



# Comprehensive Plan for Equitable Discipline (CPED) - Part III

Board Work Session - July 19, 2022

Paul Koh, Assistant Superintendent, Student Support Services

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



# Desired Outcomes

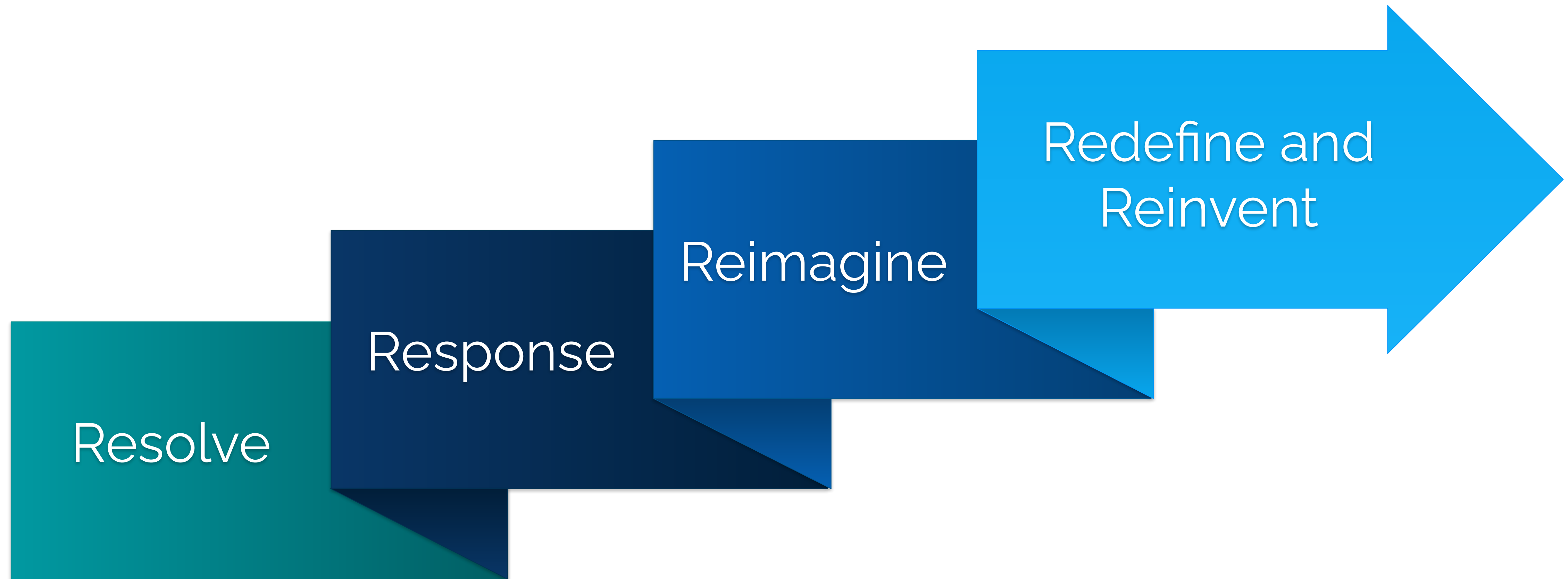
- 1** Provide overview of increased student needs
- 2** Reiterate the connections between academic and behavioral health in our work as a district
- 3** Share an overview of data connected to discipline and the overarching work of our Comprehensive Plan for Equitable Discipline

