



Date: January 15, 2026

## Durham Public Schools Board of Education Work Session PRECIS

**Agenda Item:** Strategic Plan Priority 2 Update

**Building Our Future Strategic Plan Priority:** 1 2 3 4 5

**Staff Liaison Present:** Dr. Nicholas King  
Chanel Sidbury  
Dr. Albert Royster

**Phone:** (919) 560-2000, ext. 21392  
(919) 560-2000, ext. 21355  
(919) 560-2000, ext. 21212

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### **Main Points:**

- The administration will provide an update on the work underway for Strategic Plan Priority 2: *Provide a Safe and Healthy School Environment that Supports the Whole Child.*
- The presentation will focus on 2024-25 end-of-year and 2025-26 Quarter 1 discipline data, and information about how the Strategic Plan Priority 2 is being implemented with a particular emphasis on identifying highlights of the work, challenges that have emerged, and proposed next steps.
- The update is provided for information/discussion.

**Fiscal Implications:** N/A

### **Purpose**

**Information/Discussion**  **Action**  **Consent**

**Reviewed by:**  **Finance** \_\_\_\_\_  **Attorney** \_\_\_\_\_



# Strategic Plan Update Priority 2

January 15, 2026



Dr. Nicholas King, Deputy Superintendent, Academic Services  
Chanel Sidbury, Assistant Superintendent,  
Continuous Improvement & School Support  
Dr. Al Royster, Executive Director, Research & Accountability

# Strategic Plan - Priority 2 Agenda

## Opening and Purpose

Why Priority 2 matters and how this update reflects disciplined continuous improvement

## Strategy Deep Dives

Brief highlights for each Priority 2 strategy, including current level and key evidence

## What the Data Is Showing Us

Discipline and restorative practices trends and what they tell us about progress and gaps

## Key Takeaways and Systemwide Next Steps

Where we are seeing momentum and where leadership focus is required next

## Questions and Discussion

Questions and Discussion

# This update will include:

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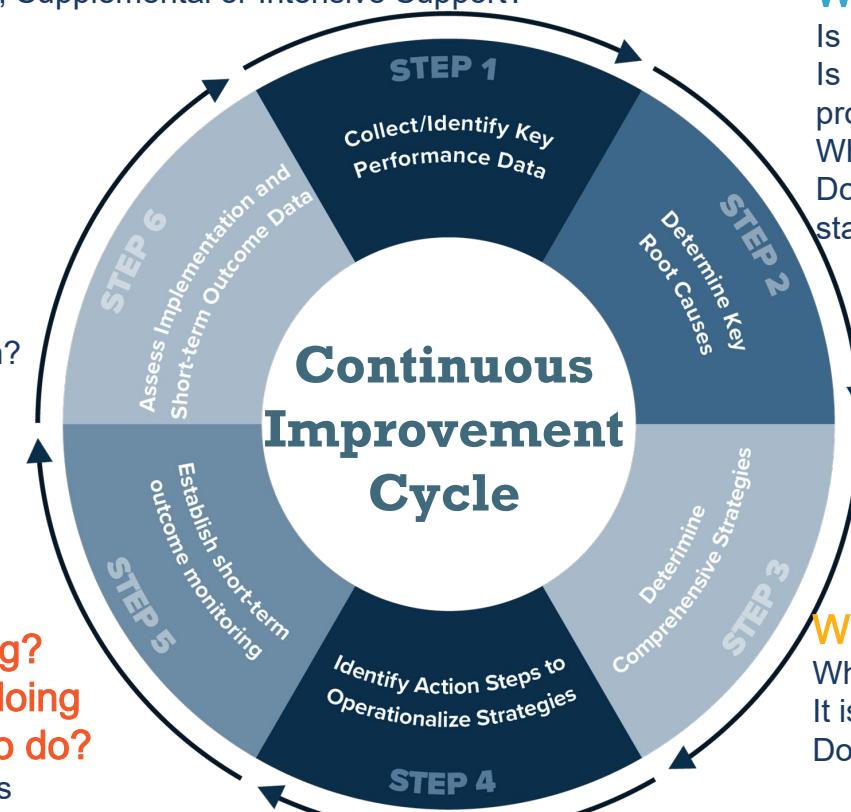
What We're Doing	What's Working	Where We Need to Improve	Next Steps
Real examples of strategies showing up in schools and teams	What's working and gaining traction	Barriers to solve system wide.	Continuous improvement actions tied to each strategy

## What is our currently reality?

Is there a difference between where we are and where we want to be?

Should we focus our efforts in Core, Supplemental or Intensive Support?

Is this the right problem to solve?



## How is it working?

## Do we need to adjust?

Did we implement with integrity?

Did we address the correct problem?

Where do we go from here?

## How will we know it's working?

## How will we ensure we are doing what we said we are going to do?

How often will we measure progress towards the goal?

## Why is this our current reality?

Is it a systems problem?

Is it a skill problem or performance problem? (adults? students?)

What other data might we need?

Do we have a precise problem statement?

