2022-23 Discipline Data Report and Restorative Practices

NOVEMBER STATE BOARD OF EDUCATION MEETING

11/1/23

Christy McGill, Deputy Superintendent of Public Instruction
Laronica Maurer, School Climate and Equity Education Programs Professional
Dr. Greenwald, Ph.D., BCBA-D, LBA, UNR Research Associate Professor
Introducing, Dr. Higley, Ph.D., Director of the Office for a Safe and Respectful Learning Environment

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Presentation Outcomes

- An overview of the 2023 changes to the laws addressing behavior—Assembly Bill (AB) 285 and 330.
- Review 2022 discipline data and discuss the trends since the pandemic.
- How student and staff climate survey data contributes to the picture of the school environment.
- Statewide strategies and results to reduce discipline disparities, while improving safety and the school climate.

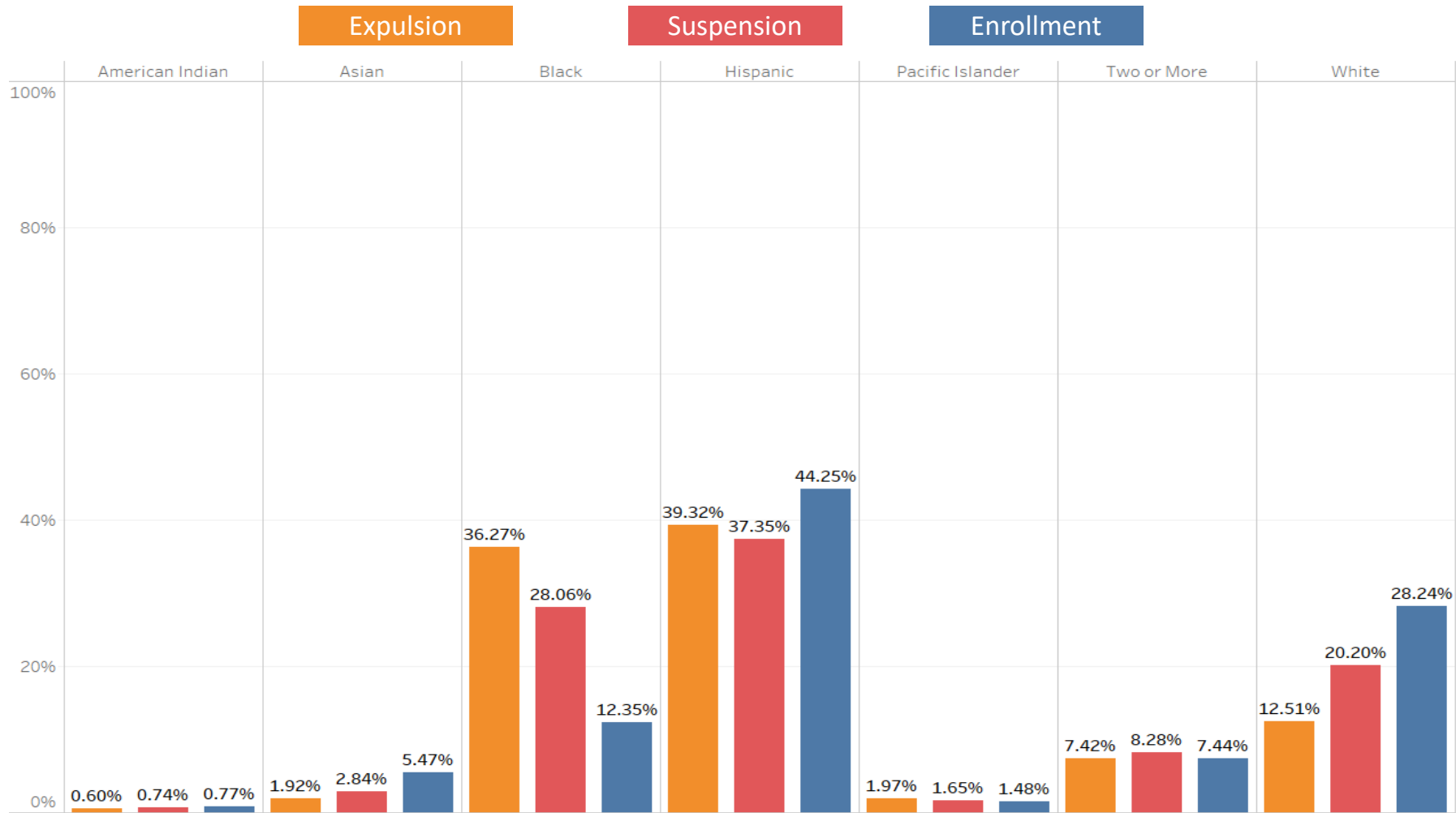Nevada Department of Education

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Assembly Bill (AB) 330 (2023) and AB 285 (2023)

- During the 2023 Legislative Session, two bills related to school discipline and restorative justice were passed.
- AB 330 and AB 285 amended existing laws related to the behavior and discipline of pupils.
- AB 330 and AB 285 make changes to the age requirements for Suspensions, Expulsions, Permanent Expulsion, Temporary Alternative Placement, and the appeal process.
- In addition, the new statutes address the collection and reporting of discipline data and the requirements for districts and schools to write and implement a Progressive Discipline Plan (PD) that incorporates restorative justice practices (RJ).

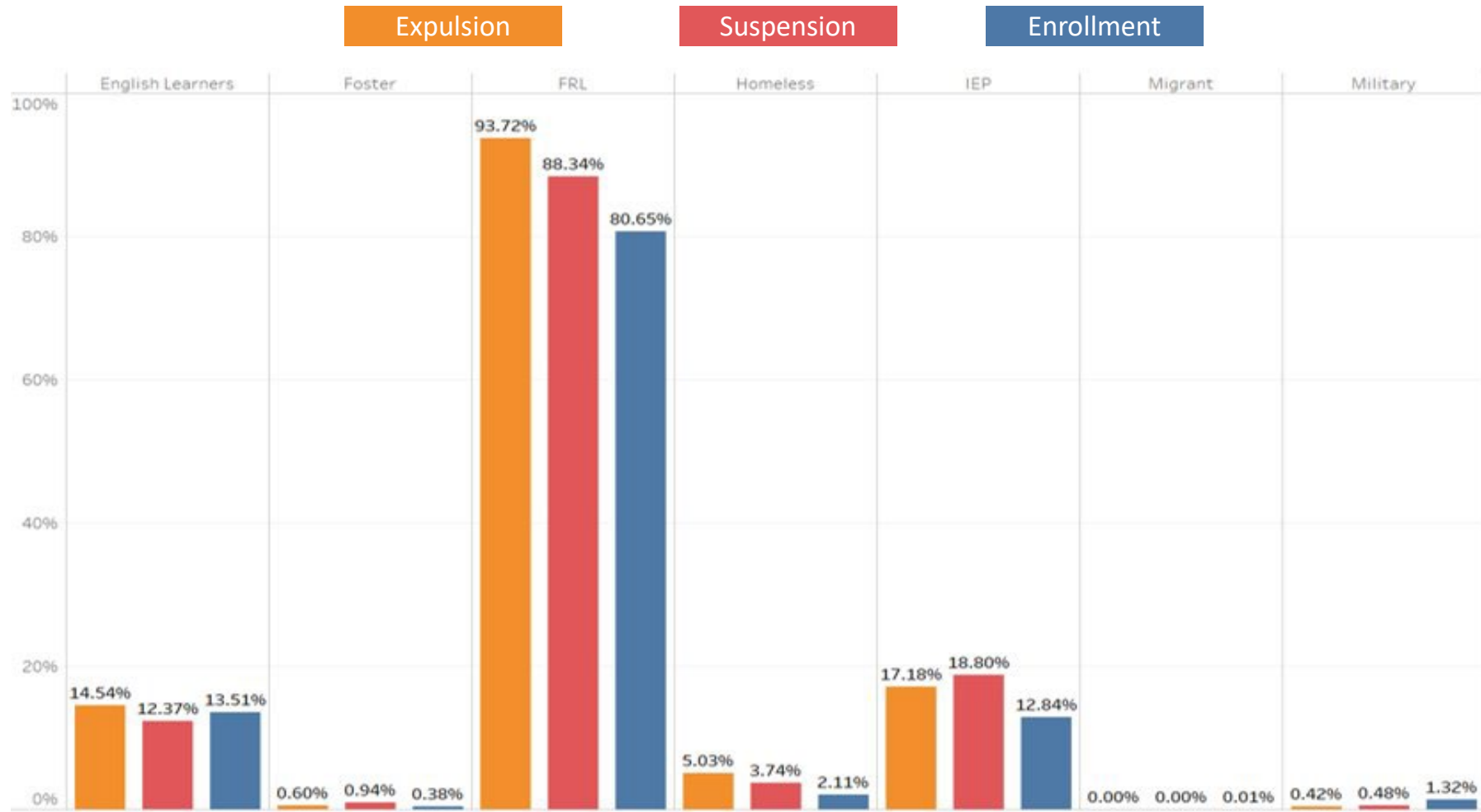Nevada Department of Education

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Progressive Discipline Based on Restorative Justice

