



# Advancing Student Well-Being Behavioral Health and Discipline Practices

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# Desired Outcomes



## Advancing Student Well-Being Behavioral Health and Discipline Practices

**Define the behavioral health framework** and its role in fostering student well-being through mental health, SEL, and positive behavioral supports.

**Summarize suspension trends** and highlight areas of improvement, with an emphasis on disparities and root causes.

**Outline behavioral interventions and supports** currently in place and explain their impact on reducing suspensions and supporting positive behavior.

**Share next steps and goals for enhancing behavioral health practices**, including new initiatives and collaborations with community partners.



## PRIORITY 2

STUDENT DISPOSITIONS AND WELL-BEING

Behavioral Health

### High-quality Instructional Core for All Content Areas

**AIM 9: Provide** a safe, inclusive learning environment that is responsive to all students' behavioral health needs and promotes a sense of belonging.

### Equity-focused Practices

**AIM 10: Eliminate** over-representation by race, ethnicity, gender, and disability in student discipline referrals, suspensions, and absences.

### Family and Community Engagement

**AIM 12: Build** strong relationships among staff, families, and community organizations in order to share resources and promote well-being.

## PRIORITY 2

STUDENT DISPOSITIONS AND WELL-BEING

Behavioral Health

### Goal 4: Attendance

By **2028**, WCPSS will ensure **95%** of all students are in attendance at least **95%** of their days in membership and will **eliminate disparities** by race, ethnicity, gender, and socio-economic status.

### Goal 5: Student Well-Being

By **2028**, **90%** of WCPSS students will **demonstrate the social-emotional competencies** of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making and **eliminate any disparities** by race, ethnicity, gender, and socio-economic status.

# Strategic Plan Alignment





# Understanding Behavioral Health

# BEHAVIORAL HEALTH

The term Behavioral Health encompasses the **mental, emotional, and social factors** that influence a student's overall **well-being and ability to succeed** in school.

It includes proactive support for challenges such as **social-emotional learning, behavior management, and mental health needs**. Addressing Behavioral Health begins with creating supportive school environments and may involve partnerships with community specialists to ensure comprehensive care.





## Behavior is Relational

- Strong teacher-student relationships are foundational to positive behavioral outcomes.
- Students respond better to trust, consistency, and care.



## Behavior is Intentional

- Addressing behavior requires understanding the “why” behind actions and responding with empathy.
- Intentional strategies focus on fostering skills like self-regulation and decision-making.



## Proactive vs Reactive

- Schools must prioritize proactive strategies, such as setting clear expectations and teaching social-emotional skills, rather than simply reacting to misbehavior.

**Every BEHAVIOR  
tells a STORY.**

Understanding the  
**student's perspective**  
is the first step to  
meaningful change.

## SOCIAL-EMOTIONAL LEARNING

Equipping students with essential life skills such as resilience, empathy, and self-awareness.

## TIERED BEHAVIOR RESOURCES

Providing customized support and interventions based on students' individual needs and challenges.