## What are we going to do about it?

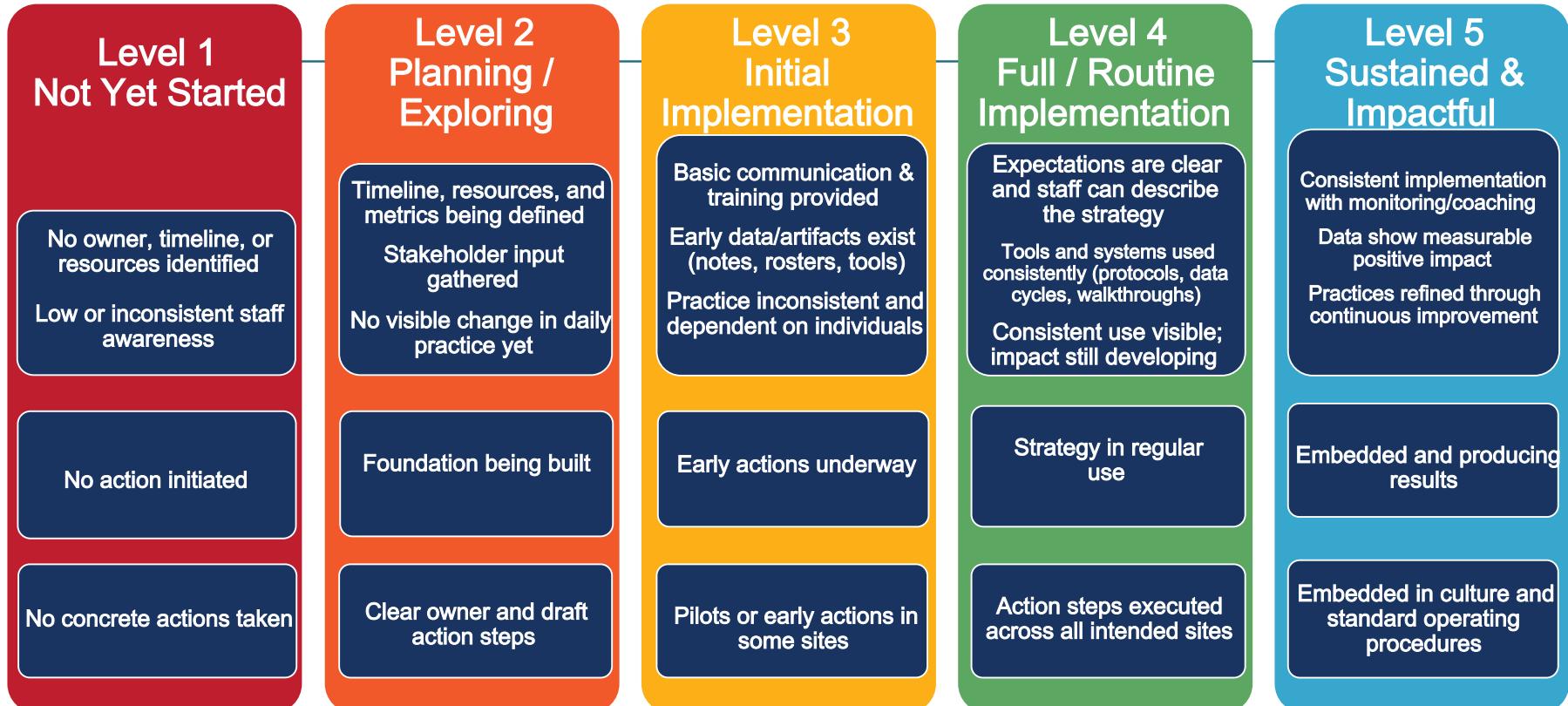
What is the plan?

It is "acceptable" and "realistic?"

Do we have a SMART/SMARTIE

What steps will each of us take? By when?

# Bringing Clarity: Strategy Ratings That Reflect our Current Reality



## Goal 2A

Cultural framework and social emotional learning curriculum fidelity.

Cultural Frameworks

Social Emotional Learning Curriculum

## Goal 2B

Reduce suspensions and restorative practices

Restorative Practices and Exclusionary Discipline

Discipline

## Goal 2C

Increase student attendance rate

Attendance

## Goal 2D

Positive student climate survey and SEL survey

Inclusion and Intersectionality

Extra-curriculars

Student Wellness

Student Voice

Mental Health and SEL



**Restorative Practices and Exclusionary Discipline** Provide all school administrators and educators annual professional learning and supports for school-based staff around building positive school culture and healthy school climate, reducing the use of exclusionary disciplinary practices, and increasing daily attendance.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
<p>Peaceful Schools professional learning is required for all administrators and Restorative Practices Center Coordinators (RPCs)</p> <p>More than 360 staff trained since 2024</p> <p>Implementation is guided by a Comprehensive Annual Restorative Practices Training Plan and reinforced through required monthly RPC PLCs</p>	<p>Restorative practices infrastructure is established across DPS;</p> <p>Strong administrator participation in required training;</p> <p>RPC PLCs provide ongoing calibration and support;</p> <p>Restorative language and practices visible in many schools</p>	<p>Variability in how restorative practices are translated into daily discipline decision making;</p> <p>Inconsistent use of data to inform next steps following restorative interventions</p>	<p>Use the RP SelfAssessment and Handbook to reinforce non-negotiable restorative practices;</p> <p>Strengthen school/district level action planning based on assessment results;</p> <p>Integrate expectations into SIPs, MTSS, Standard Treatment Protocols, and the revised Code of Character, Conduct, and Support</p>

**Inclusion and Intersectionality** | Provide differentiated professional learning and curricular support to all educators to ensure that all students are included and feel safe, supported, recognized, and celebrated within their school and have the opportunity to learn about, discuss, and confront issues of equity and justice in school.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
Differentiated professional learning on inclusion, equity, and culturally responsive practices;  Curricular supports addressing identity, equity, and justice	Increased awareness among educators;  strong examples of inclusive practice in some schools and classrooms	Inconsistent practice across schools;  Limited alignment to inclusion efforts and instructional planning;	Define observable indicators of inclusive practice;  Align inclusion work to instructional frameworks and curriculum implementation;  Use student perception data to guide targeted supports

## Extracurriculars | Ensure that every DPS middle and high school has extracurricular opportunities in athletics, arts, culture, wellness, and STEM.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
Support for athletics, arts, culture, wellness, and STEM programming;  Partnerships leveraged to expand offerings	Community partners attend monthly school counselor and school social worker meetings to ensure awareness of available programs and services;  Many middle and high schools offer multiple extracurricular opportunities	Access and participation vary by school capacity;  Limited systemwide monitoring of equitable access	Establish minimum access expectations;  Monitor participation by subgroup;  Align extracurricular offerings to student engagement and attendance goals

## Discipline | Analyze disaggregated school-level and offense-specific disciplinary consequences to strengthen equitable application of district disciplinary policy.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
Collection and review of discipline data;  Guidance on district discipline policy and alignment with restorative practices	Schools can identify broad discipline trends;  increased awareness of disproportionality	Disaggregated and offense specific data not consistently driving practice changes;  Inconsistent policy application	Build leader capacity for root-cause analysis using discipline data;  Strengthen consistency in policy application;  Use data reviews as part of coaching and support cycles

**Student Voice** | Create regular opportunities to amplify student voice by seeking and acting on student input, including providing all administrators and educators with annual training to make meaning of student survey data.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
<p>Student panels (Safe Schools, Safe Minds);</p> <p>RISE Together Program (launching January 26, 2026) aligned to the Superintendent's vision and focused on students with high-risk behaviors;</p> <p>SSAC surveys and presentations;</p> <p>Teen mental health trainings for high school students</p>	<p>Multiple, intentional structures exist to elevate student voice;</p> <p>Strong participation in surveys and student engagement activities</p>	<p>Feedback loops are not always clear or visible to students;</p> <p>Students do not consistently see how their input informs decisions</p>	<p>Strengthen communication loops that show how student feedback leads to action;</p> <p>Embed student voice analysis into ILT, SIP, and MTSS routines;</p> <p>Require documented action steps in response to student input</p>