- Progressive discipline uses tiered consequences to address negative behavior and teach pro-social behavior.
- Combining progressive discipline with restorative approaches is intended to prevent a recurrence of negative behavior by helping students take responsibility for their actions, repair any harm, and collectively find solutions to restore relationships.

State Percentages by Race/Ethnicity

State Percentages by Student Groups

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State Percentages by Gender

Expulsion Suspension Enrollment

Female: Expulsion 31.18%, Suspension 33.60%, Enrollment 48.72%
Male: Expulsion 68.82%, Suspension 66.40%, Enrollment 51.25%

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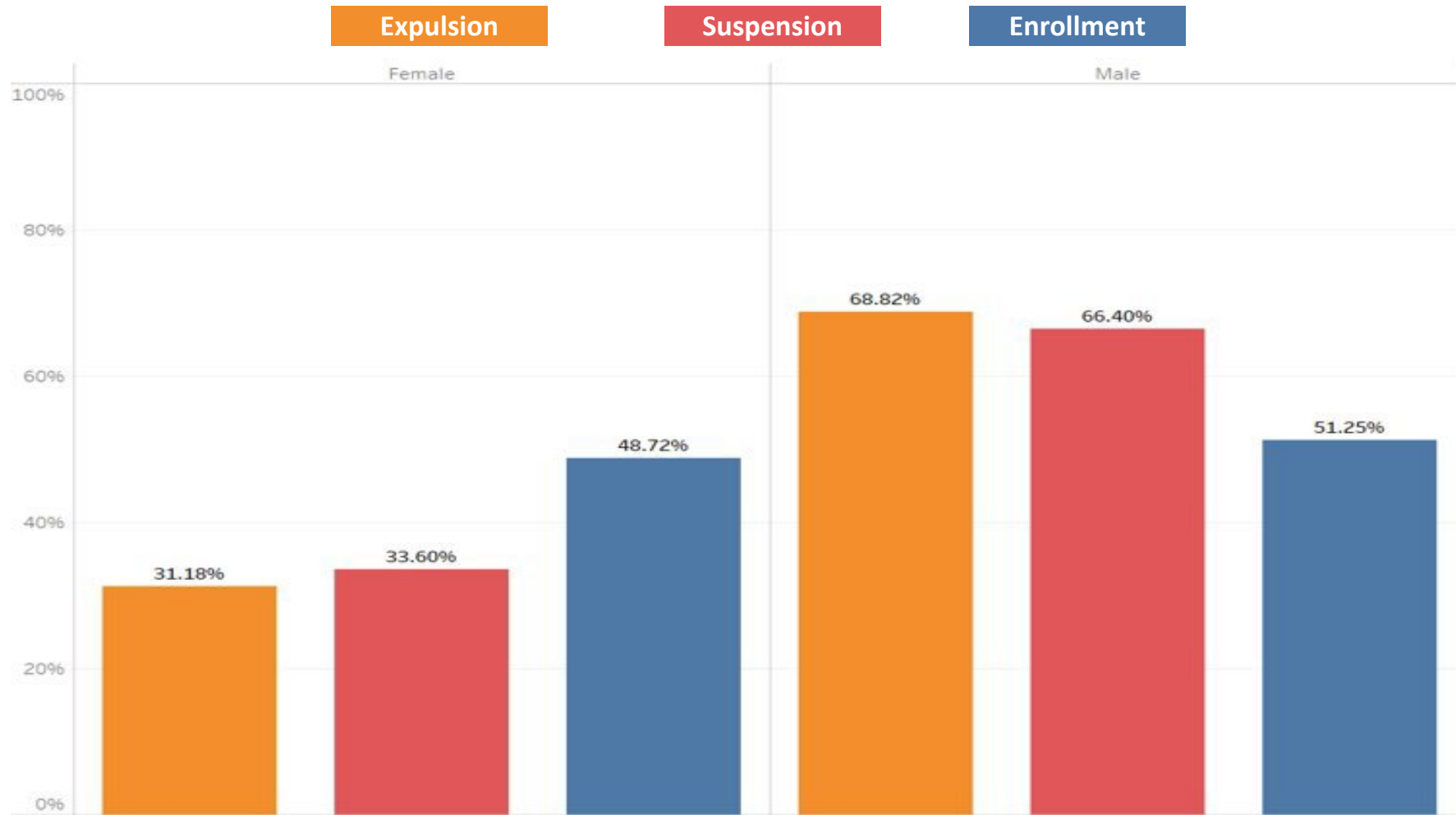
Nevada Revised Statutes (NRS) 385A.650

- The plan must include "methods for evaluating and improving the school climate" with school climate categorized into the following topics:
    - relationships between pupils and the parents or legal guardians of pupils and educational personnel,
    - the cultural and linguistic competence of instructional materials and educational personnel,
    - the emotional and physical safety of pupils and educational personnel, and
    - the social, emotional and academic development of pupils and educational personnel.

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Nevada School Climate Data

Student School Climate Survey
3 Year Comparison Chart
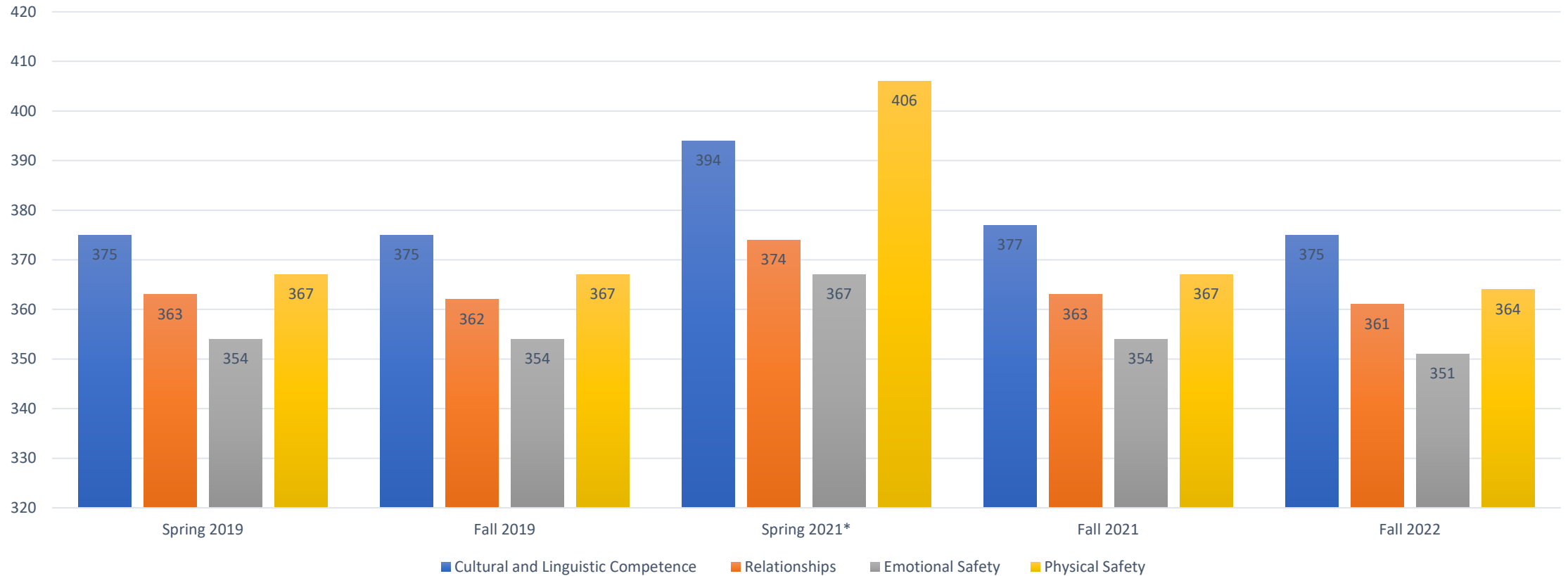
* Please use caution when interpreting school climate survey results from the 2020 – 2021 school year. Due to the COVID 19 pandemic, participation rates were lower than in prior years, raising the potential for bias on survey results. In addition, many students who took the survey were learning though remote or hybrid models.