# Increased Student Needs

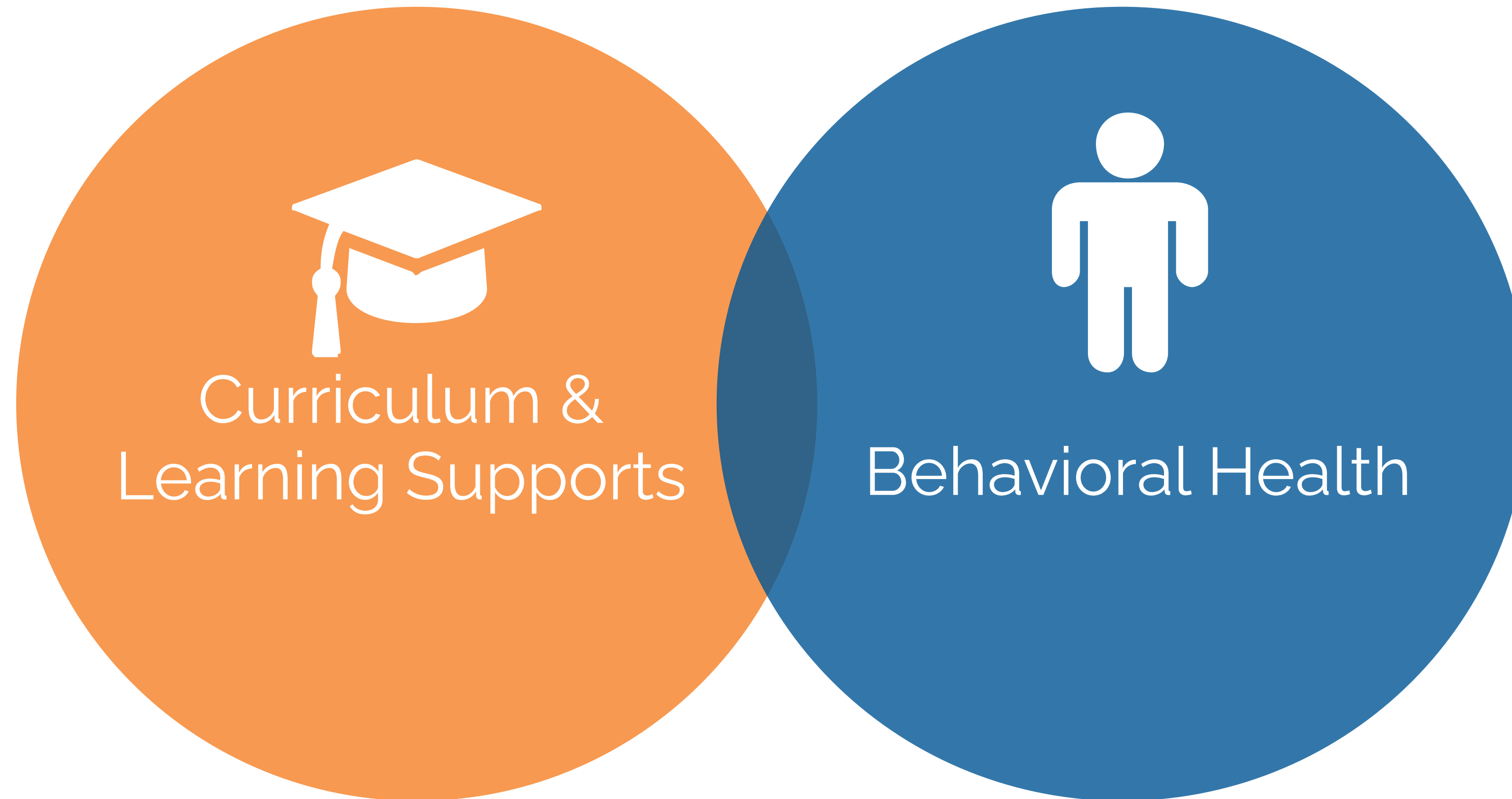
- Behavior
- Social-Emotional
- Mental Health
- Academic Supports
- Basic Needs: food, shelter, income