# Priority Strategies

23-24 24-25 25-26 26-27

27-28

<p><b>Restorative Practices and Exclusionary Discipline</b>   Provide all school administrators and educators annual professional learning and supports for school-based staff around building positive school culture and healthy school climate, reducing the use of exclusionary disciplinary practices, and increasing daily attendance.</p>		4	
<p><b>Inclusion and Intersectionality</b>   Provide differentiated professional learning and curricular support to all educators to ensure that all students are included and feel safe, supported, recognized, and celebrated within their school and have the opportunity to learn about, discuss, and confront issues of equity and justice in school.</p>		3	
<p><b>Extracurriculars</b>   Ensure that every DPS middle and high school has extracurricular opportunities in athletics, arts, culture, wellness, and STEM.</p>		3	
<p><b>Discipline</b>   Analyze disaggregated school-level and offense-specific disciplinary consequences to strengthen equitable application of district disciplinary policy.</p>		3	
<p><b>Student Voice</b>   Create regular opportunities to amplify student voice by seeking and acting on student input, including providing all administrators and educators with annual training to make meaning of student survey data.</p>		3	



Level 1  
Not Yet Started

Level 2  
Planning / Exploring

Level 3  
Initial Implementation

Level 4  
Full / Routine Implementation

Level 5 Sustained & Impactful

## Mental Health and SEL | Provide all school administrators and educators annual professional learning on mental health, social emotional learning, and trauma informed instruction aligned to student survey data.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
Annual professional learning for classroom staff and administrators;  Monthly professional learning for school-based Student Services staff (school counselors and social workers);  SEL Coaches, SEL Coach meetings, and ongoing administrator PL	Strong engagement from Student Services staff;  Increased staff awareness of trauma-informed and SEL practices	Clarifying roles in fidelity monitoring between district-level monitoring and school-level classroom monitoring	Continue monitoring implementation using the SEL Implementation Rubric;  Strengthen shared understanding of monitoring roles;  Use rubric data to guide coaching and support

**Student Wellness** | Integrate developmentally appropriate systems, structures, and processes that promote student health and wellness at the school and district level as aligned with board policy, including strengthening implementation of the ten components of the Whole School, Whole Community, Whole Child model.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
Wellness initiatives aligned to board policy;  District and community partnerships supporting student health	Wellness structures exist in most schools;  Increased attention to student health	Uneven integration of wellness efforts into SIPs and MTSS	Embed wellness strategies into school improvement plans;  Monitor Whole School, Whole Community, Whole Child model components; strengthen district–school coordination

# Cultural Frameworks | Strengthen implementation of cultural frameworks through integration with existing school improvement processes, professional learning, and empowering school-level Student Services staff as leaders of implementation.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
Professional learning and resources to support cultural frameworks;  Student Services staff positioned as key implementation partners	Strong engagement from Student Services;  Increased awareness of culturally responsive practices	Cultural frameworks not consistently owned across leadership roles  Initiatives treated as standalone	Reinforce shared ownership across DPS, including district leaders, school leaders, faculty leaders, staff leaders, student leaders, and parent leaders;  Integrate cultural frameworks into existing improvement and monitoring systems

## Social Emotional Learning Curriculum | Apply curriculum adoption best practices to develop and implement Social Emotional Learning curriculum with fidelity at schools districtwide.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
District-provided SEL curricula, implementation tools, training, and the SEL Implementation Rubric;  Ongoing support for administrators and staff	Clear expectations for fidelity outlined in the SEL Implementation Rubric;  Curriculum-specific data analytics available to monitor usage	Inconsistent completion and use of the SEL Implementation Rubric;  Limited use of curriculum analytics to inform planning	Reinforce completion of the SEL Implementation Rubric with 100% fidelity;  Use rubric components as the blueprint for implementation;  Strengthen administrator and staff use of provided monitoring tools and curriculum data

**Attendance** | Create a culture of attendance at schools by building staff capacity to support students with attendance challenges, implementing positive approaches to attendance interventions, identifying and removing barriers to attendance, and strengthening collaboration with families and local agencies to support students at greater risk of chronic absenteeism.

What We're Doing	What's Working	Where We Need to Improve	Next Steps
Attendance team protocols and guidance;  McKinneyVento office supports to remove barriers for students experiencing homelessness and unaccompanied youth;  Continued partnership for truancy mediation	Attendance teams exist in most schools;  Targeted supports in place for vulnerable populations	Attendance efforts remain largely reactive;  Preventive strategies not consistently embedded	Embed earlywarning and preventive attendance strategies into school improvement plans;  Align attendance work with SEL, student voice, and family engagement

Priority Strategies	23-24	24-25	25-26	26-27	27-28
<b>Mental Health and SEL</b>   Provide all school administrators and educators annual professional learning on mental health, social emotional learning, and trauma informed instruction aligned to student survey data.			4		
<b>Student Wellness</b>   Integrate developmentally appropriate systems, structures, and processes that promote student health and wellness at the school and district level as aligned with board policy, including strengthening implementation of the ten components of the Whole School, Whole Community, Whole Child model.		3			
<b>Cultural Frameworks</b>   Strengthen implementation of cultural frameworks through integration with existing school improvement processes, professional learning, and empowering school level Student Services staff as leaders of implementation.		3			
<b>Social Emotional Learning Curriculum</b>   Apply curriculum adoption best practices to develop and implement Social-Emotional Learning curriculum with fidelity at schools districtwide.		3			
<b>Attendance</b>   Create a culture of attendance at schools by building staff capacity to support students with attendance challenges, implementing positive approaches to attendance interventions, identifying and removing barriers to attendance, and strengthening collaboration with families and local agencies to support students at greater risk of chronic absenteeism.		3			