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Student Survey Administrations

5th - 12th Grade Student Statewide Submission Rates

Survey Administration	Number of participating schools	Number of student completions	Total number of students in participating schools	Final submission rate
Fall 2022	735	242,377	309,825	78%
Fall 2021	765	240,004	318,534	75%
Spring 2021*	731	184,448	317,560	58%
Fall 2019	741	267,127	320,280	83%
Spring 2019	725	256,202	328,124	78%

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* Please use caution when interpreting school climate survey results from the 2020 – 2021 school year. Due to the COVID 19 pandemic, participation rates were lower than in prior years, raising the potential for bias on survey results. In addition, many students who took the survey were learning though remote or hybrid models.
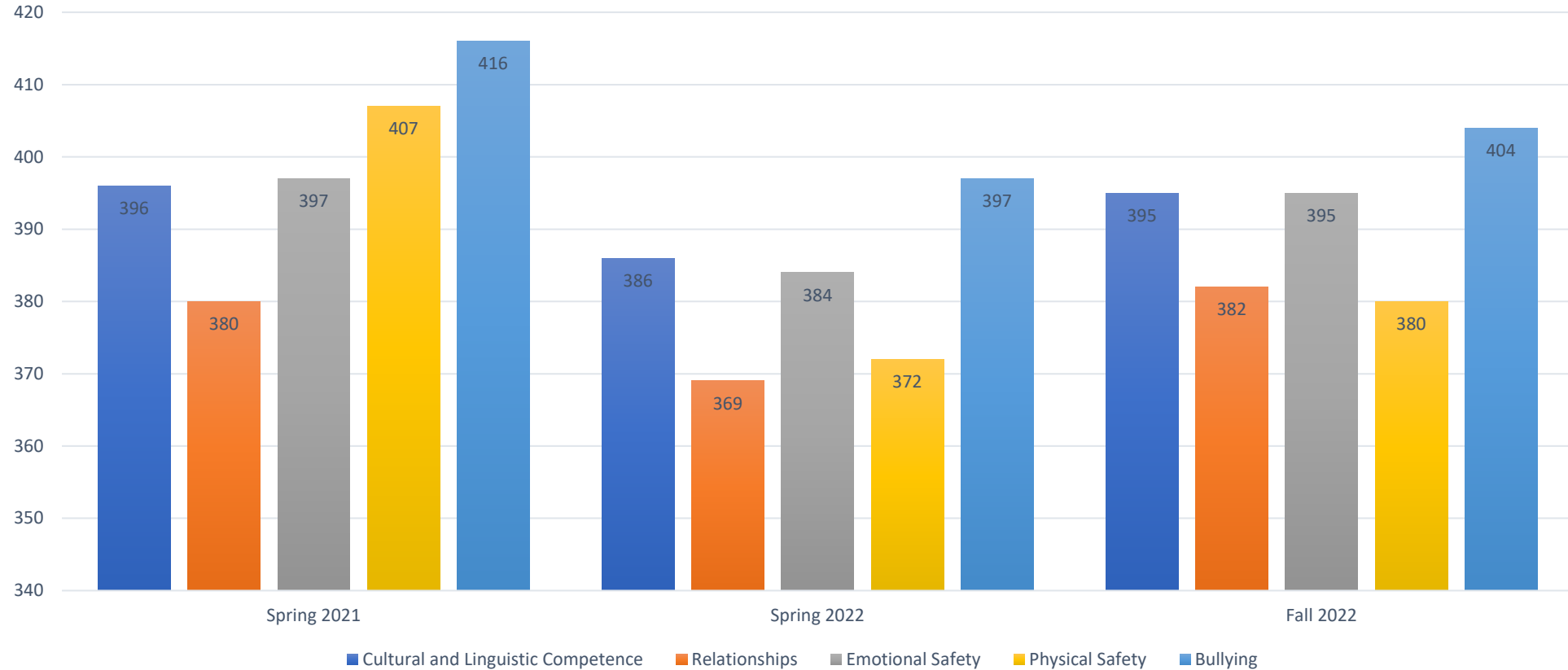
Nevada School Climate Data

Staff School Climate Survey
3 Year Comparison

Legend: Cultural and Linguistic Competence, Relationships, Emotional Safety, Physical Safety, Bullying

Spring 2021: 396, 380, 397, 407, 416
Spring 2022: 386, 369, 384, 372, 397
Fall 2022: 395, 382, 395, 380, 404

Staff Survey Administrations

NV-SCSEL State Participation

Survey Administration	Number of participating districts	Number of participating schools	Number of surveys started
Fall 2022	14 districts, 34 charters	293	3,776
Spring 2022	10 districts, 25 charters	227	2,903
Spring 2021	6 districts, 23 charters	96	1,252

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Positive Relationships

- All six focus groups raised topics related to relationship building as a positive aspect of their schools' climates.

    - Opportunities to connect and communicate with other colleagues

    - Supportive relationships with administrators

    - Opportunities to build relationships with students

New School Climate Standards for Excellence

- Nevada Department of Education (NDE) and American Institutes for Reasearch (AIR) undertook the standard setting process to develop Nevada's standards for excellence in school climate.

- Schools can determine whether their school's climate *needs improvement*, is *adequate*, or *excellent* based on expert-review of the content of the survey.

- This will help schools to not only identify improvement priorities, but to see exactly where their school falls relative to expert-identified standards for school climate.

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New School Climate Standards for Excellence

- Because the new criterion-based standards provide education partners with richer, more actionable information, the new standards will replace the old favorability benchmarks.

- The new standards will be incorporated in survey reports during the 2023 – 2024 school year.

- We are the only state that has data we can compare statewide.

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Catch Them *before* They Fall

- Interventions are more efficient and effective the earlier we intervene.

- Many children do <u>NOT</u> outgrow problem behaviors—they grow into them.

