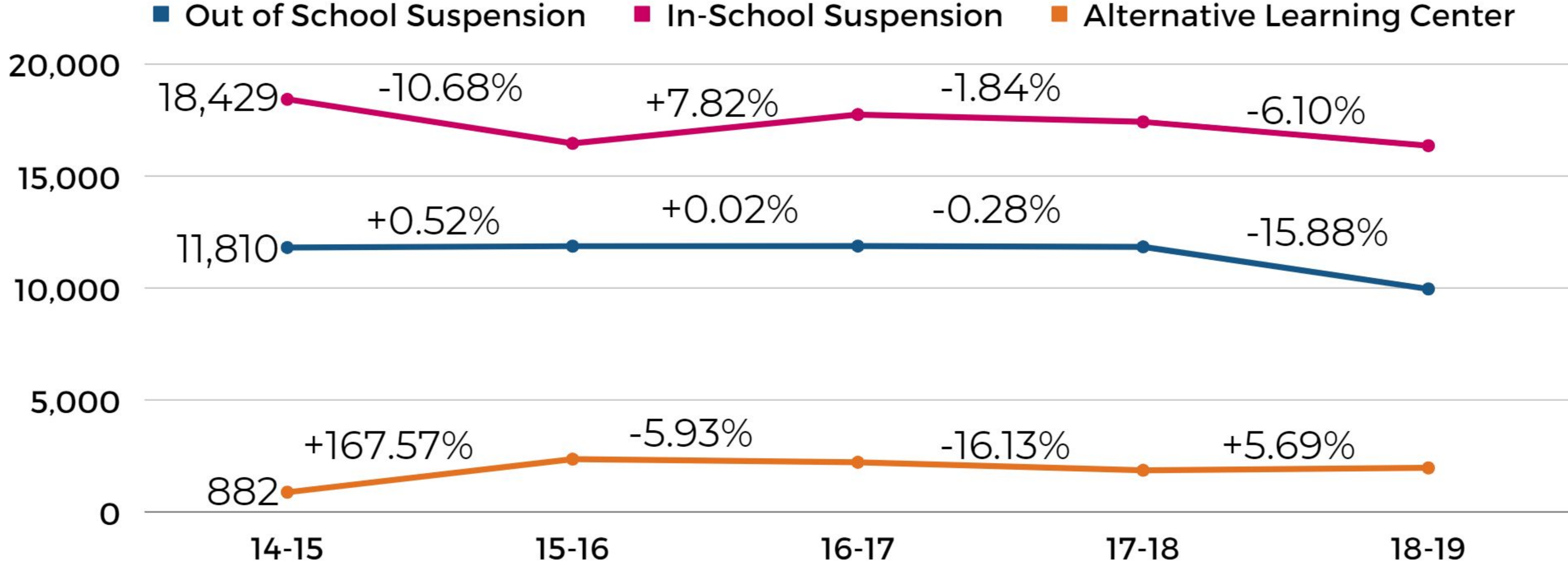
2021-2022 Comparison of Five Largest Districts

	Total Enrollment	# STS	STS per 1000
Wake County	156,767	642	4.10
Charlotte-Mecklenberg	137,578	777	5.65
Guilford County	66,420	282	4.25
Winston-Salem/ Forsyth County	50,304	527	10.48
Cumberland County	47,234	146	3.09