Level 1  
Not Yet Started

Level 2  
Planning / Exploring

Level 3  
Initial Implementation

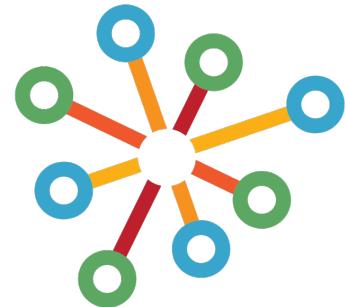
Level 4  
Full / Routine Implementation

Level 5 Sustained & Impactful

# Priority 2: Student Well-Being, Belonging & Equity

2024 –25 End-of-Year Progress Snapshot - Goal Status Dashboard

Goal	2024 –25 Benchmark	2024 –25 Actual	Status	Plain-Language Summary
2A – Cultural Framework & SEL	91% implementation	Baseline year; implementation below 50%	● Not Met	New SEL rubric and restorative practices self-assessment launched; implementation is early and inconsistent across schools.
2B – Reduce Suspensions (Equity)	8.33% - Black 5.0% - Hispanic 10.98% - SWD	Black: 8.32% • Hispanic: 3.94% • SWD: 7.37%	● Met	Suspension rates declined for all priority groups and met benchmark expectations this year.
2C – Attendance	90.6 %	89.6 %	● Not Met	Attendance remains below benchmark by 0.4 percentage points and requires targeted support.
2D – Belonging & Survey Participation	Participation Student Climate: 86.7% Panorama 88.6%  Overall, my school is a good place to attend and learn. 89.2%  Overall, how much do you feel you belong at your school? 70.2%	Participation Student Climate: 91.9% Panorama 64.9%  Overall, my school is a good place to attend and learn. 85.8%  Overall, how much do you feel you belong at your school? 49.8%	● Not Met	Student sense of belonging and survey participation declined significantly, signaling a critical area for action.



## Priority 2

# Discipline Data Review



# Student Incidents

## Number of Incidents

District Level: / End-of-Year, 2021-22 thru 2024-25

2021-22	2022-23	2023-24	2024-25
15,646	18,253	19,972	14,161

Reduction in total student incidents from **19,972** (2023-24) to **14,161** (2024-25) and lowest incident total in 4 years

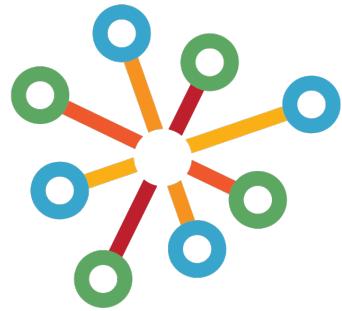
## Number of Incidents

District Level: / Quarter 1, 2021-22 (official) thru 2025-26 (Unofficial)

2021-22	2022-23	2023-24	2024-25	2025-26 (unofficial)
2,863	3,484	4,609	4,377	3,051

Reduction in total student incidents from **4,377** (Quarter 1 - 2024-25) to **3,051** (2025-2026)

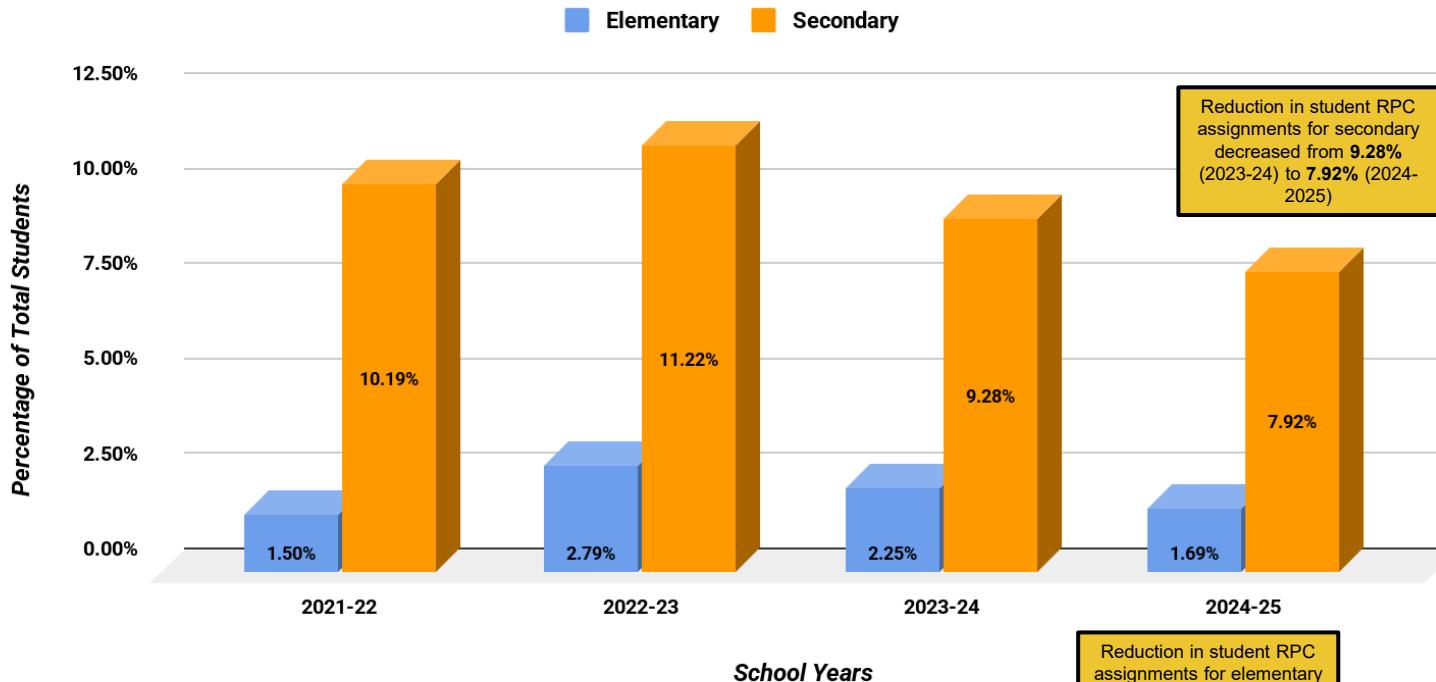
*Data pulled from Discipline Incident Detail Report from PowerSchool and Infinite Campus as well as Discipline Reports on RADD Data Mining. These numbers represent the total number of students.*