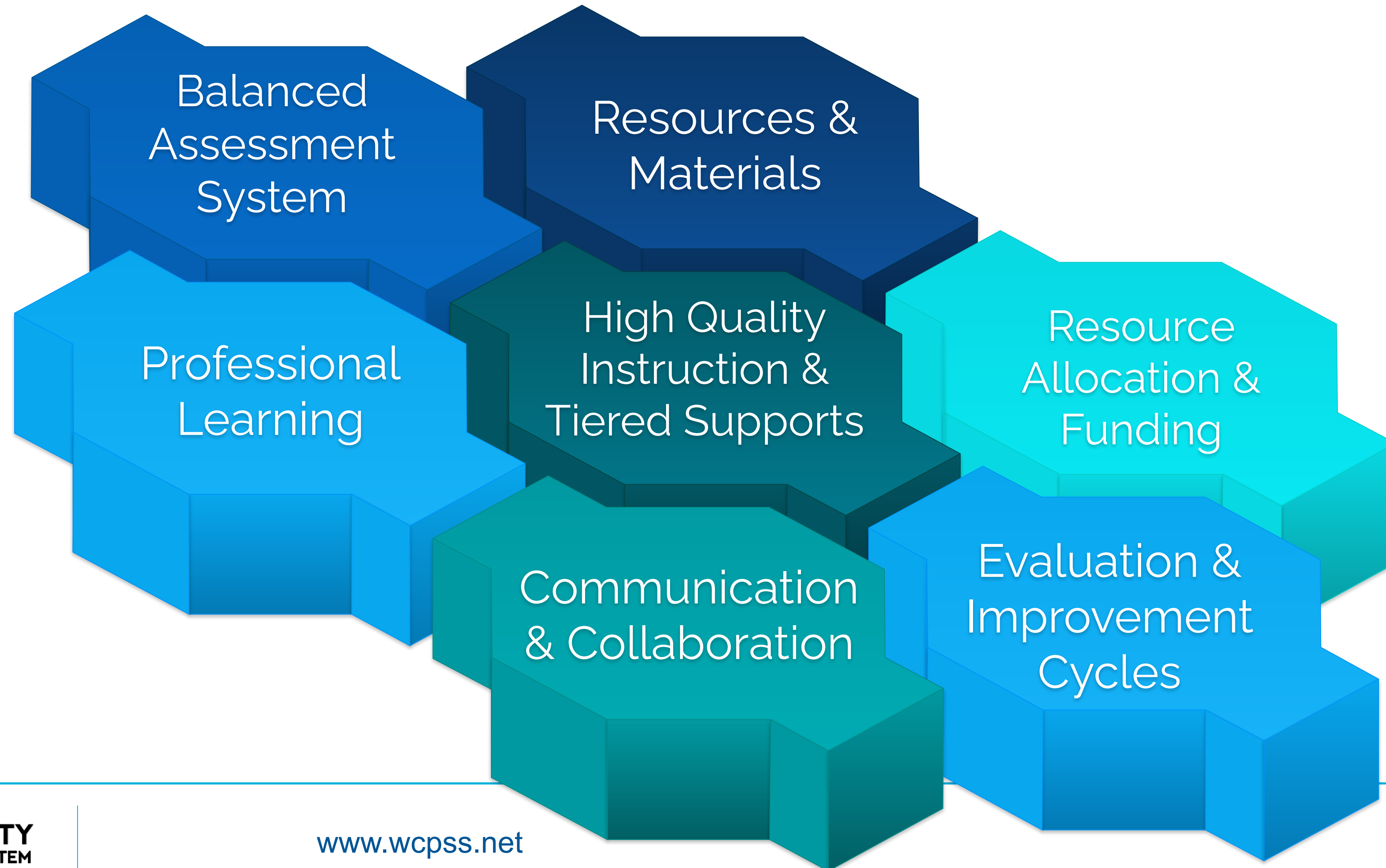
# Transitioning from Response to Recovery