CATCH THEM
BEFORE THEY FALL
BIPOLAR STUDY

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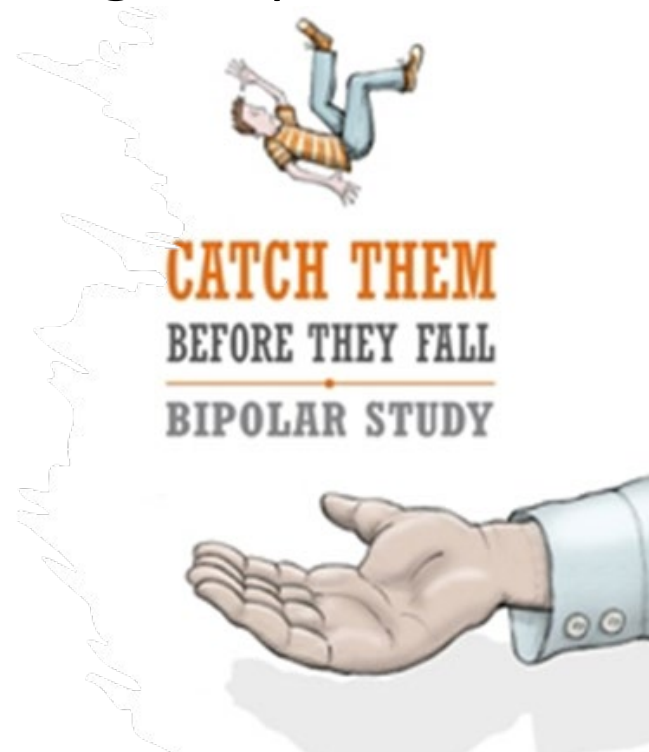
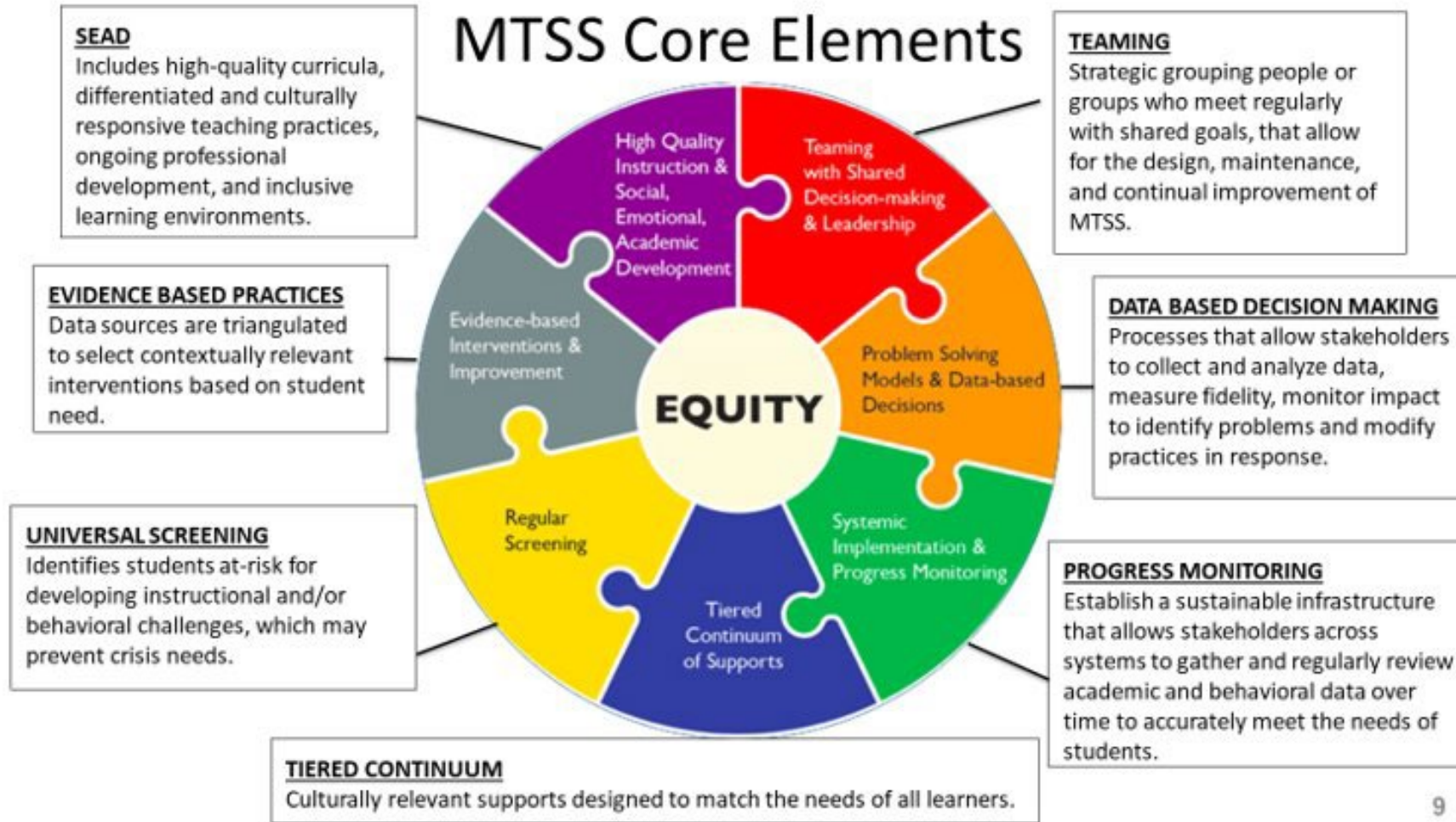# System or Student Problem?

- Problem Identification
  - If a student spends a lot of time in an environment that generates a high rate of problem behavior…

  OR

  - If a student spends time with adults who do not teach and/or reinforce appropriate behavior…

  The environment likely contributes to the student's problem.

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Multi-Tiered Systems of Support (MTSS) and Restorative Practices

MTSS Core Elements

SEAD
Includes high-quality curricula, differentiated and culturally responsive teaching practices, ongoing professional development, and inclusive learning environments.

EVIDENCE BASED PRACTICES
Data sources are triangulated to select contextually relevant interventions based on student need.

UNIVERSAL SCREENING
Identifies students at-risk for developing instructional and/or behavioral challenges, which may prevent crisis needs.

TEAMING
Strategic grouping people or groups who meet regularly with shared goals, that allow for the design, maintenance, and continual improvement of MTSS.

DATA BASED DECISION MAKING
Processes that allow stakeholders to collect and analyze data, measure fidelity, monitor impact to identify problems and modify practices in response.

PROGRESS MONITORING
Establish a sustainable infrastructure that allows stakeholders across systems to gather and regularly review academic and behavioral data over time to accurately meet the needs of students.

TIERED CONTINUUM
Culturally relevant supports designed to match the needs of all learners.

Diagram labels: High Quality Instruction & Social, Emotional, Academic Development · Teaming with Shared Decision-making & Leadership · Problem Solving Models & Data-based Decisions · Systemic Implementation & Progress Monitoring · Tiered Continuum of Supports · Regular Screening · Evidence-based Interventions & Improvement · EQUITY

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Multi-Tiered Systems of Support (MTSS)

- **Tier 1** - Universal Supports for the **ALL STUDENTS**.
  - Tier 1 includes instructional practices to support school-wide outcomes.
  - Tier 1 is stewarded by a "school MTSS team" that attends training events and professional learning activities to enhance their knowledge and deepen their implementation practice.
  - The team is responsible for the leadership of MTSS, regular review of data, and oversight of the school action plan.
  - Features of Tier 1 include delivery of high-quality core curriculum, universal prevention programming, universal screening, data-based decision making, teaming, and progress monitoring.

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Multi-Tiered Systems of Support (MTSS)

- **Tier 2** – Targeted Interventions for **STUDENTS AT RISK**.

    - It involves specialized group interventions to supplement the Tier 1 supports these students already receive.

    - Tier 2 interventions include targeted and explicit instruction of skills, opportunities to practice new skills, and frequent feedback to the student.

    - The role of the team advanced tiers includes matching student needs to interventions, progress monitoring, and evaluating the efficacy of targeted interventions.

Multi-Tiered Systems of Support (MTSS)

- **Tier 3** - **INDIVIDUALIZED SUPPORTS** for a Few Students.

  - Tier 3 interventions are utilized for students that demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports.

  - These interventions are evidence-based, informed by individualized assessment, and person-centered.

  - Interventions are tailored to address the specific skill deficits as indicated within the individualized assessments.

  - The role of the team at Tier 3 is like that of Tier 2, however, the team may collaborate with external and/or community-based providers to support the student.