# Restorative Practices Data

# Restorative Practices Center

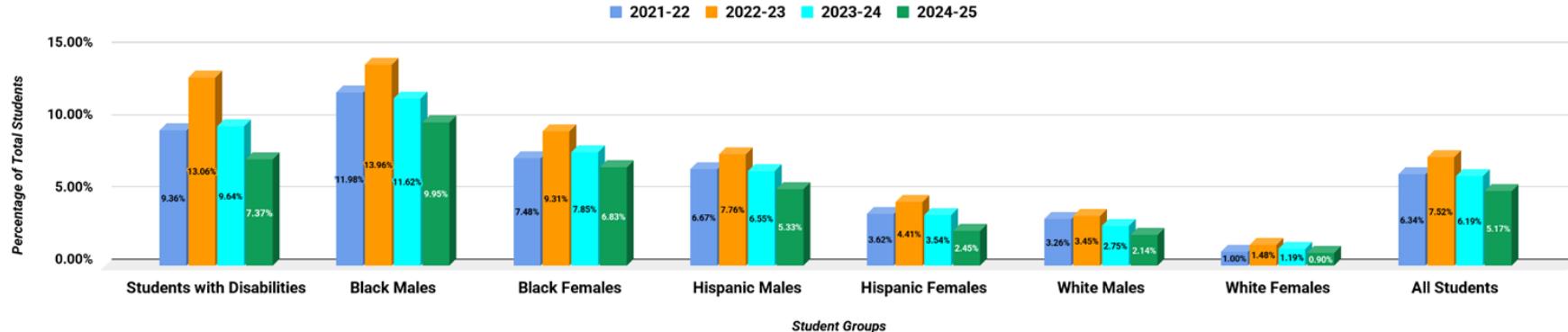
## District Level: Percentage of Total Students / End-of-Year, 2021-22 thru 2024-25



\*Data pulled from Discipline Incident Detail Report from PowerSchool as well as Discipline Reports on RADD Data Mining. These numbers represent the total number of students.

# Restorative Practices Center

## District Level: Student Groups / End-of-Year, 2021-22 thru 2024-25



Reduction in student  
RPC assignments in  
**all student groups**  
from 2023-24 (6.19%  
total) to 2024-25  
(5.17% total)

	2021-22	2022-23	2023-24	2024-25
Students with Disabilities	9.36%	13.06%	9.64%	7.37%
Black Males	11.98%	13.96%	11.62%	9.95%
Black Females	7.48%	9.31%	7.85%	6.83%
Hispanic Males	6.67%	7.76%	6.55%	5.33%
Hispanic Females	3.62%	4.41%	3.54%	2.45%
White Males	3.26%	3.45%	2.75%	2.14%
White Females	1.00%	1.48%	1.19%	0.90%
All Students	6.34%	7.52%	6.19%	5.17%

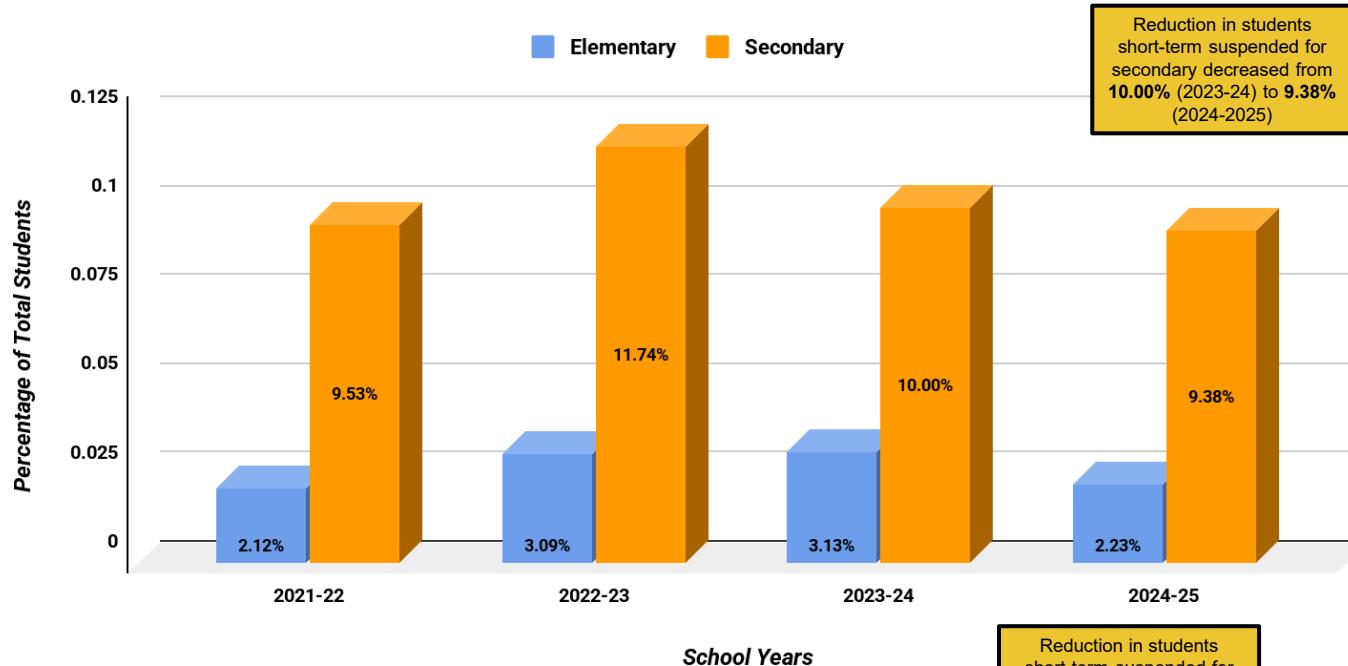
*\*Data pulled from Discipline Incident Detail Report from PowerSchool as well as Discipline Reports on RADD Data Mining.*



# Short-Term Suspension Data

# Short-Term Suspensions

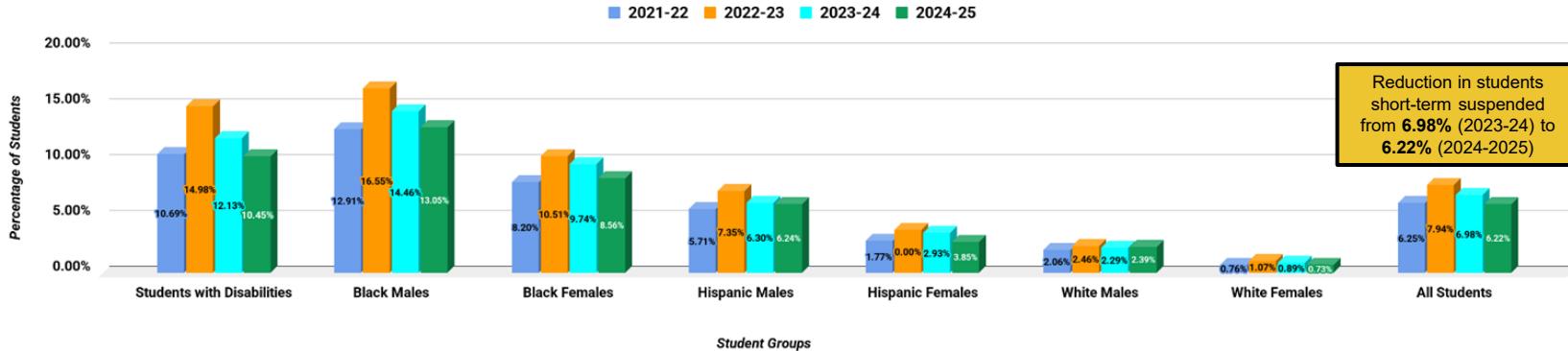
## District Level: Percentage of Total Students / End-of-Year, 2021-22 thru 2024-25