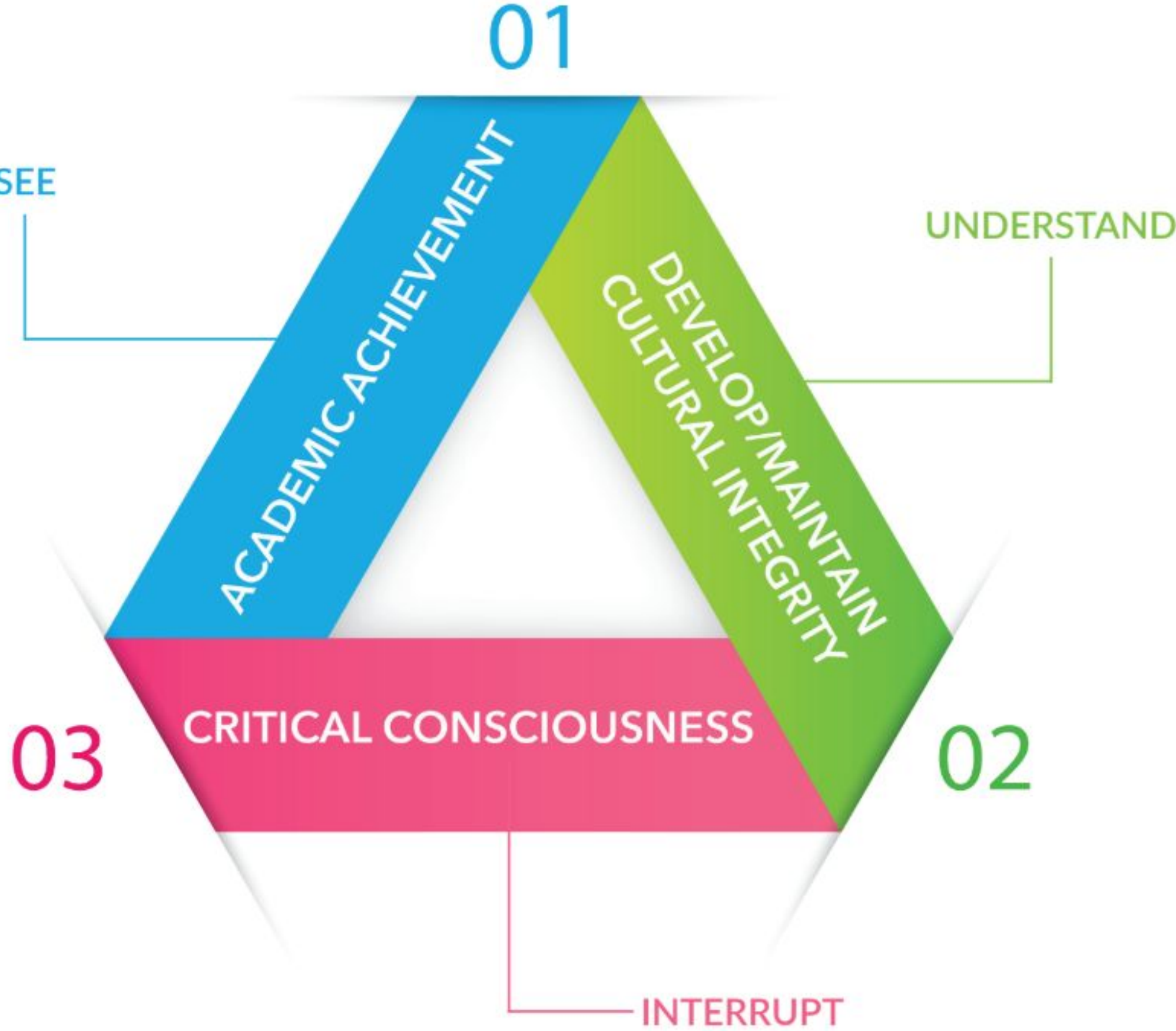
# Nexus of Academic and Behavioral Health