## CLASSROOM MANAGEMENT

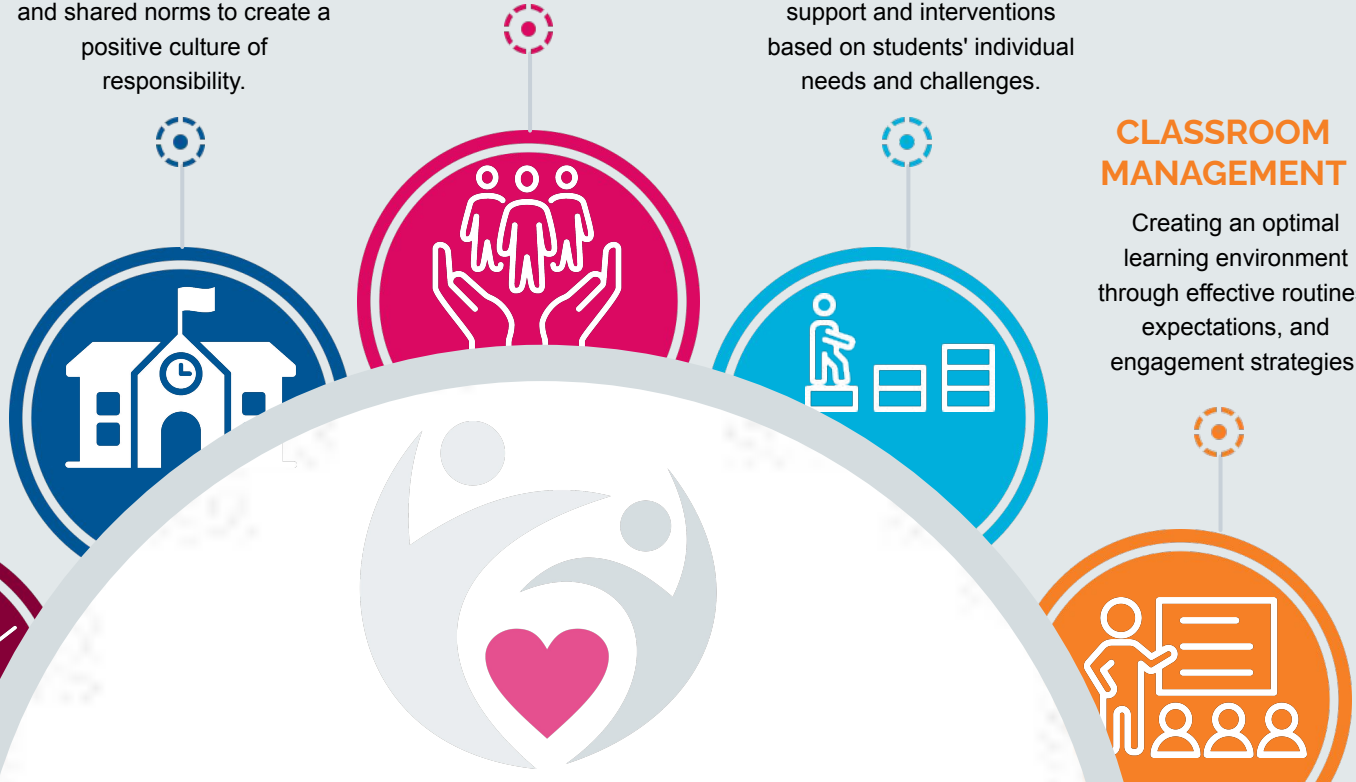
Creating an optimal learning environment through effective routines, expectations, and engagement strategies.

## SCHOOLWIDE EXPECTATIONS

Establishing clear standards and shared norms to create a positive culture of responsibility.

## RESTORATIVE & TRAUMA INFORMED PRACTICES

Fostering empathy and resolving conflicts through community-centered approaches to discipline.