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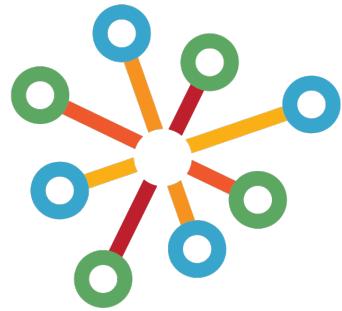
# Short-Term Suspensions

## District Level: Student Groups / End-of-Year, 2021-22 thru 2024-25



	2021-22	2022-23	2023-24	2024-25
Students with Disabilities	10.69%	14.98%	12.13%	10.45%
Black Males	12.91%	16.55%	14.46%	13.05%
Black Females	8.20%	10.51%	9.74%	8.56%
Hispanic Males	5.71%	7.35%	6.30%	6.24%
Hispanic Females	2.93%	3.85%	3.59%	2.83%
White Males	2.06%	2.46%	2.29%	2.39%
White Females	0.76%	1.07%	0.89%	0.73%
All Students	6.25%	7.94%	6.98%	6.22%

\*Data pulled from Discipline Incident Detail Report from PowerSchool as well as Discipline Reports on RADD Data Mining.



# Long-Term Suspension Data

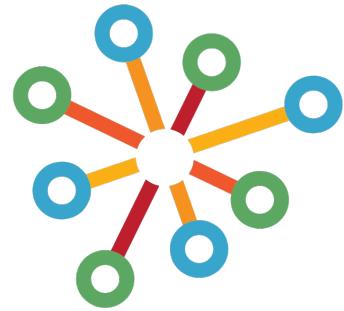
# Long-Term Suspensions

## District Level: Percentage of Total Students / End-of-Year, 2021-22 thru 2024-25

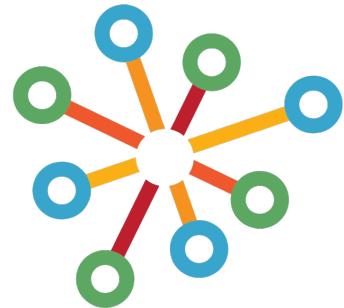
Annual reduction in long-term suspension assignments for Students with Disabilities and Black Females from 2022-23 to 2024-25

Student Group	2021-22	2022-23	2023-24	2024-25
Students with Disabilities	0.44% <b>10 students</b>	0.72% <b>17 students</b>	0.55% <b>13 students</b>	0.44% <b>11 students</b>
Black Males	1.05% <b>39 students</b>	1.25% <b>44 students</b>	0.91% <b>31 students</b>	1.08% <b>36 students</b>
Black Females	0.73% <b>28 students</b>	0.59% <b>21 students</b>	0.53% <b>18 students</b>	0.48% <b>16 students</b>
Hispanic Males	Number less than 10			
Hispanic Females	Number less than 10	0.44% <b>13 students</b>	Number less than 10	Number less than 10
White Males	Number less than 10			
White Females	Number less than 10			
All Students	0.49% <b>88 students</b>	0.53% <b>93 students</b>	0.35% <b>60 students</b>	0.40% <b>70 students</b>

\*Data pulled from Discipline Incident Detail Report from PowerSchool as well as Discipline Reports on RADD Data Mining. These percentages represent the total number of students enrolled in middle and high school.