# Recovery through a Framework of Systems and Structures



# 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

# 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**



**WAKE COUNTY  
PUBLIC SCHOOL SYSTEM**

**2020-2021  
SUSPENSION  
SUMMARY**

### DISTRICT-WIDE

**99.7%**

OF STUDENTS NOT  
SUSPENDED

LOW SHORT-TERM  
SUSPENSION RATE AMONG  
FIVE LARGEST DISTRICTS IN NC

**644**

SUSPENSIONS

### BLACK STUDENTS

**49.2%**

OF ALL SUSPENSIONS WERE  
BLACK STUDENTS

**0.70%**

OF ALL ENROLLED BLACK  
STUDENTS WERE SUSPENDED

**317**

SUSPENSIONS OF  
BLACK STUDENTS

**91%**

DECREASE IN  
SUSPENSIONS FROM  
18-19

**248**

INDIVIDUAL BLACK STUDENTS  
WERE SUSPENDED

**524**

INDIVIDUAL STUDENTS  
SUSPENDED

### STUDENTS WITH DISABILITIES

**20.6%**

OF ALL SUSPENSIONS WERE  
STUDENTS WITH DISABILITIES

**1.38%**

OF ALL ENROLLED  
STUDENTS WITH  
DISABILITIES WERE  
SUSPENDED

**326**

SUSPENSIONS OF  
STUDENTS WITH  
DISABILITIES

**235**

INDIVIDUAL STUDENTS  
WITH DISABILITIES WERE  
SUSPENDED

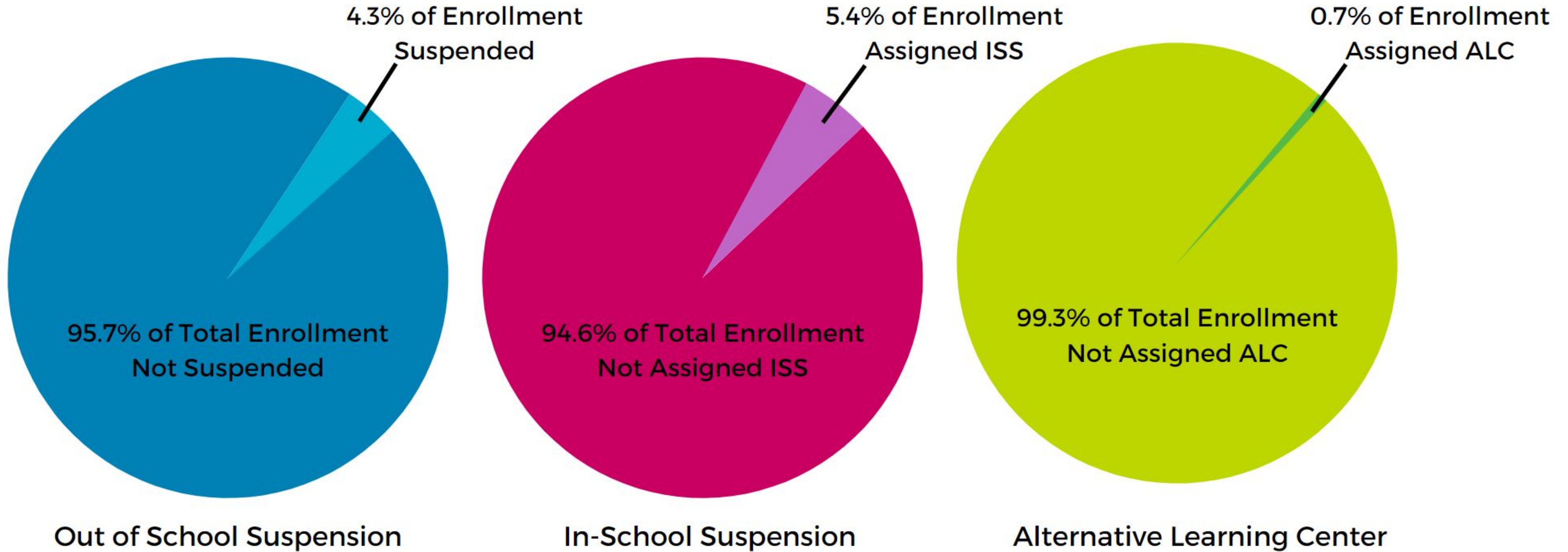
**0.33%**

OF ALL ENROLLED  
STUDENTS WERE  
SUSPENDED

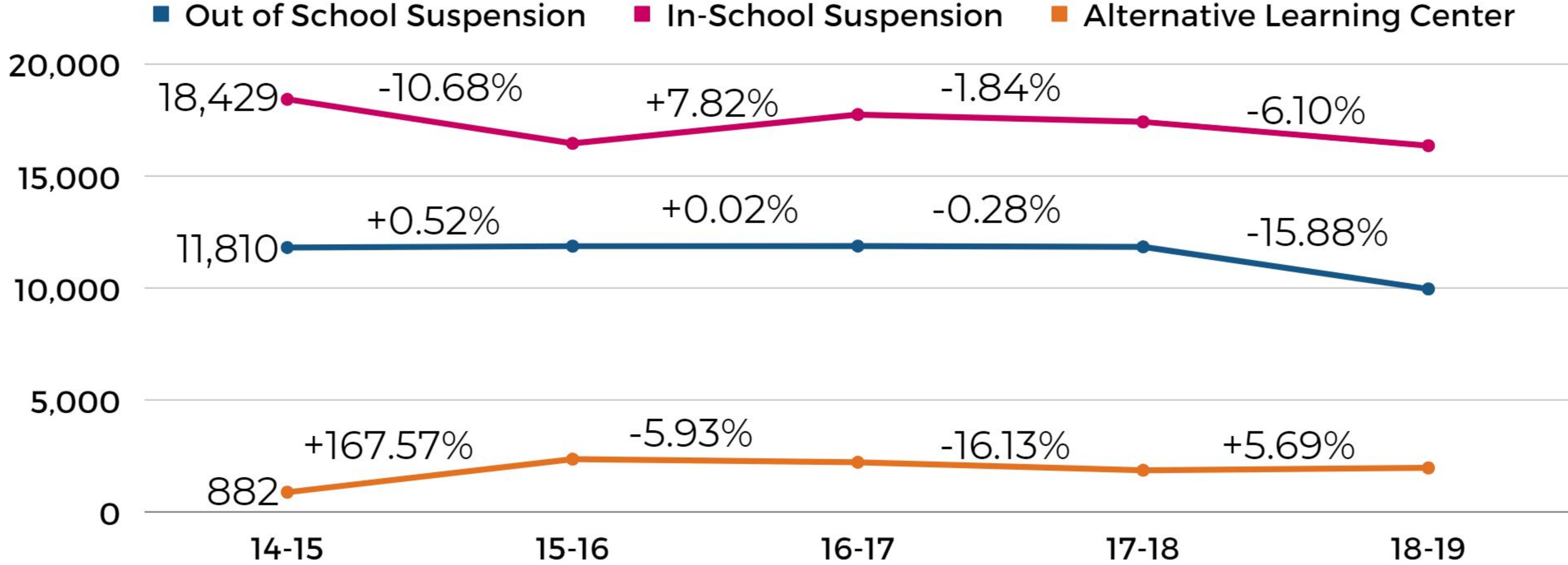
# 2021-2022 Comparison of Five Largest Districts