5-Year Average: Exclusionary Actions



Five-Year Trend: OSS, ISS, and ALC



IEP Five-Year Comparison of Suspensions

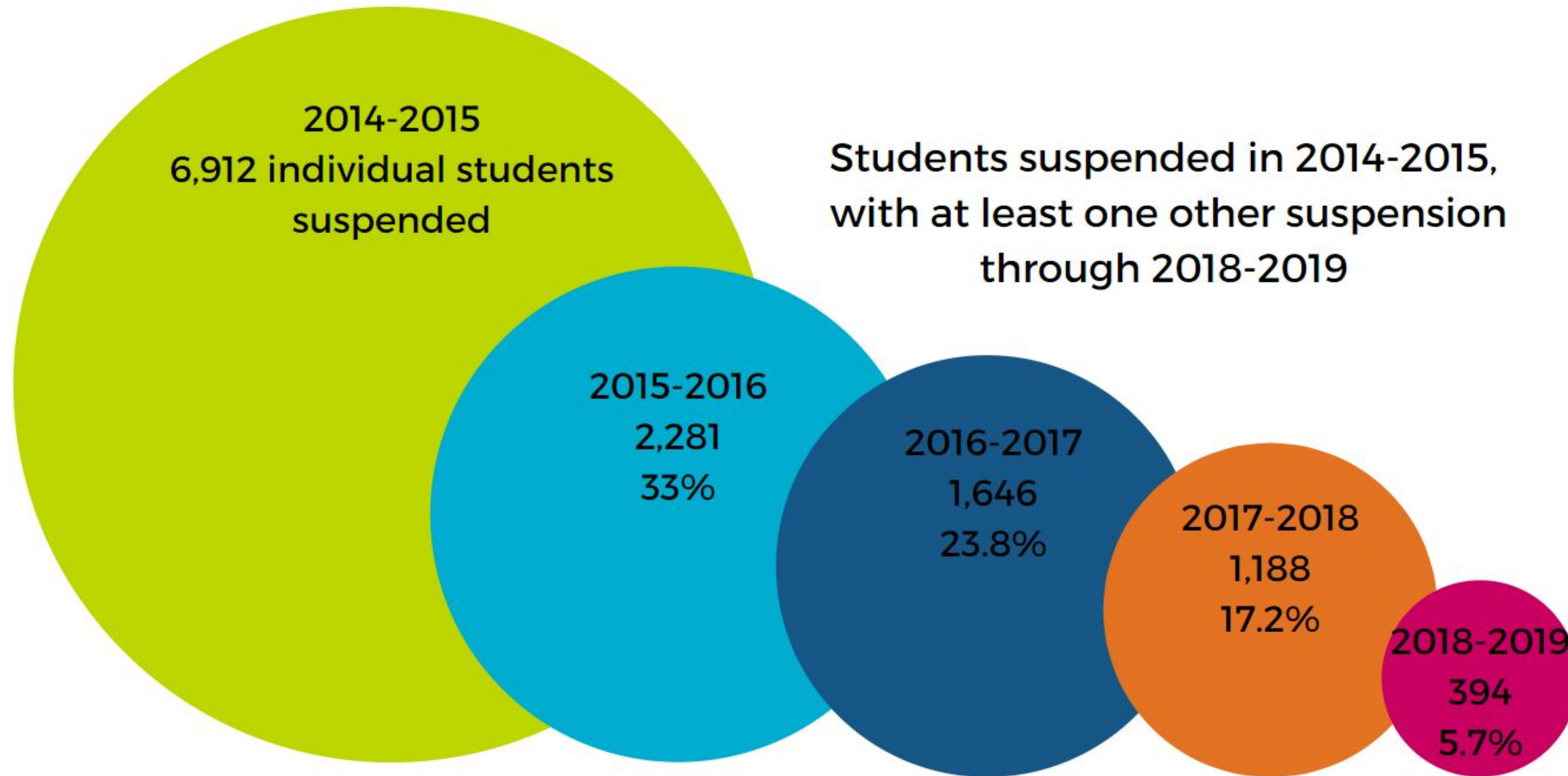
	Total Students Suspended	Students with IEP Suspended	% of Enrollment of Students with IEP	% of Students Suspended with IEP
14-15	6,912	2,608	12.3	37.7
15-16	6,953	2,586	12.3	37.2
16-17	6,983	2,492	12*	35.7
17-18	7,004	2,488	12.8	35.5
18-19	5,974	2,139	12.6	35.8