# Behavioral Health Framework

District-Wide  
Consistent  
Framework



WAKE COUNTY  
PUBLIC SCHOOL SYSTEM

# Student Support Services

System of Care  
3 Tier Model

Build  
Capacity  
and  
Awareness

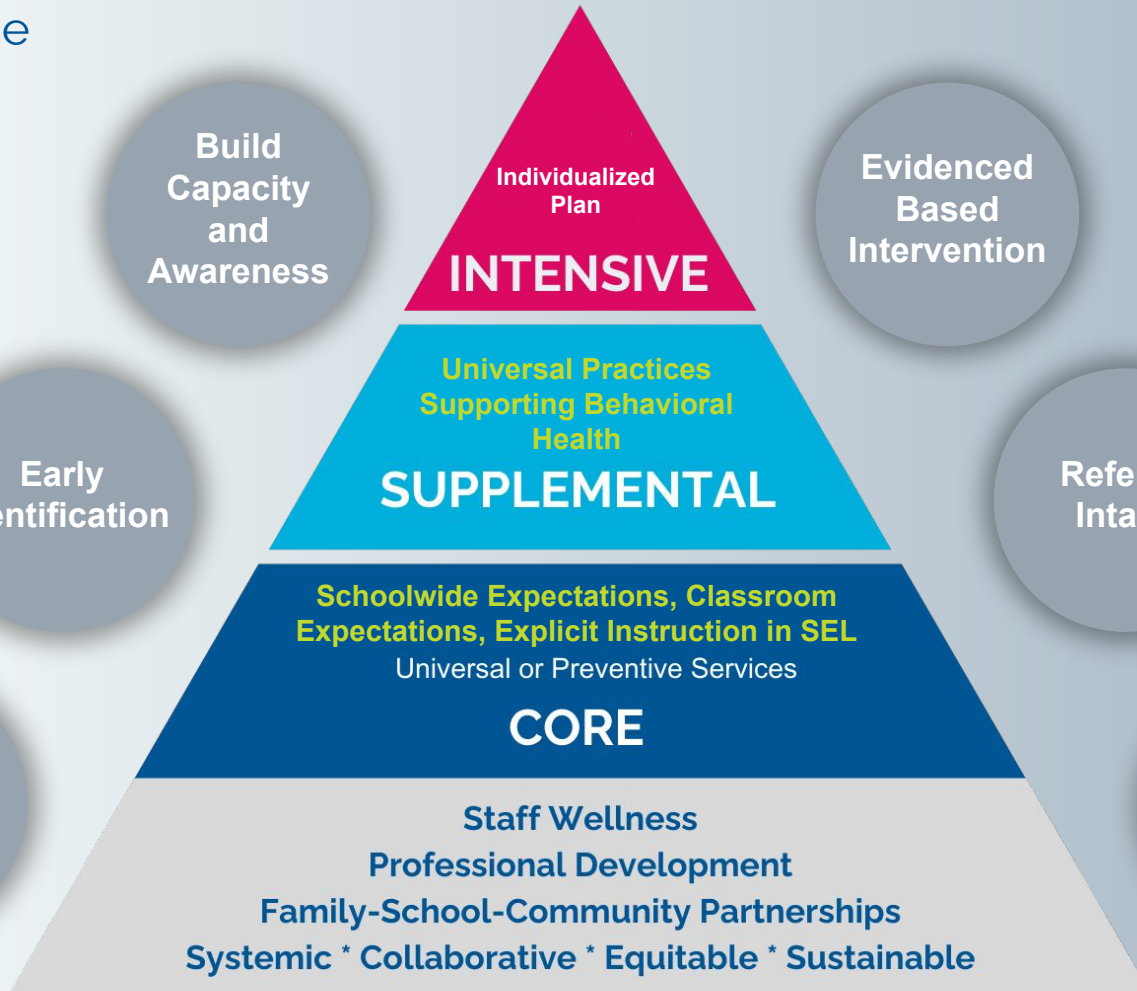
Evidenced  
Based  
Intervention

Early  
Identification

Referral  
Intake

Prevention

Guided  
Support  
Services





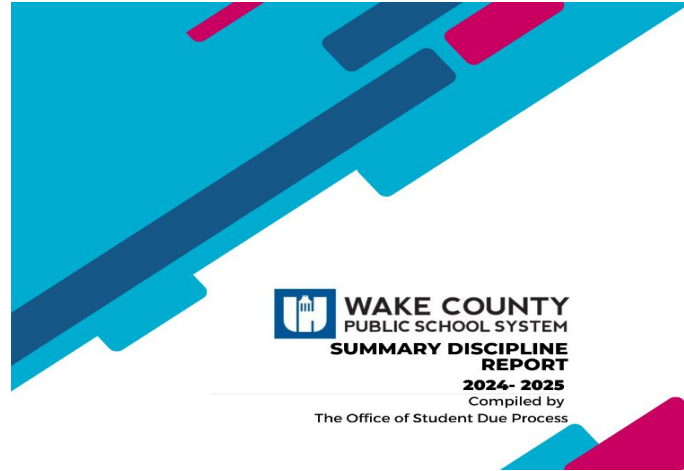
# Summary Discipline Data

# Annual Reporting

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As required by law, the superintendent shall maintain the following data on each student who was suspended for more than 10 days, reassigned for disciplinary reasons, and expelled: race, gender, age, grade level, ethnicity, disability status, type of incident or