Professional Development

Nevada's MTSS Training Highlights Reel

Tier 1

Introduction to MTSS
Implementation Science
MTSS Leadership & Teaming
Initiatives Inventory
Effective Instruction at T1
Data Based Decision Making
Problem Identification
Evidence-based Practice
Continuum of Supports
Classroom Systems
Identifying Disproportionality
Equity
Selecting & Integrating EBPs
Action Planning for Success

Tier 2

Tier 2 Teaming
Selecting Interventions at T2
Data Decision Rules for T2
Universal Screening
Progress Monitoring for T2
Family/Community Engagement
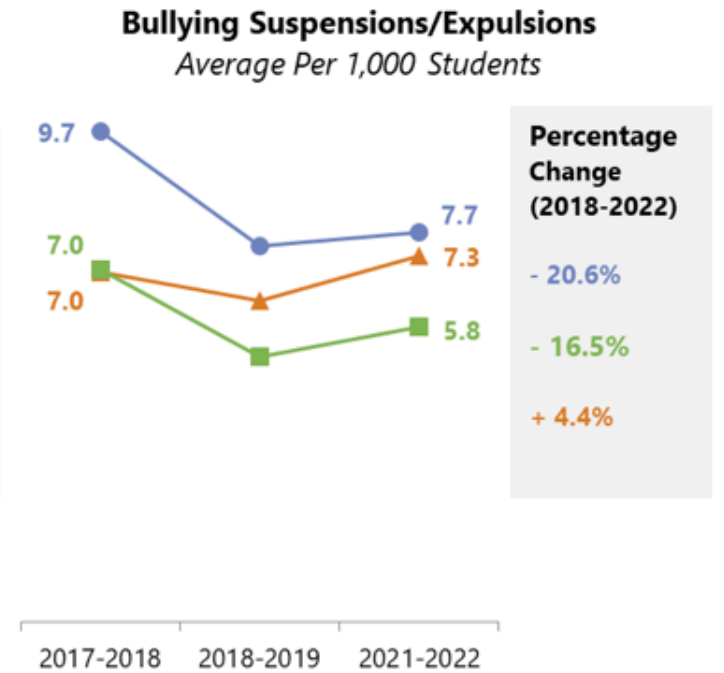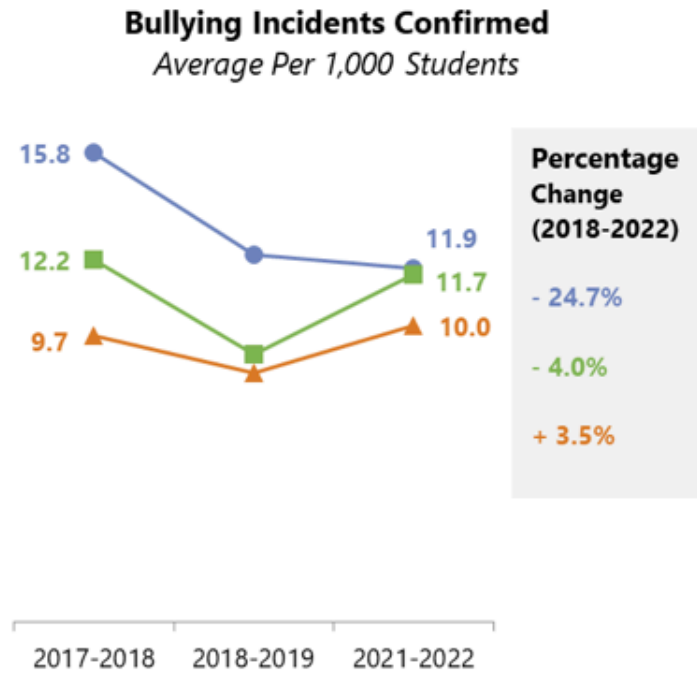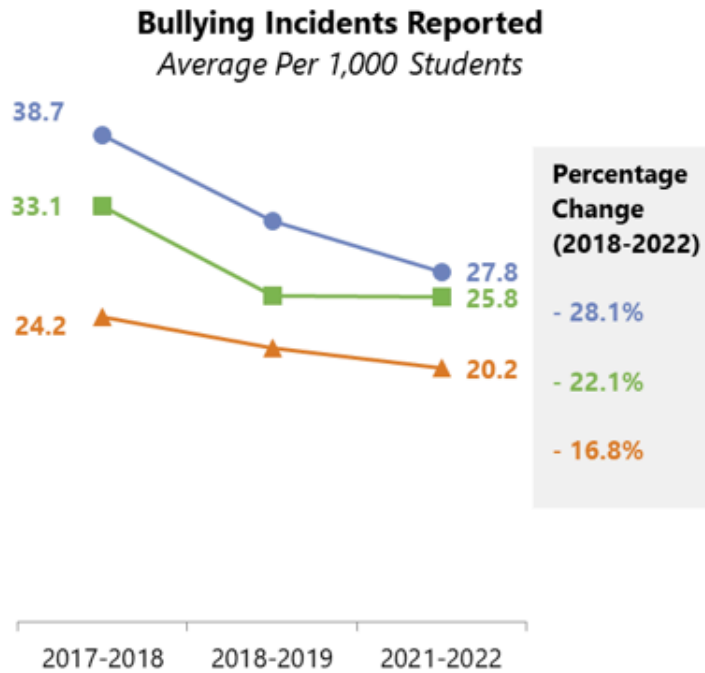Evaluating Outcomes at T2
Social Validity

Tier 3

Tier 3 Teaming
Selecting Interventions at T3
Data Decision Rules for T3
Progress Monitoring at T3
Community-based Supports
Functional Behavior Assessment
School Based Wrap-around
Evaluating Outcomes at T3

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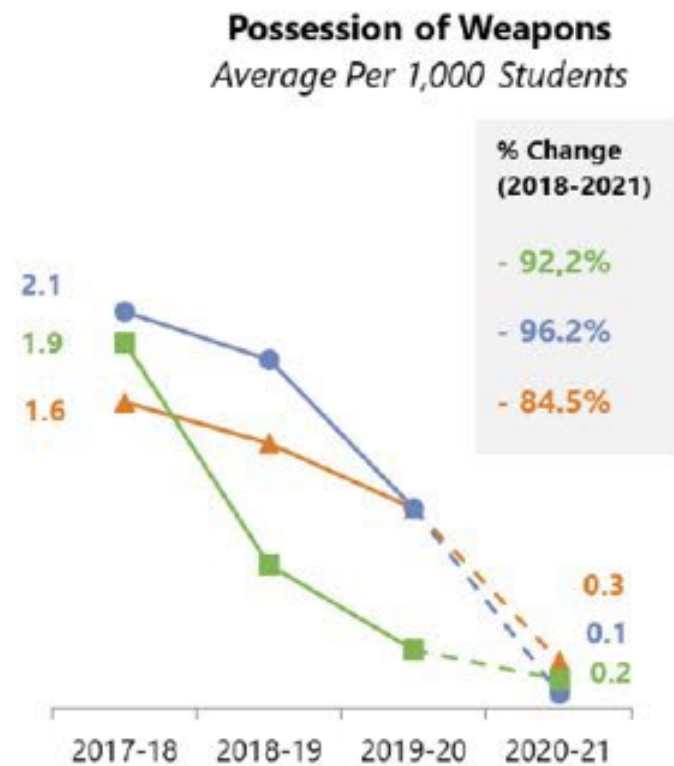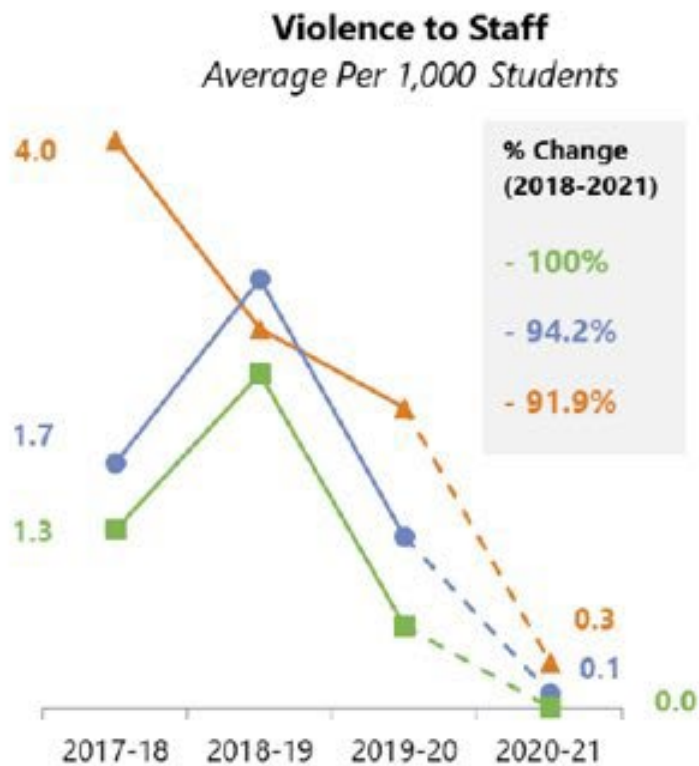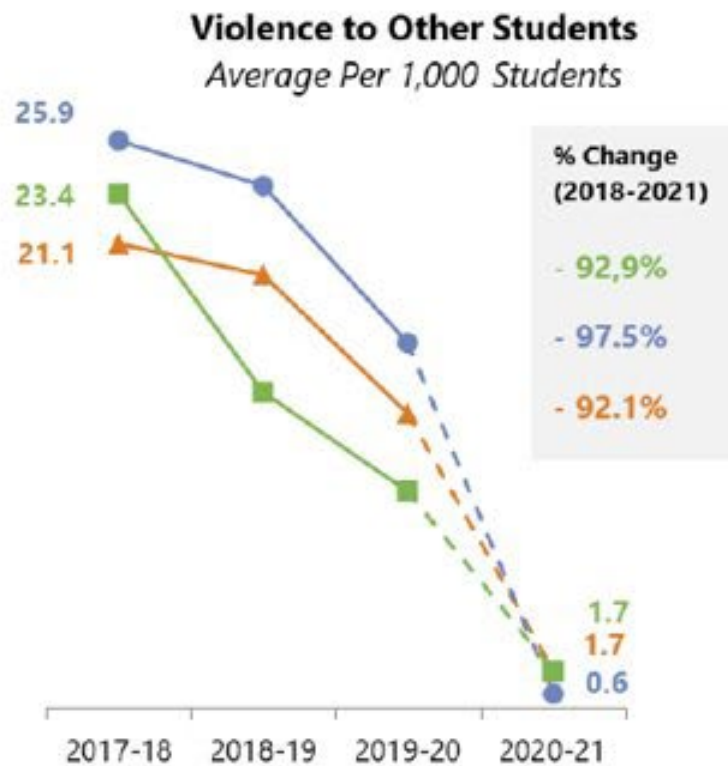
Nevada Student Outcomes
Bullying Trends