Five-Year Trend: Recidivism OSS

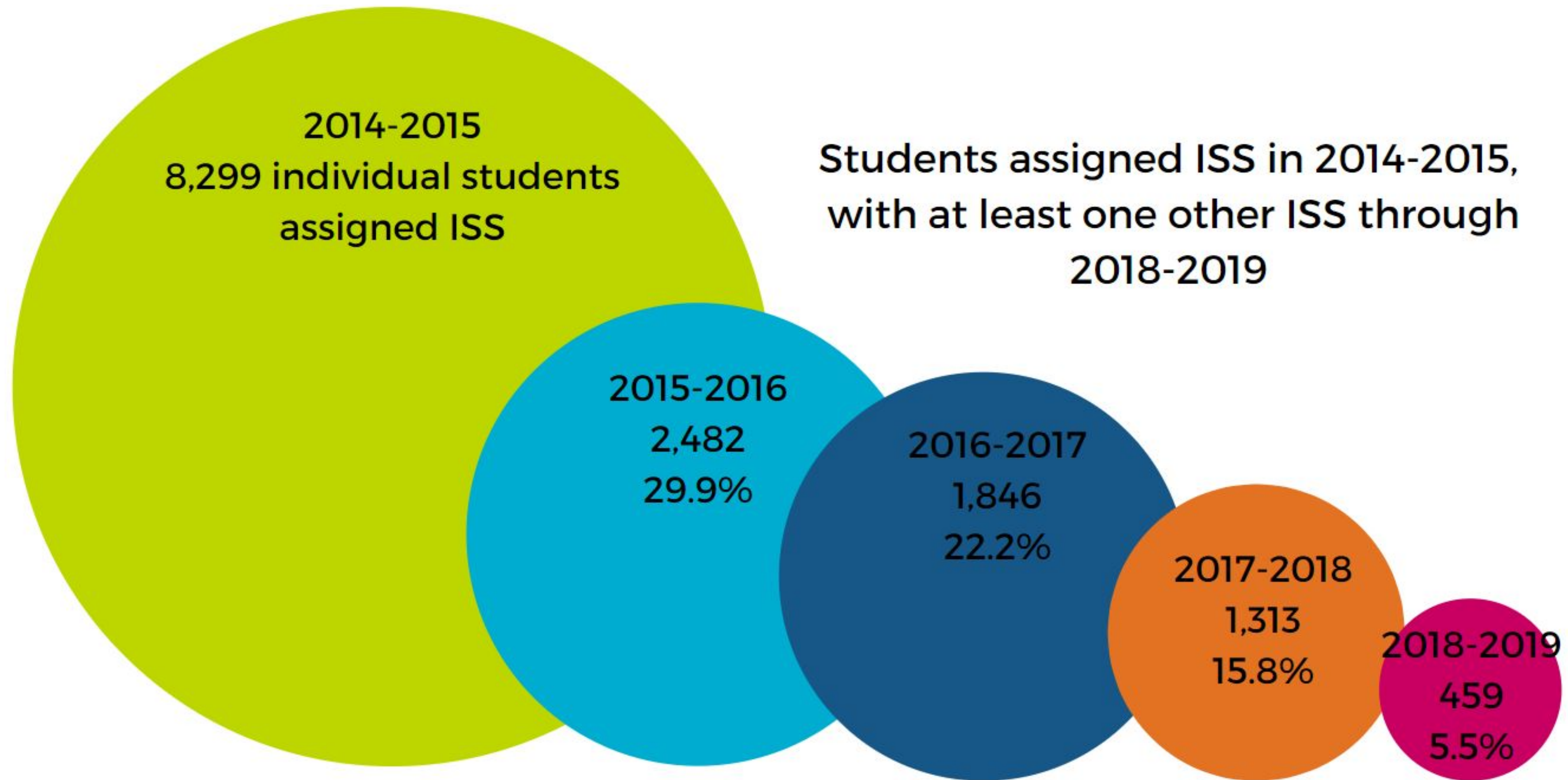
# Suspensions	# Students
1	12,262
2-5	8,118
6-10	1,606
11-15	450
16-20	159
21-25	50
26-30	17
31-36	8
Totals	22,670

- 12,622 students had one suspension over the five-year period.
- 90% of students have five or less suspensions over the five-year period
- 17 students had between 26 and 30 suspensions over the five-year period.