offense, duration of the suspension or disciplinary reassignment, whether alternative education services were provided, and whether the student had multiple suspensions in that academic year. The Board will be provided a summary discipline report annually.

## 2024-2025 Summary Discipline Report



**WAKE COUNTY**  
PUBLIC SCHOOL SYSTEM  
**SUMMARY DISCIPLINE  
REPORT**

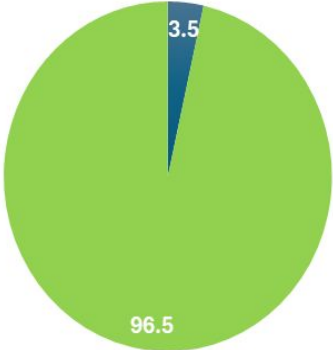
**2024-2025**  
Compiled by

The Office of Student Due Process

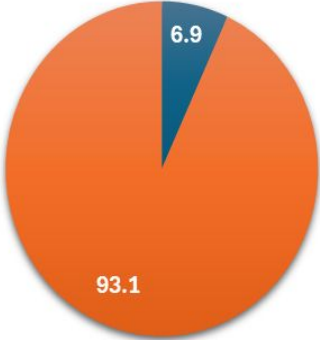


**WAKE COUNTY**  
PUBLIC SCHOOL SYSTEM

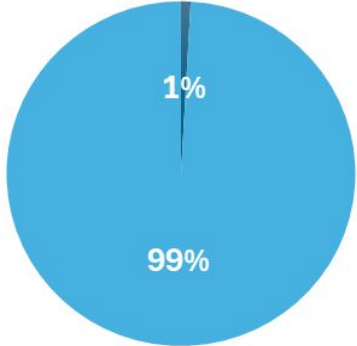
# Five-Year Average: Exclusionary Actions 2019-2020 to 2024-2025



■ % of Total Enrollment Assigned Out of School Suspension  
■ % of Enrollment Not Assigned Out of School Suspension