■— High-fidelity schools (N=62)　●— Participating schools (N=151)　▲— Non-participating schools (N=282)

Bullying Incidents Reported
Average Per 1,000 Students

	Percentage Change (2018-2022)
38.7 / 33.1 / 24.2 → 27.8 / 25.8 / 20.2	- 28.1%
	- 22.1%
	- 16.8%

Bullying Incidents Confirmed
Average Per 1,000 Students

	Percentage Change (2018-2022)
15.8 / 12.2 / 9.7 → 11.9 / 11.7 / 10.0	- 24.7%
	- 4.0%
	+ 3.5%

Bullying Suspensions/Expulsions
Average Per 1,000 Students

	Percentage Change (2018-2022)
9.7 / 7.0 / 7.0 → 7.7 / 7.3 / 5.8	- 20.6%
	- 16.5%
	+ 4.4%

2017-2018　2018-2019　2021-2022

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Nevada Student Outcomes

Figure 15. Trends in Disciplinary Incidents Related to Violence and Possession (State Report Card Data)

Professional Development and Implementation

- The Office for a Safe and Respectful Learning Environment will continue working on a systematic approach to student and staff behavior to improve the school climate.
- We aim to assist districts and schools with creating conditions that will encourage and equip schools to engage in evidence-based systematic strategies to improve school discipline and restorative justice practices.

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Notice of Funding Opportunity (NOFO)

ESSER III Progressive Discipline Based on Restorative Justice (PDRJ)

- $2 million in ESSER III funds are dedicated to creating and implementing district and charter Progressive Discipline Plans based on restorative justice.

- **Funding Goal:**

  - Eliminate discipline disproportionality as evidenced by district/school suspension and expulsion data.

  - Decrease school violence incidents as evidenced by major offenses.

  - Improve school climate as evidence by the Nevada School Climate/Social Emotional Learning (NV-SCSEL) Survey.

Thank you!

- Questions

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Appendix

- Changes to the law

- Data details

- Professional Development

System-level Changes to State & District Plans
(NRS 392.4644)

- The board of trustees of a school district shall, in addition to establishing a plan to provide for the progressive discipline of pupils, establish a plan to use disciplinary practices based on restorative justice.

- Such a plan must:
  - Authorize the use of disciplinary practices based on restorative justice which include, without limitation:
    - *Holding a pupil accountable for their behavior;*
    - *Restoration or remedies related to the behavior of the pupil;*
    - *Relief for any victim of the pupil; and*
    - *Change the behavior of the pupil*

System-level Changes to State & District Plans
(NRS 392.4644)

- Be in accordance with the statewide framework for restorative justice developed pursuant to NRS 388.1333 including, without limitation, by addressing the occurrences of the suspension, expulsion, or removal of pupils from schools that disproportionately affect pupils who belong to a group of pupils listed in NRS 385A.250.2.

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System-level Changes to State & District Plans
(NRS 392.4644)

- The superintendent of each school district and administrative head of each charter school and university school for profoundly gifted pupils shall establish a plan to provide for the progressive discipline of pupils and on-site review of disciplinary actions.
- The plan must:
  - Be developed with the input and participation of teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts and other educational personnel and support personnel, parents and guardians, and students.

System-level Changes to State & District Plans
(NRS 392.4644)

- Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.
- Include provisions designed to address the specific disciplinary needs and concerns of the public schools or each school within the school district.
- Prescribe methods of alternative conflict resolution and interventions based on social and emotional learning that are developed to avoid the need for the removal of a pupil.
- Include provisions that authorize the temporary removal of a pupil from a classroom or other premises of a public school pursuant to NRS 392.4645.
- Provide for the placement of a pupil in a more restrictive educational environment at that school, or at a different public school.

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System-level Changes to State & District Plans
(NRS 392.4644)

- Include the names of any members or a committee to review the temporary alternative placement of pupils required by NRS 392.4647.
- Include consideration of the results of the data collected and reported pursuant to NRS 392.462 and include methods for addressing the occurrences of the suspension, expulsion, or removal of students from school that disproportionately affect students who belong to a group of pupils listed in NRS 385A.250.2.
- Be provided to each school over which the superintendent or administrative head has authority and posted on the website maintained by the school.
- Be in accordance with a plan to use disciplinary practices based on restorative justice developed by the school district, or charter school.

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Suspensions, Expulsions, & Permanent Expulsion

- **SUSPEND/SUSPENSION:** The disciplinary removal of a pupil from the school in which the pupil is currently enrolled for not more than one school semester.
- **EXPEL/EXPULSION:** The disciplinary removal of pupil from the school in which the pupil is currently enrolled for more than one school semester with the possibility of:
  - Returning to the school in which the pupil is currently enrolled or another public school within the school district after the expulsion; and,
  - Enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled during the period of expulsion.

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Suspensions, Expulsions, & Permanent Expulsion

- **PERMANENTLY EXPEL/PERMANENT EXPULSION:** The disciplinary removal of a pupil from the school in which the pupil is currently enrolled:
  - Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district;
  - Without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; and with the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

Student-Level Changes

- A referral to an individualized education program (IEP) team to determine:
    - whether an IEP is needed for the pupil; or,
    - if there is an existing IEP, whether it has been appropriately implemented and whether any adjustments should be made.
- A referral to appropriate community-based services;
- A conference with the principal of the school or their designee and any other appropriate personnel;

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Student-Level Changes

- A progressive discipline plan based on restorative justice must include:

  - Positive Behavioral Interventions and Supports (PBIS);

  - a plan for behavioral intervention; and,

  - a referral to a team of student support.