	<b>Total Enrollment</b>	<b>Total Short-Term Suspensions</b>	<b>Short-Term Suspensions per 1000</b>
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



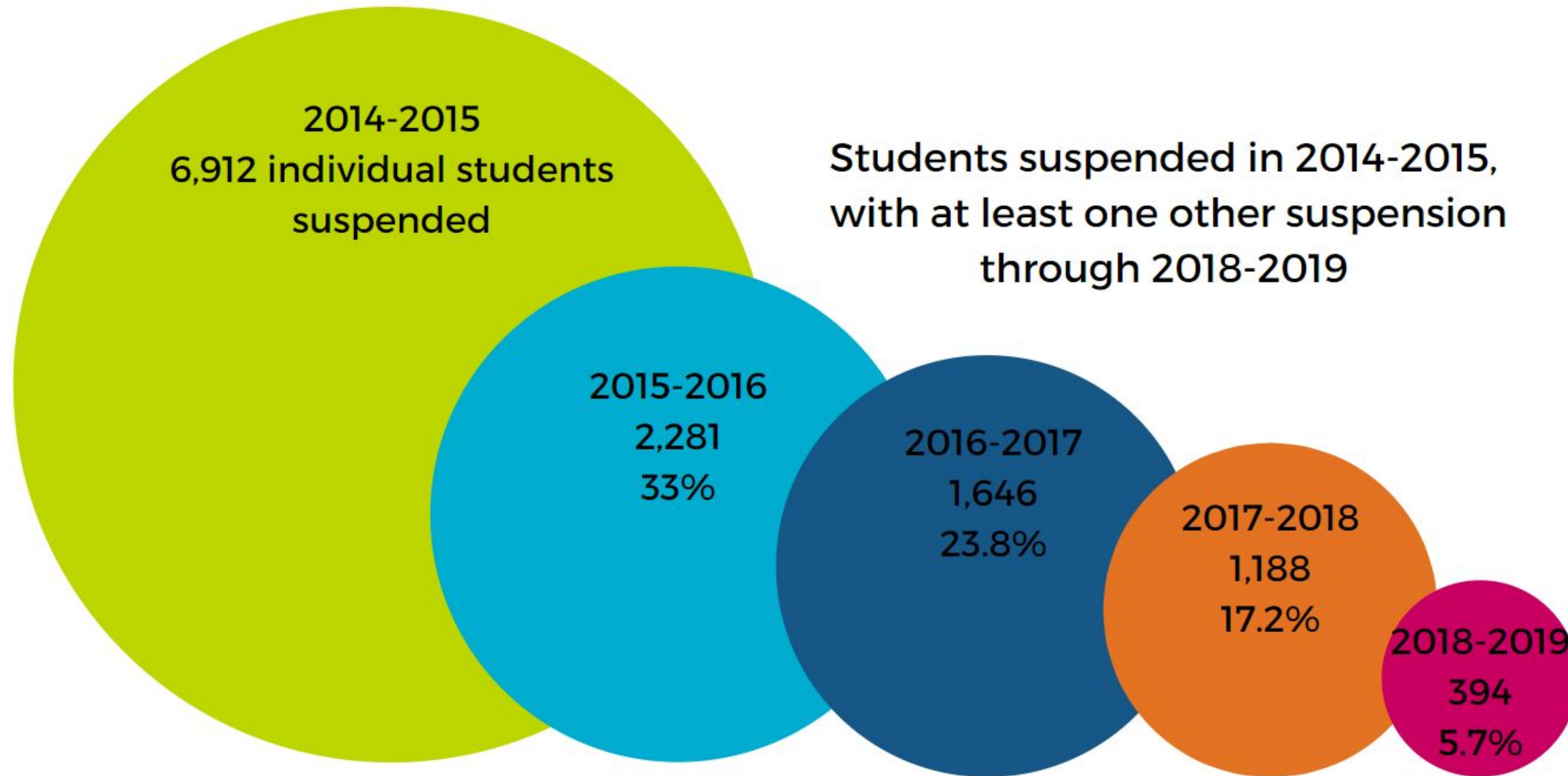
# IEP Five-Year Comparison of Suspensions