# Quarter 1 - Discipline Data 2025-26

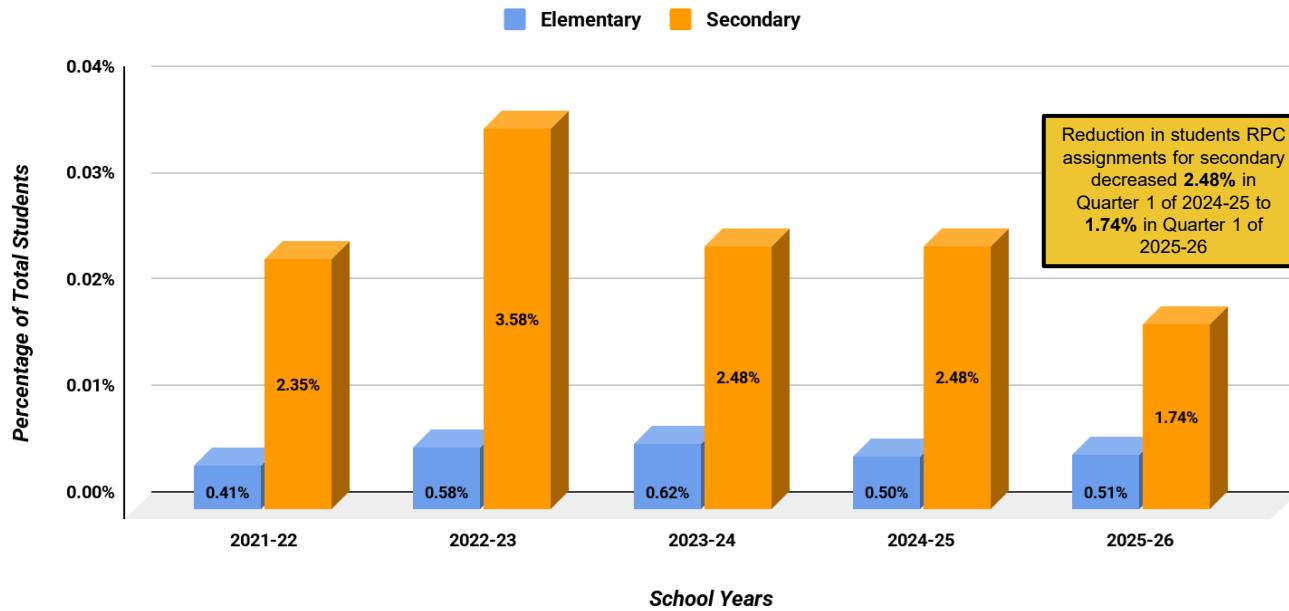


# Restorative Practices Data

## Quarter 1 - 2025-26

# Restorative Practices Center

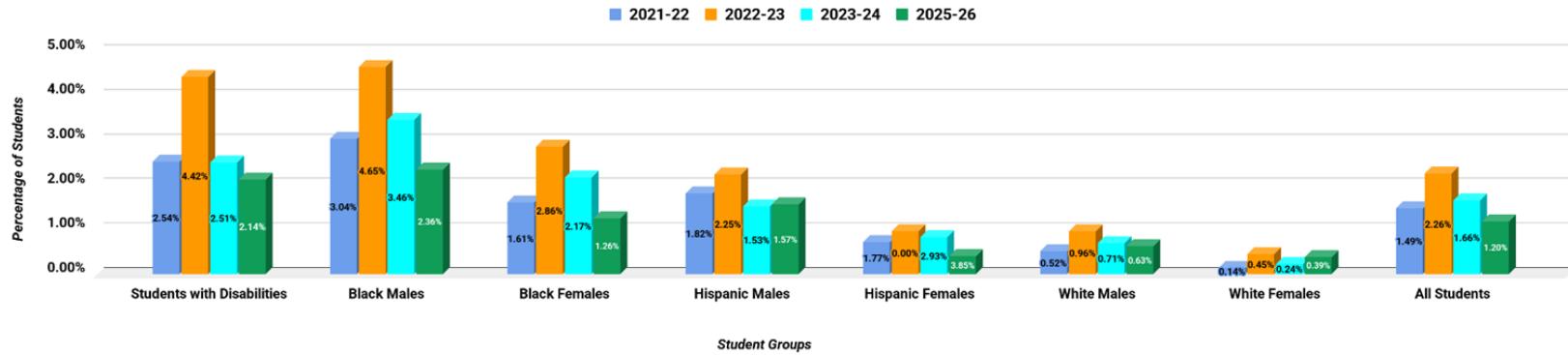
## District Level: Percentage of Total Students / Quarter 1 - 2021-22 to 2025-26



\*Data pulled from Discipline Incident Detail Report from PowerSchool and Infinite Campus as well as Discipline Reports on RADD Data Mining. These numbers represent the total number of students.

# Restorative Practices Center

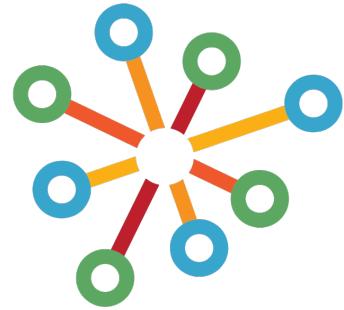
## District Level: Student Groups / Quarter 1 - 2021-22 to 2025-26



Reduction in student  
RPC assignments  
in 6 out of the 7  
student groups from  
2024-25 to 2025-26

	2021-22	2022-23	2023-24	2024-25	2025-26
Students with Disabilities	2.54%	4.42%	2.51%	2.43%	2.14%
Black Males	3.04%	4.65%	3.46%	3.44%	2.36%
Black Females	1.61%	2.86%	2.17%	1.77%	1.26%
Hispanic Males	1.82%	2.25%	1.53%	1.71%	1.57%
Hispanic Females	0.73%	0.96%	0.83%	0.73%	0.41%
White Males	0.52%	0.96%	0.71%	0.72%	0.63%
White Females	0.14%	0.45%	0.24%	0.20%	0.39%
All Students	1.49%	2.26%	1.66%	1.61%	1.20%

\*Data pulled from Discipline Incident Detail Report from PowerSchool and Infinite Campus as well as Discipline Reports on RADD Data Mining.

