Chapel Hill-Carrboro City Schools Discipline-Related Updates

Excerpts From District Equity Plan/Discipline/Restorative Practices End of 1st Quarter Update, December, 2017

Historically, African-American students in Chapel Hill-Carrboro City Schools have been suspended at almost 10 times the rate of their white peers—among the highest rates of disproportionate discipline in the state of North Carolina

- Overall discipline rates now coming down for all students

- In 2014-15 African American students received Out of School Suspensions at almost 10 times the rate of White students

  - 7.4% of African American students suspended (Single largest factor: Defiance)

  - 0.8% of White students suspended (Single largest factor: Physical Aggression)

- *One district response: Implement Restorative Practices focusing more on prevention and underlying problem resolution*

Source for 2014-15 data: Nancy Kueffer, CHCCS

CHCCS Restorative Practice Implementation Update as of December, 2017

Restorative Practices Training Update:

Official IIRP initial restorative practices training consists of two days of training: Introduction to Restorative Practices (RPC 101) and Using Circles Effectively (RPC 102). This first day of training covers how to set up a restorative environment in your classroom or school including the use of affective statements, restorative questions, and knowledge of the social discipline window and the compass of shame. To date, 500 certified staff members have completed training in RPC 101. The second day of training focuses on establishing circles as a classroom practice and utilizing them in academics as well as in social and emotional learning and to solve problems or address concerns. To date, 320 certified staff members have completed RPC 102. In addition, many elementary teacher assistants and a few other classified staff have attended RPC 101 and RPC 102 trainings. Most of the trained staff work at our Phase 1 implementation schools but some staff at other schools and central office also participated in the training. School-by-school numbers of certified staff that have been trained are included in Table 1.

Table 1. Phase I School Implementation

Elem: Full School Implementation			Middle: 6th Grade Implementation			High: Focused Group Implementation		
School	RPC 101	RPC 102	School	RPC 101	RPC 102	School	RPC 101	RPC 102
Carrboro	37	21	Culbreth	41	27	Carrboro	21	9
Glenwood	36	20	Phillips*	15	9	Chapel Hill**	7	7
McDougle	42	23	Smith	48	18	East	63	23
Northside	32	30						
Rashkis	47	29						
Scroggs	40	38						

Notes:
* *PMS administration is developing an individual training plan. The school has fewer staff members that have completed training due to complete staff turnover.*
***CHHS administration is working with Dr. Holmes to host school specific training.*

Source: CHCCS District Equity Plan/Discipline/Restorative Practices End of 1st Quarter Update, December, 2017

CHCCS Office Disciplinary Referrals (ODR's) and Disproportionality Down Significantly, 1st Quarter 2017 Compared to 1st Quarter 2016

Table 3 identifies the number of students at each level with one or more ODRs. Administration also analyzed discipline quarterly data by race (mid-year and end-of-year updates will include gender, EC and 504 data). Since last year, ODRs for black students decreased by 58%. During the first quarter of 2016, 37.13% of the ODRs were assigned to black students. This year, the percent of ODRs attributed to black students dropped by almost 10 points.

Table 2. Number of Major ODRs

Total ODRs		White ODRs	Black ODRs	Latino ODRs
2017	226	80	62	17
		35.40%	27.43%	7.52%
2016	403	146	149	36
		36.23%	36.97%	8.93%
High School		**White ODRs**	**Black ODRs**	**Latino ODRs**
2017	64	21	21	
		32.81%	32.81%	0.00%
2016	300	101	122	18
		33.67%	40.67%	6.00%
Middle School		**White ODRs**	**Black ODRs**	**Latino ODRs**
2017	46	19	16	2
		41.30%	34.78%	4.35%
2016	73	29	31	5
		39.73%	42.47%	6.85%
Elementary School		**White ODRs**	**Black ODRs**	**Latino ODRs**
2017	116	40	25	14
		34.48%	21.55%	12.07%
2016	153	79	32	13
		51.63%	20.92%	8.50%

Table 3. Number of Students with One or More ODRs

Total Students		White Students	Black Students	Latino Students
2017	169	65	49	10
		38.46%	28.99%	5.92%
2016	270	100	94	17
		37.04%	34.81%	6.30%
High School		**White Students**	**Black Students**	**Latino Students**
2017	51	18	17	
		35.29%	33.33%	0.00%
2016	108	29	46	8
		26.85%	42.59%	7.41%
Middle School		**White Students**	**Black Students**	**Latino Students**
2017	43	18	15	2
		41.86%	34.88%	4.65%
2016	57	24	25	2
		42.11%	43.86%	3.51%
Elementary School		**White Students**	**Black Students**	**Latino Students**
2017	75	30	17	8
		40.00%	22.67%	10.67%
2016	103	47	24	6
		45.63%	23.30%	5.83%

Table 2 shows a 37% reduction in the number of students with ODRs from 2016 to 2017. High schools reduced the overall number of students with ODRs by 53%. The number of black high school students dropped from 46 to 17 (63%).

Source: CHCCS District Equity Plan/Discipline/Restorative Practices End of 1st Quarter Update, December, 2017