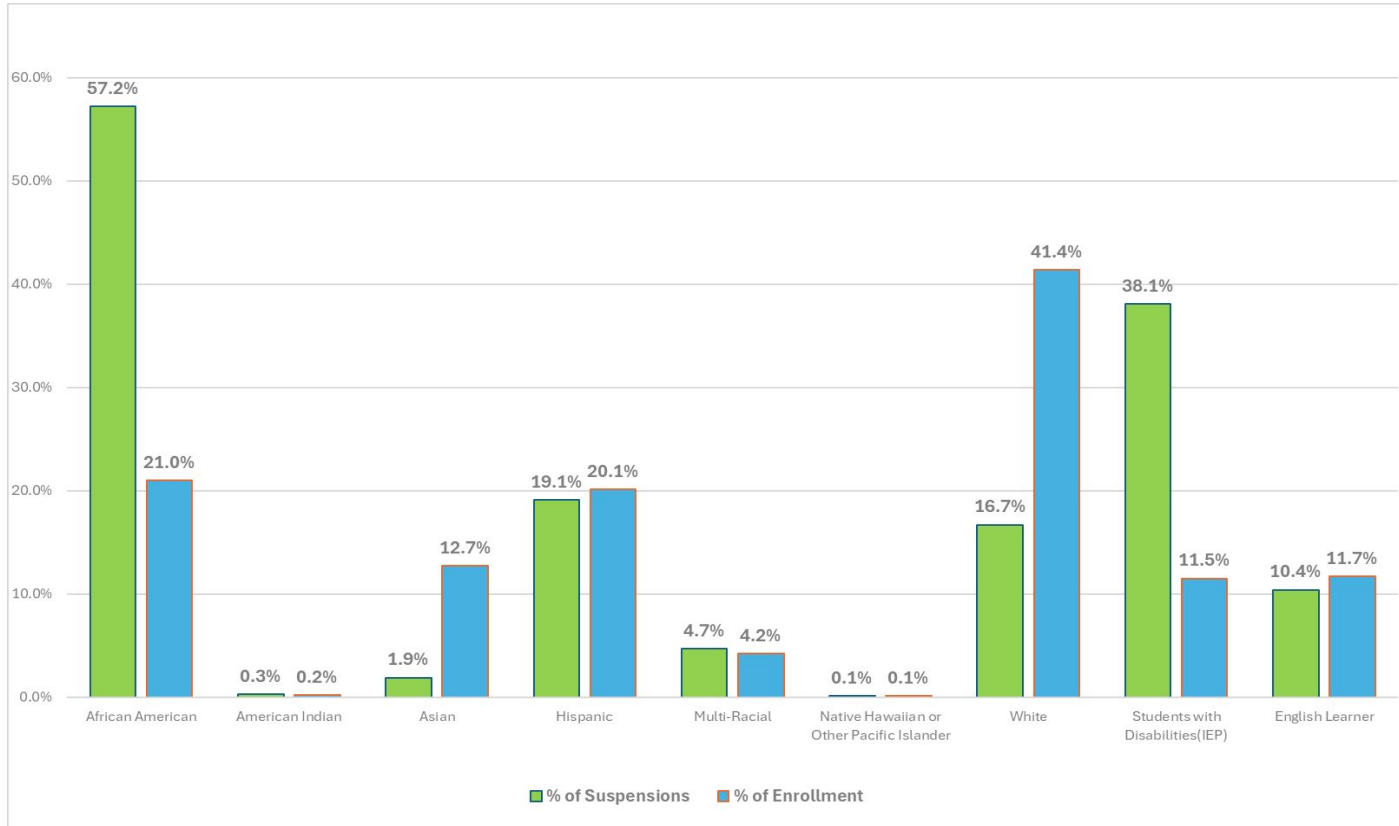


■ % of Total Enrollment Assigned In-School Suspension  
■ % of Enrollment Not Assigned In-School Suspension



■ % of Total Enrollment Assigned Alternative Learning Center  
■ % of Enrollment Not Assigned Alternative Learning Center

# Out of School Suspensions by Race compared to Enrollment 2024-2025



## Five-Year Trends 2019-2020 to 2024-2025



School Year Action Assigned	Short-Term Suspension	Recommendations for Long-Term Suspensions	Long-Term Suspension
2019-2020	6,818	911	3
2020-2021	642	20	2
2021-2022	11,347	1,440	1
2022-2023	13,193	1,678	7
2023-2024	12,763	1,628	10
2024-2025	13,473	1,406	15

# Five-Year Comparison of Students Suspensions 2019-20 to 2024-25



School Year Assigned	Total Students Suspended
2019-2020	4,590
2020-2021	524
2021-2022	6,915
2022-2023	7,933
2023-2024	7,831
2024-2025	7,921



	Total Enrollment	Total Short-Term Suspensions	Short-Term Suspension Rate per 1000
North Carolina	1,508,194	244,836	162.34
Wake County	159,675	12,763	79.93
Charlotte-Mecklenburg	140,415	21,692	154.48
Guilford	65,879	8,436	128.05
Cumberland	47,871	10,321	215.60
Johnston	36,745	5,745	156.35



# Comparison of Five Largest Districts and NC

2023-2024



# Interventions and Behavioral Health Strategies

# OFFICE OF SCHOOL CLIMATE

## 25-26 SCHOOL SUPPORT OPTIONS



### PROFESSIONAL LEARNING

Provide targeted training on trauma-informed practices, restorative practices, schoolwide expectations and behavior intervention plans.