Student-Level Changes

- A determination of the need for a referral to a school social worker; and,
- For a pupil who was expelled, a plan for reinstatement and guidelines for the provision of notice to a pupil to initiate their reinstatement.

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Changes to Appeal Process

- Notice of appeal policy shall be provided on the same day a student is suspended or expelled.
- Notice must:
  - include timelines for suspension or expulsion;
  - be clearly written for easy understanding;
  - be provided in as many languages as possible, to the extent practicable; and,
  - student and/or parent/guardian has 5 school days to file an appeal.

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Changes to Appeal Process

- Hearing must be scheduled no later than 5 days after receiving notice of the appeal.
- The student being suspended or expelled or being considered for suspension or expulsion:
  - must be provided educational services
  - may be considered for temporary alternative placement
    - *the temporary alternative placement will serve as the least restrictive environment possible*
    - *the student doesn't pose a serious threat to the safety of the school*

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Data Disclaimer

- Hearing must be scheduled no later than 5 days after receiving notice of the appeal.
- The Discipline Data used in this presentation was submitted to the Nevada Department of Education (NDE) Assessment, Data, and Accountability Management Office (ADAM) by the Nevada School Districts in Summer 2023 as part of their Nevada Report Card data submission process per Nevada Revised Statute (NRS) 385A.250.

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Data Disclaimer

- While NDE uses reasonable efforts to include accurate and up-to-date information on the Nevada Report Card website, readers should note that school and district data reported in these slides were submitted by local school district officials.
- Therefore, data reported on these slides reflect information, including any local corrections received by the NDE from the local district officials, by its reporting deadline.

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Data Disclaimer

- The suspension and expulsion data collected on the Nevada Report Card website during the 2022-2023 school year includes only the incidents required by the annual accountability report per NRS 385A.250.

Data Disclaimer

- The data reported is for the following incidents:
  - deemed a habitual disciplinary problem
  - sales of controlled substance
  - distribution of controlled substance
  - battery to school employee
  - bullying
  - cyberbullying
  - discrimination based on race
  - possession of a firearm
  - possession of a dangerous weapon

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Student Year (SY) 2022-23 Discipline Data

Student Group	Suspended	Expelled
American Indian	55	10
Asian	211	32
Black	2087	606
Hispanic	2778	657
Pacific Islander	123	33
Two or More	616	124
White	1502	209
Female	2499	521
Male	4938	1150
EL	920	243
Foster	70	10
FRL	6570	1566
Homeless	278	84
IEP	1398	287
MIG	0	0
Military	36	7

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Suspension

Number of Students Suspended in SY 2021-22 & 2022-23 by Incident Types

■ 2021-22 ■ 2022-23

	Battery to School Employee	Sale of Controlled Substances	Distribution of Controlled Substances	Habitual Disciplinary Problems	Bullying	Cyberbullying	Discrimination Based on Race	Total
■ 2021-22	715	288	291	72	3216	537	465	5584
■ 2022-23	731	369	475	190	3921	784	967	7437

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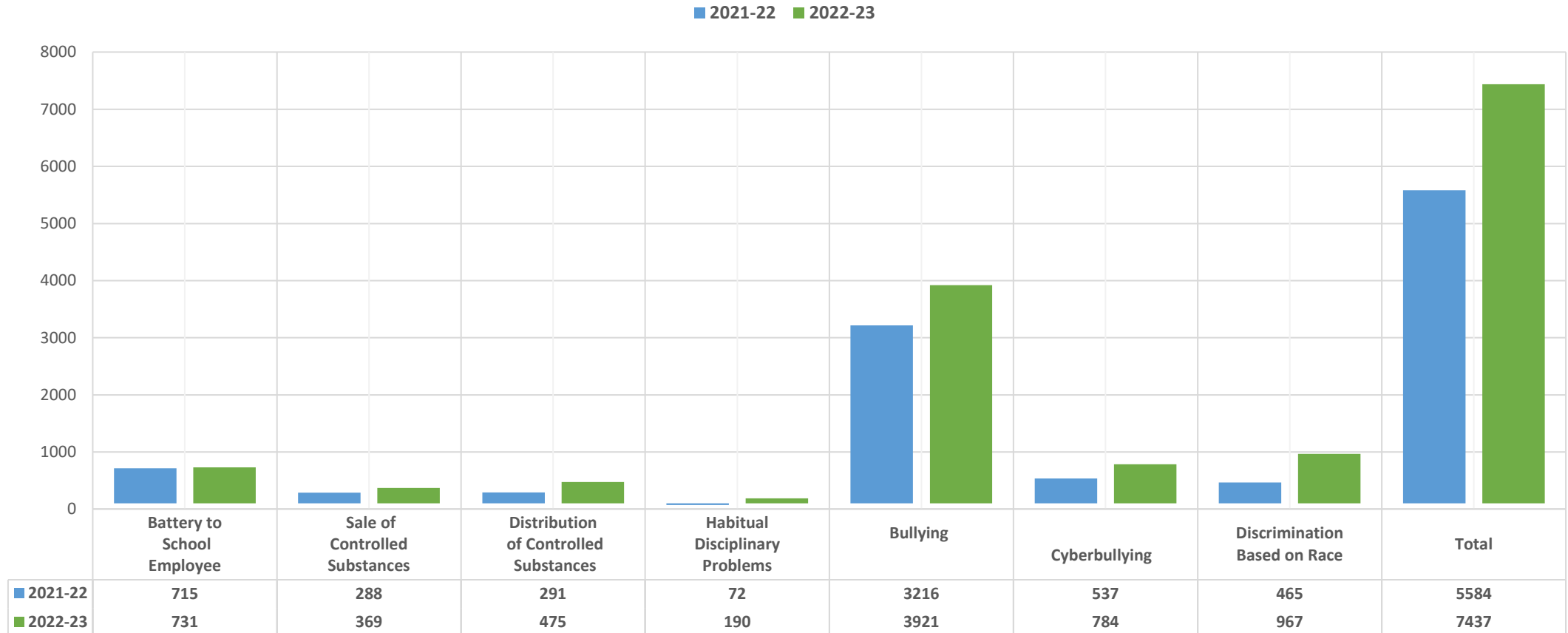
Expulsion

Number of Students Expelled in SY 2021-22 & 2022-23 by Incident Types

■ 2021-22 ■ 2022-23

	Battery to School Employee	Sale of Controlled Substances	Distribution of Controlled Substances	Possesion of a Firearm	Possesion of a Dangerous Weapon	Habitual Disciplinary Problems	Bullying	Cyberbullying	Discrimination Based on Race	Total
2021-22	191	78	79	50	459	6	378	28	13	1282
2022-23	171	160	179	44	456	12	617	26	6	1671

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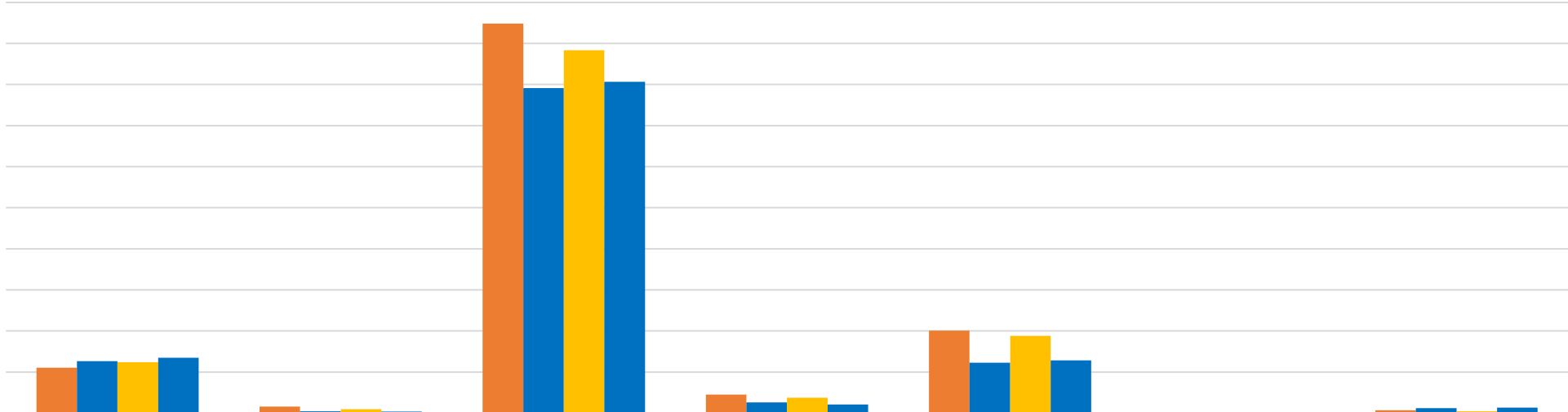# State Percentages by Student Groups