	<b>Total Students Suspended</b>	<b>Students with IEP Suspended</b>	<b>% of Enrollment of Students with IEP</b>	<b>% of Students Suspended with IEP</b>
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

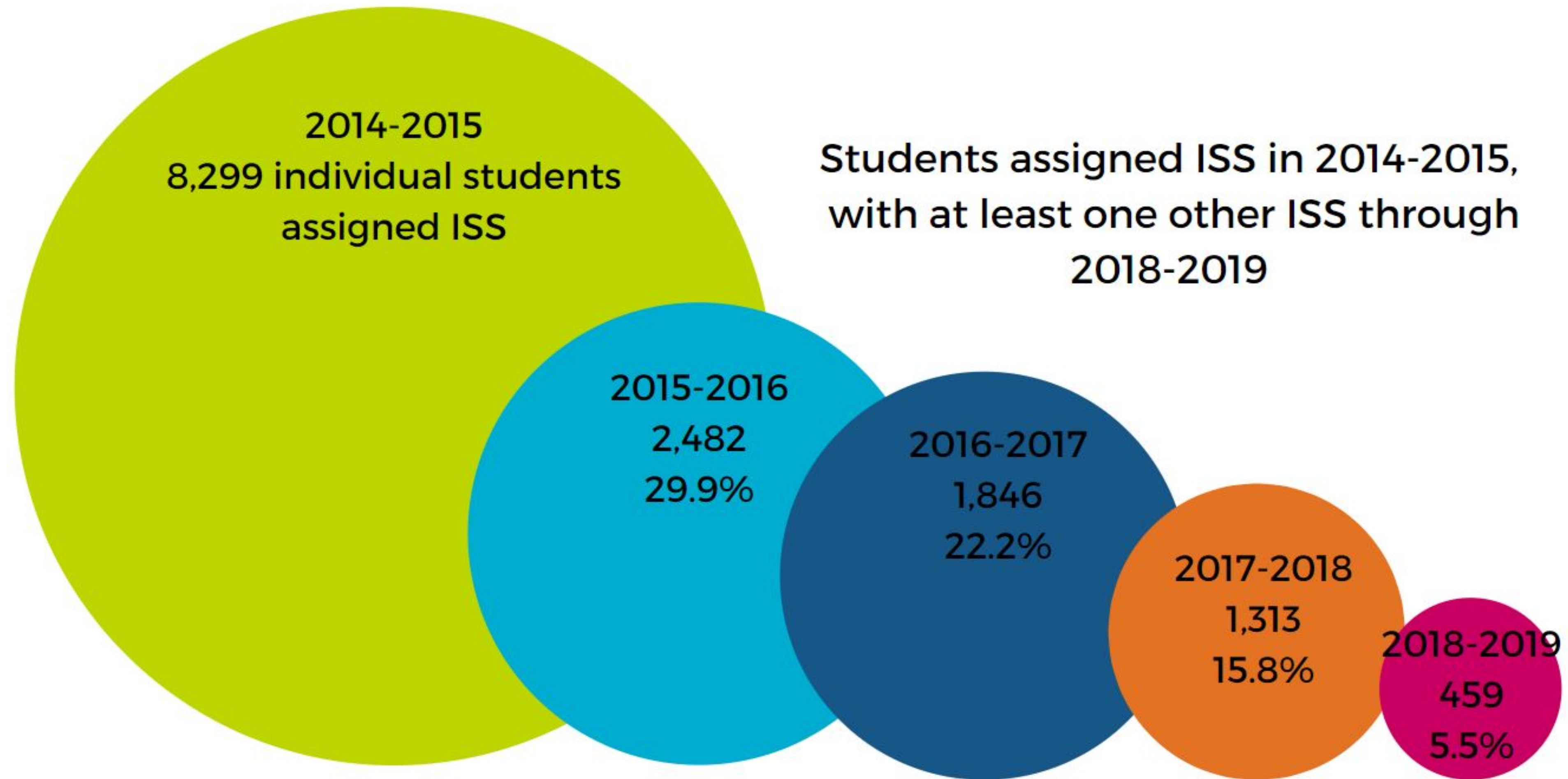
# Five-Year Trend: Recidivism OSS

# Suspensions	# Students	% of Total
1	12,262	54.1
2-5	8,118	35.8
6-10	1,606	7.1
11-15	450	1.9
16-20	159	.70
21-25	50	.22
26-30	17	.07
31-36	8	.04
Total	22,670	100