Provide asynchronous workshops on classroom management systems to support 24/7 onboarding.

**Participants:** Teachers, ITFs/ICs, Counselors, Social Workers, School Psychologists and Administrators



### CAPACITY BUILDING THROUGH COACHING AND MODELING

Develop and implement coaching plans with SMART goals.

Model and coach effective classroom management techniques for creating supportive, inclusive classroom environments.

Model and coach trauma-informed and restorative practices in classrooms and school settings.

**Participants:** Teachers, ITFs/ICs Counselors, Social Workers, and School Psychologists



### LEARNING WALKS AND DATA ANALYSIS

Conduct walkthroughs to assess behavioral trends and intervention effectiveness.

Use data-driven insights to refine strategies for improving school-wide behavioral outcomes.

Provide recommendations for implementing effective goals and actions aligned to the School Improvement Plan (SIP) key indicators 1.07 and 4.06.

**Participants:** Principals and School Leadership Teams



### TIERED INTERVENTION SUPPORT

Use data-based problem solving to develop and implement Tier 1, 2, and 3 behavior interventions plans.

Provide guidance in developing effective functional behavior assessments (FBAs) and behavior intervention plans (BIPs).

**Participants:** ITFs/ICs Counselors, Social Workers, School Psychologists and School Leadership Teams



### PRINCIPAL CONSULTATION

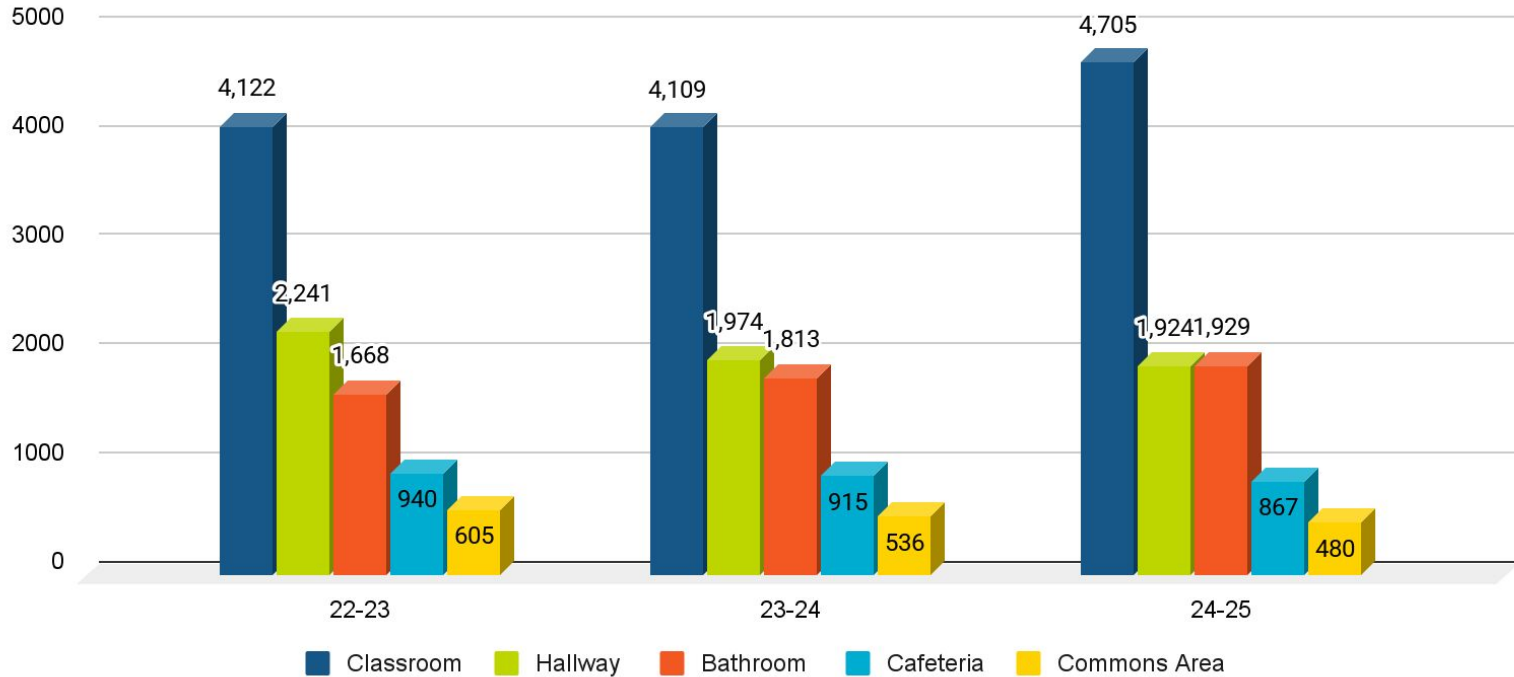
Offer guidance and thought partnership on complex behavioral and school climate concerns.