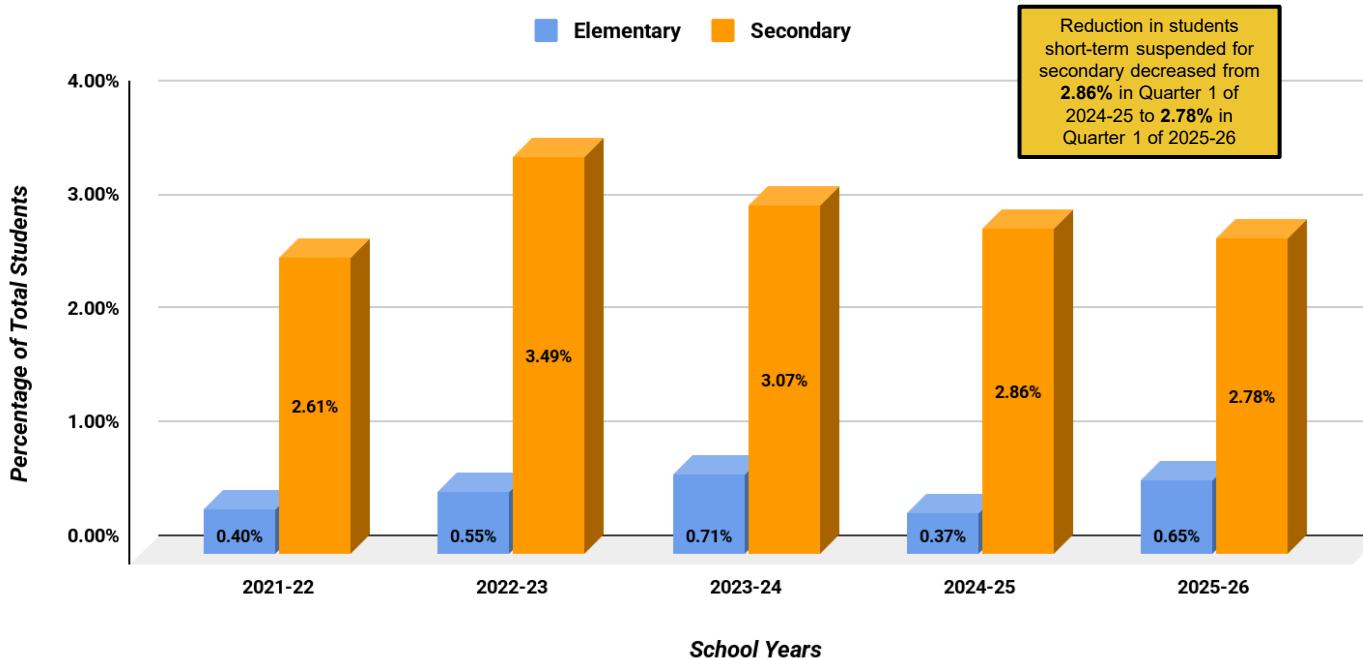


# Short-Term Suspension Data

## Quarter 1 - 2025-26

# Short-Term Suspensions

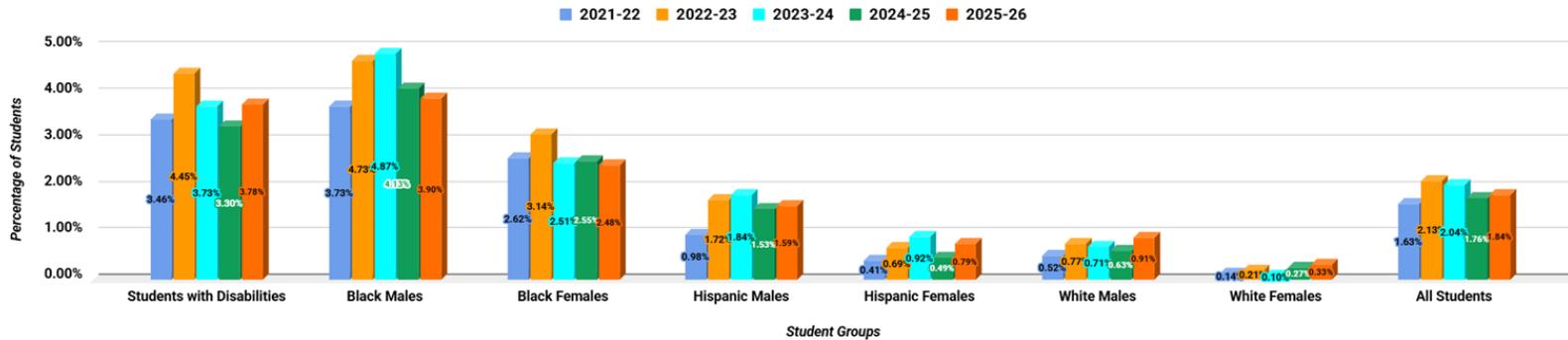
## District Level: Percentage of Total Students / Quarter 1 - 2021-22 to 2025-26



Data pulled from Discipline Incident Detail Report from PowerSchool and Infinite Campus as well as Discipline Reports on RADD Data Mining. These numbers represent the total number of students.

# Short-Term Suspensions

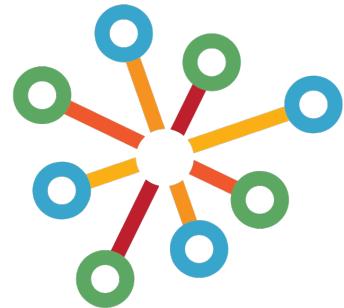
## District Level: Student Groups / Quarter 1 - 2021-22 to 2025-26



Reduction in Black Male and Female students short-term suspended decreased from Quarter 1 of 2024-25 to Quarter 1 of 2025-26

	2021-22	2022-23	2023-24	2024-25	2025-26
Students with Disabilities	3.46%	4.45%	3.73%	3.30%	3.78%
Black Males	3.73%	4.73%	4.87%	4.13%	3.90%
Black Females	2.62%	3.14%	2.51%	2.55%	2.48%
Hispanic Males	0.98%	1.72%	1.84%	1.53%	1.59%
Hispanic Females	0.41%	0.69%	0.92%	0.49%	0.79%
White Males	0.52%	0.77%	0.71%	0.63%	0.91%
White Females	0.14%	0.21%	0.10%	0.27%	0.33%
All Students	1.63%	2.13%	2.04%	1.76%	1.84%

Data pulled from Discipline Incident Detail Report from PowerSchool and Infinite Campus as well as Discipline Reports on RADD Data Mining.

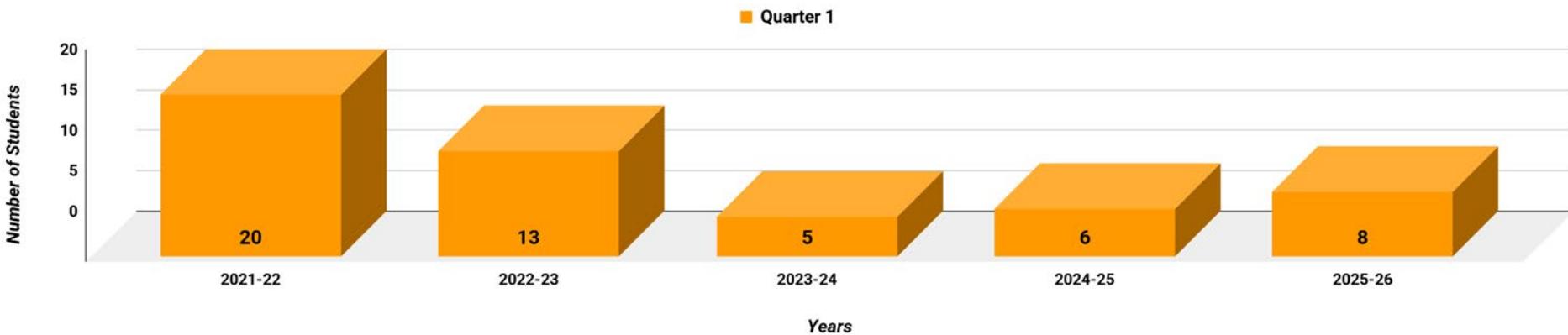


# Long-Term Suspension Data

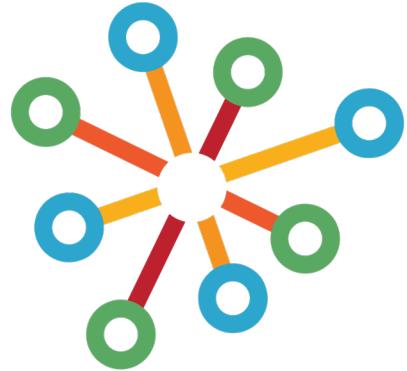
## Quarter 1 - 2025-26

# Long-Term Suspensions

## District Level: Total Students / Quarter 1 - 2021-22 to 2025-26



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## QUESTIONS AND DISCUSSION