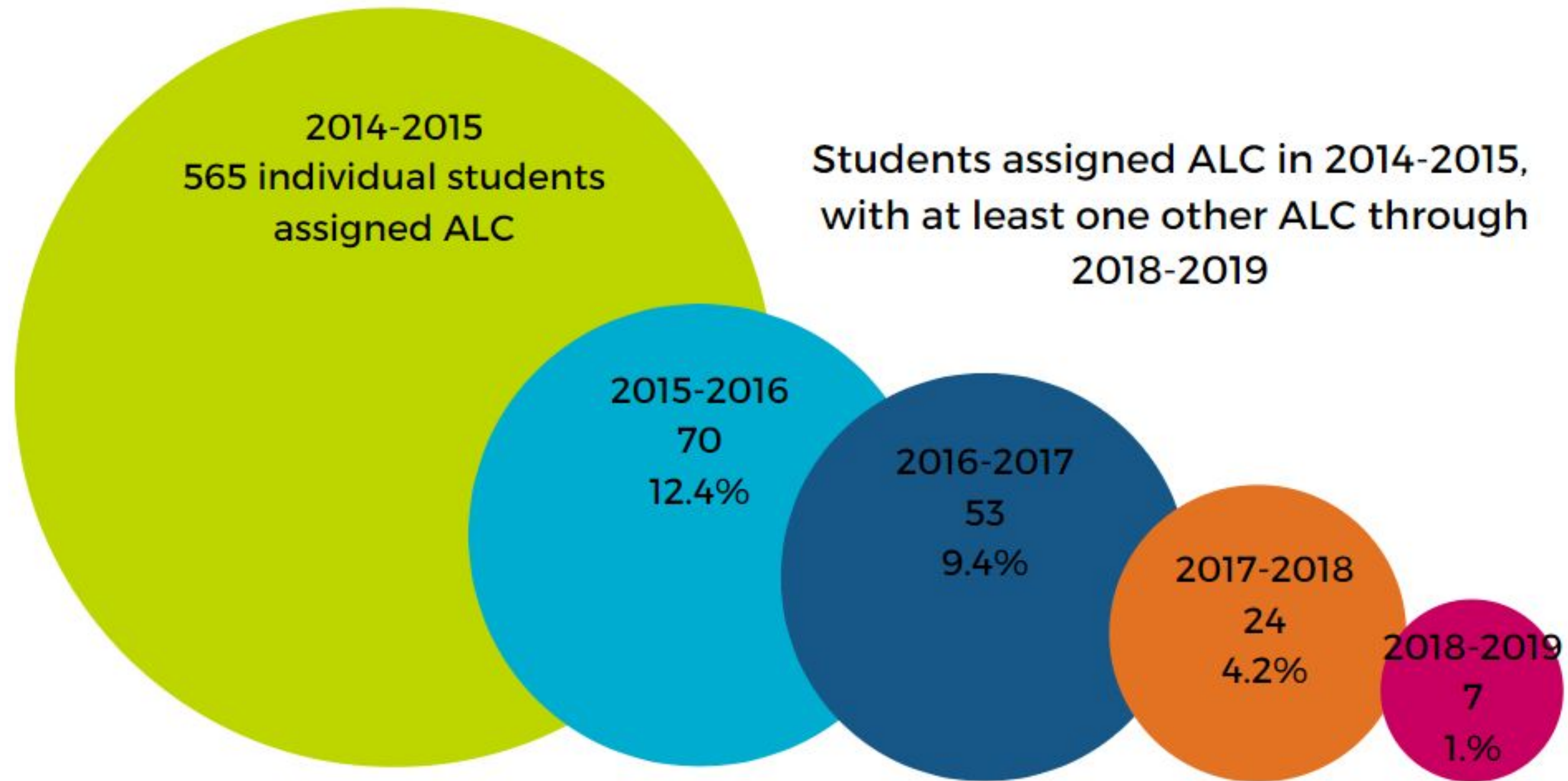
# Recidivism: Out-of-School Suspension



# Recidivism: In-School Suspension



# Recidivism: Alternative Learning Center (ALC)



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