Collaborate with other district departments to align various behavioral supports with district and school-wide initiatives.

Provide immediate consultation and crisis response for emergency behavioral health situations.

**Participants:** Principals

# Trend Data: Infraction Location



# Classroom Management Support

## Onsite Coaching Support (3 days)

- Assigned for 4 weeks
- Thursday, Fridays & Mondays
- Follows school schedule

## Principals' Role

- Selects 4 teachers
- AP is point of contact
- Engages in pre and post meetings

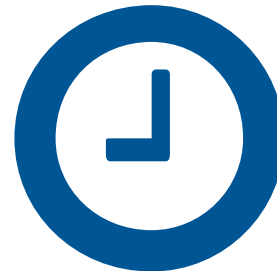
## Coaches' Role

- Serves up to 4 teachers
- Models effective strategies
- Co-creates classroom management plan
- Conducts observations w/ feedback



**29 Schools**

**120 Teachers**



**2,478 Hours**



# Staff Feedback

“My Principal recently came into the room and observed me during first period, and she commented that she loved hearing all the increase in positive feedback and improvement on student relationships.” ~Teacher

“In my first few weeks, her guidance—both instructional and emotional—enabled me to lead with the confidence and consistency that all North Carolina students deserve.”  
-Teacher

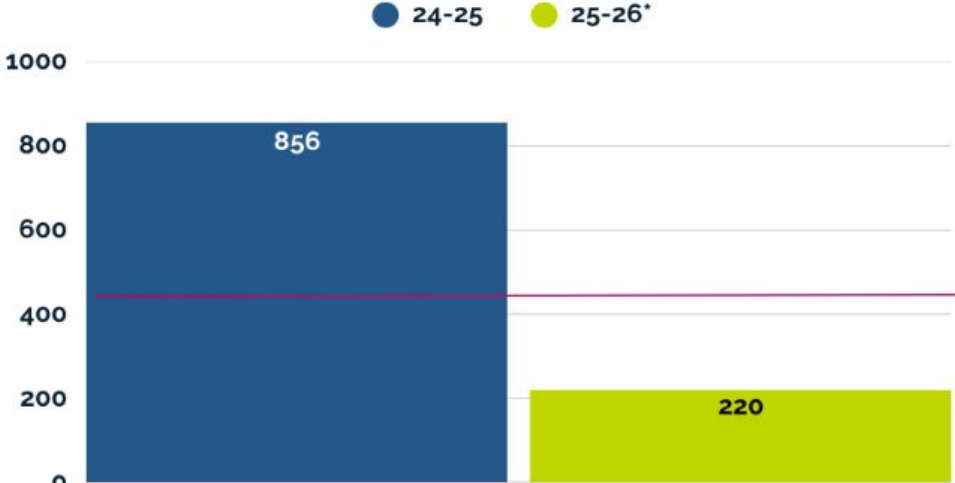
“I have seen a huge improvement in all four of the teachers and have not had ONE single room call when we had at least two to four calls daily from one of the four teachers!”  
~Principal

