

Priority 2: Provide a Safe School Environment that Supports the Whole Child

Goal 2A: By 2023, 100 percent of Durham Public Schools will implement research-based cultural frameworks to support the social-emotional health and safety of students and staff.

Baseline Data

2017-18 baseline data indicate that 25 percent of schools (13 of 52) have identified and implemented a research-based cultural framework with fidelity.

Benchmarks

- **2018-19:** 35 percent of schools (18 of 52) will identify and implement a research-based cultural framework with fidelity.
- **2019-20:** 50 percent of schools (26 of 52) will identify and implement a research-based cultural framework with fidelity.
- **2020-21:** 64 percent of schools (33 of 52) will identify and implement a research-based cultural framework with fidelity.
- **2021-22:** 85 percent of schools (44 of 52) will identify and implement a research-based cultural framework with fidelity.
- **2022-23:** 100 percent of schools (52 of 52) will identify and implement a research-based cultural framework with fidelity.

Strategies

1. Identify and adopt a research-based cultural framework in every school.
2. Develop and utilize a district assessment to gauge cultural framework implementation.
3. Create and implement district-wide professional development that supports the effective implementation of cultural frameworks. Professional development topics will include:
 - Restorative practices,
 - Social-emotional learning,
 - De-escalation and crisis prevention/intervention,
 - Culturally responsive teaching,
 - Reducing implicit bias and racial inequities.
4. Create and implement tiered support that provides standardized intervention strategies designed to address students' social, emotional, and behavioral needs.
5. Utilize the Student Climate Survey data to develop school-specific strategies that support the social-emotional health and safety of students and staff.

Goal 2B: By 2023, DPS will reduce the percentage of students suspended out of school from kindergarten through twelfth grade to 4 percent or lower.

Baseline Data

2016-17 baseline data indicate that 8.44 percent of our students were suspended. The suspension rate for Black males was 17.18 percent, Black females was 9.83 percent, and Hispanic males was 6.14 percent.

Benchmarks

- **2018-19:** Decrease suspension rate to 7.4 percent or lower.
- **2019-20:** Decrease suspension rate to 6.4 percent or lower.
- **2020-21:** Decrease suspension rate to 5.4 percent or lower.
- **2021-22:** Decrease suspension rate to 4.4 percent or lower.
- **2022-23:** Decrease suspension rate to 4 percent or lower.

Strategies

1. Identify practices that are producing disproportionate suspension rates for Black students and Hispanic males.
2. Implement systems, structures, and processes that align with restorative approaches and building a positive school culture to ensure suspensions are the last resort.
3. Provide leadership, support, and a monitoring system around discipline referrals.
4. Develop and implement a professional learning plan for district and school-based leaders, teachers, and other staff to promote consistent and equitable implementation of Durham Public Schools Board of Education policies.
5. Develop, provide, and mandate educational programming for every student who is suspended (i.e., in-school suspension and district sponsored out-of-school suspension programs).
6. Monitor and report disaggregated suspension rates on a school-by-school basis.