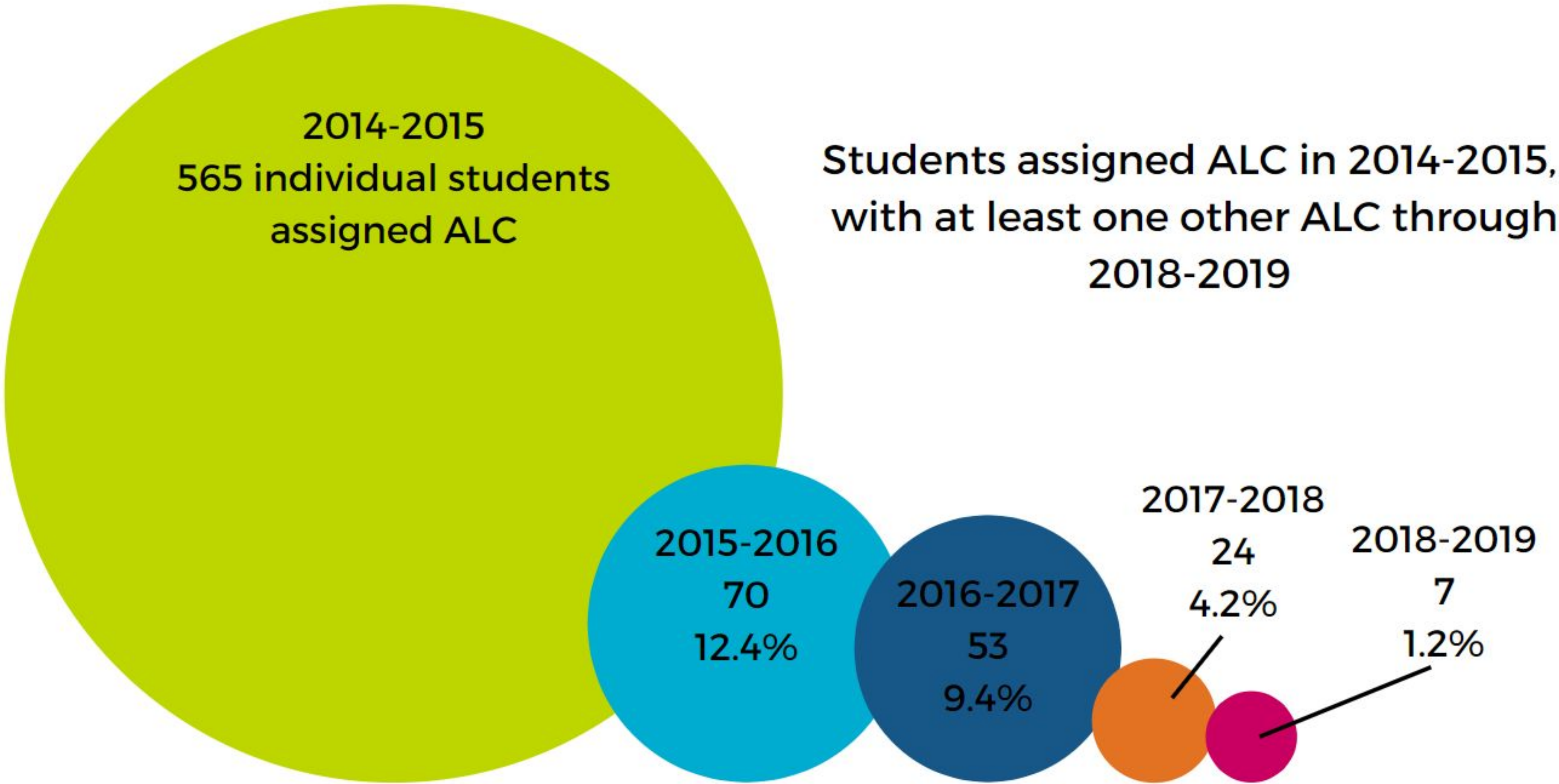
Recidivism: Out-of-School Suspension



Recidivism: In-School Suspension

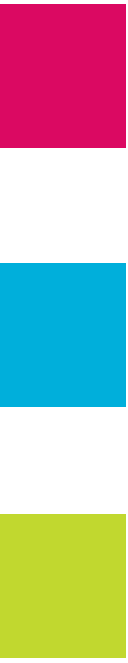


Recidivism: Alternative Learning Center (ALC)





Our Work Moving Forward

- 
- Collaborate with Office of Civil Rights about need for continued monitoring
 - Continue the work with district teams to update new CPED document
 - Share Comprehensive Plan for Equitable Discipline (CPED) framework with principals
 - Expand data review practices to include updated Comprehensive Plan for Equitable Discipline (CPED) framework
 - Continue focus on the nexus of academic and behavioral health and align with our strategic plan work

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