# Forest Pines Drive Elementary

There are **fewer** incidents than last year at this time and data are trending **downward** reflecting a commitment to evidence-based classroom management practices and alternatives to referrals.

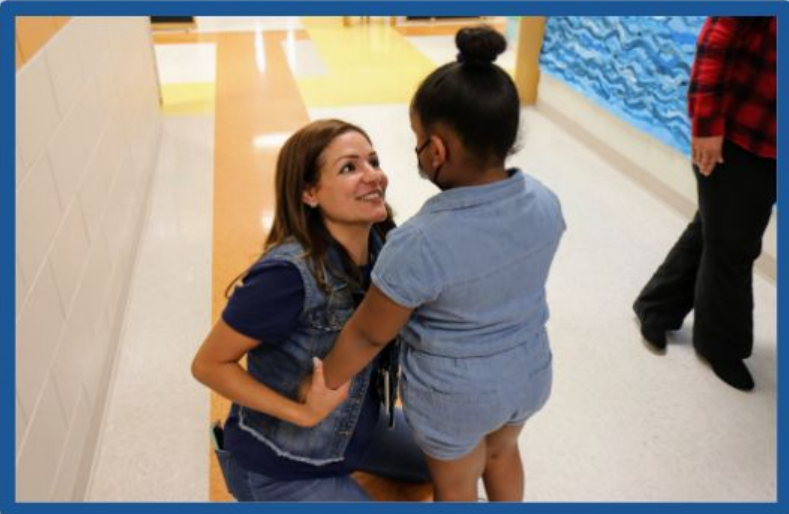


## INCIDENT RATE COMPARISON



Incidents

Data collected through 12/31/2025



## Successful Interventions

- Level 3 Walkthroughs
- District Coaching and Modeling
- Classroom Observations and Feedback
- On-site Professional Learning
- Classroom Management Plan Development
- Core Restorative Practices



# Restorative Practices



## INCREASED ACADEMIC ACHIEVEMENT

"Exposure to restorative practices has been shown to improve standardized test performance in both English Language Arts and Mathematics."



## REDUCED RECIDIVISM

"Schools implementing restorative practices have observed declines in schoolwide student misbehavior, gang membership, victimization, depressive symptoms, and substance abuse."



## NARROWING EQUITY GAPS

"Restorative practices can reduce racial disparities in discipline and academic achievement, with stronger positive associations for Black and Latino/a students."

*Darling-Hammond, S. (2023). Fostering Belonging, Transforming Schools: The Impact of Restorative Practices. Learning Policy Institute.*

Restorative Practices **build strong school communities, foster positive relationships, and resolve conflicts constructively.**

These practices provide alternatives to exclusionary measures and are **essential for cultivating empathy, accountability, and social-emotional growth** among students and staff.

# RESTORATIVE PRACTICES



# Next Steps and Future Goals

# Our Goals for Improvement



Increased **behavioral health supports** and reduced suspension rates through **proactive intervention.**



Expand Student Wellness Programming and Restorative Practices



Conduct frequent reviews of suspension and discipline data in alignment with outcome data to inform decision-making and address trends proactively.





# Steps Taken




## Plan for Increasing Restorative Practice Professional Learning

- At the Core Level
- At the Intensive Level
- Focused with disproportionate schools



## Teacher Incidents input into 1 data system

- Teacher input classroom data into Infinite Campus to monitor and problem-solve discipline data.



## Focused work with MTSS to problem solve data

- At the school level
- At the district level



# Questions?

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