State Percentages of Suspension by Student Groups
SY 2021-2022 & 2022-2023

■ 2021-2022 ■ Enrollment ■ 2022-2023 ■ Enrollment

	English Learners	Foster	FRL	Homeless	IEP	Migrant	Military
■ 2021-2022	11.09%	1.59%	94.81%	4.55%	20.09%	0%	0.68%
■ Enrollment	12.63%	0.42%	79.12%	2.60%	12.26%	0.01%	1.19%
■ 2022-2023	12.37%	0.94%	88.34%	3.74%	18.80%	0%	0.48%
■ Enrollment	13.51%	0.38%	80.65%	2.11%	12.84%	0.01%	1.32%

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State Percentages by Student Groups

Expulsion

State Percentages of Student Expulsion by Race/Ethnicity
SY 2021-2022 & 2022-2023

■ 2021-2022　■ Enrollment　■ 2022-2023　■ Enrollment

	American Indian	Asian	Black	Hispanic	Pacific Islander	Two or More	White
2021-2022	0.78%	2.73%	38.14%	38.92%	2%	6.47%	10.84%
Enrollment	0.80%	5.44%	12.15%	43.60%	1.47%	7.29%	29.27%
2022-2023	0.60%	1.92%	36.27%	39.32%	2%	7.42%	12.51%
Enrollment	0.77%	5.47%	12.35%	44.25%	1.48%	7.44%	28.24%

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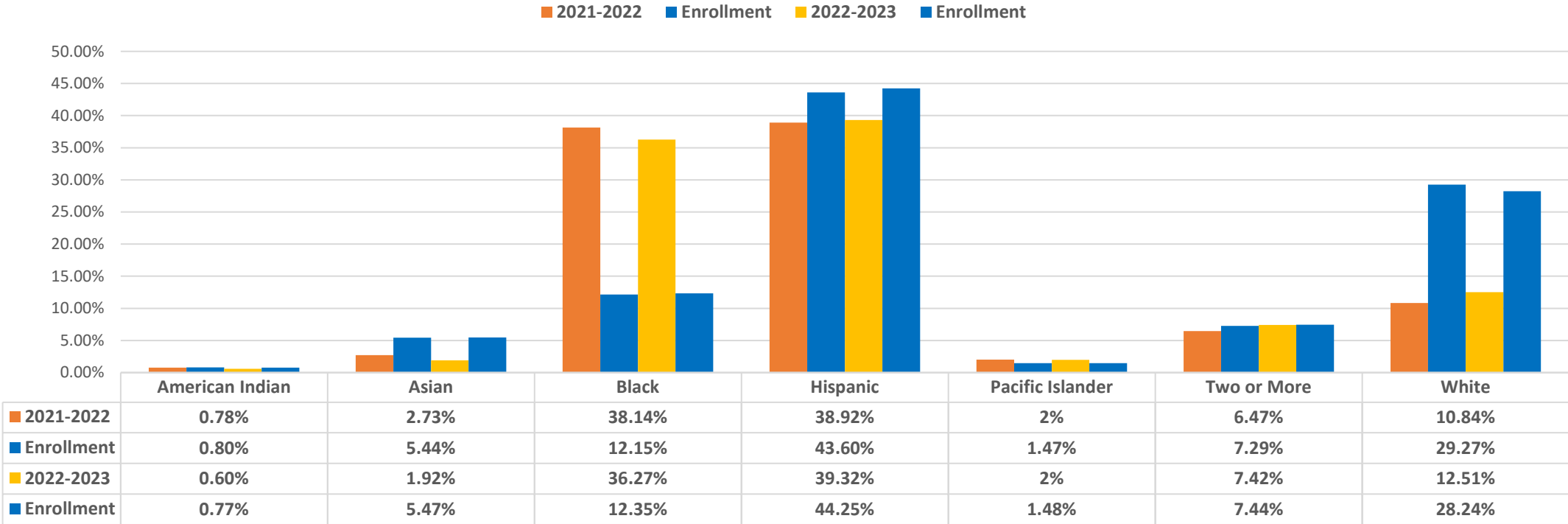
State Percentages by Gender

Suspension

State Percentages of Student Suspension by Gender
SY 2021-2022 & 2022-2023

	Male	Female
2021-2022	65.72%	34.28%
Enrollment	51.38%	48.60%
2022-2023	66.40%	33.60%
Enrollment	51.25%	48.72%

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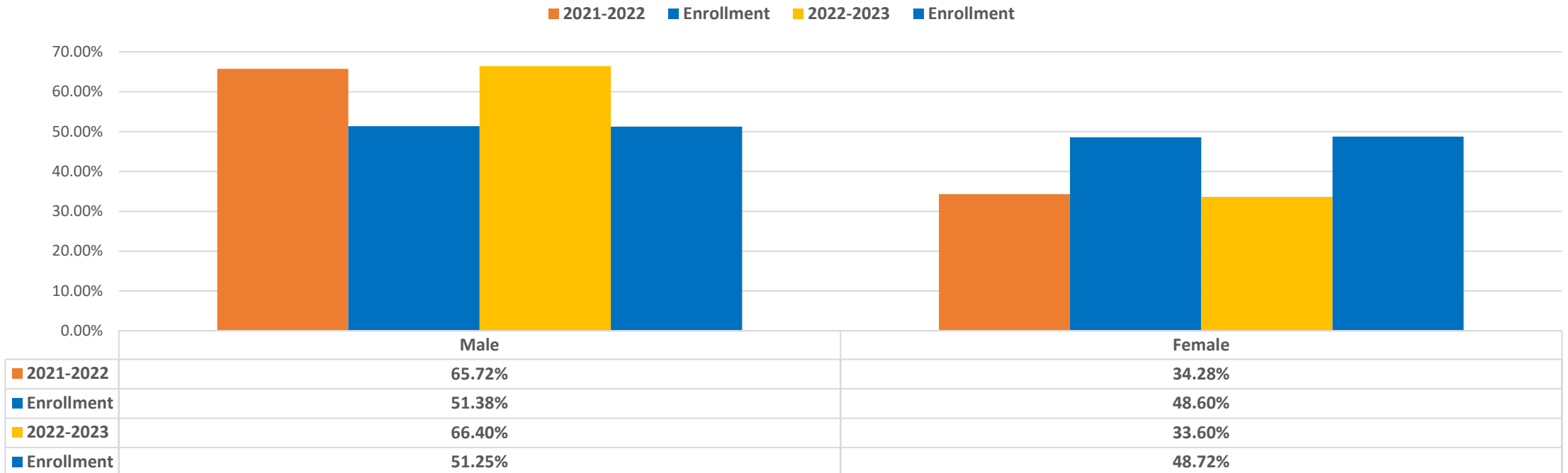
State Percentages by Gender

Expulsion

State Percentages of Student Expulsion by Gender
SY 2021-2022 & 2022-2023

Legend: ■ 2021-2022 ■ Enrollment ■ 2022-2023 ■ Enrollment

	Male	Female
2021-2022	65.37%	34.63%
Enrollment	51.38%	48.60%
2022-2023	68.82%	31.18%
Enrollment	51.25%	48.72%

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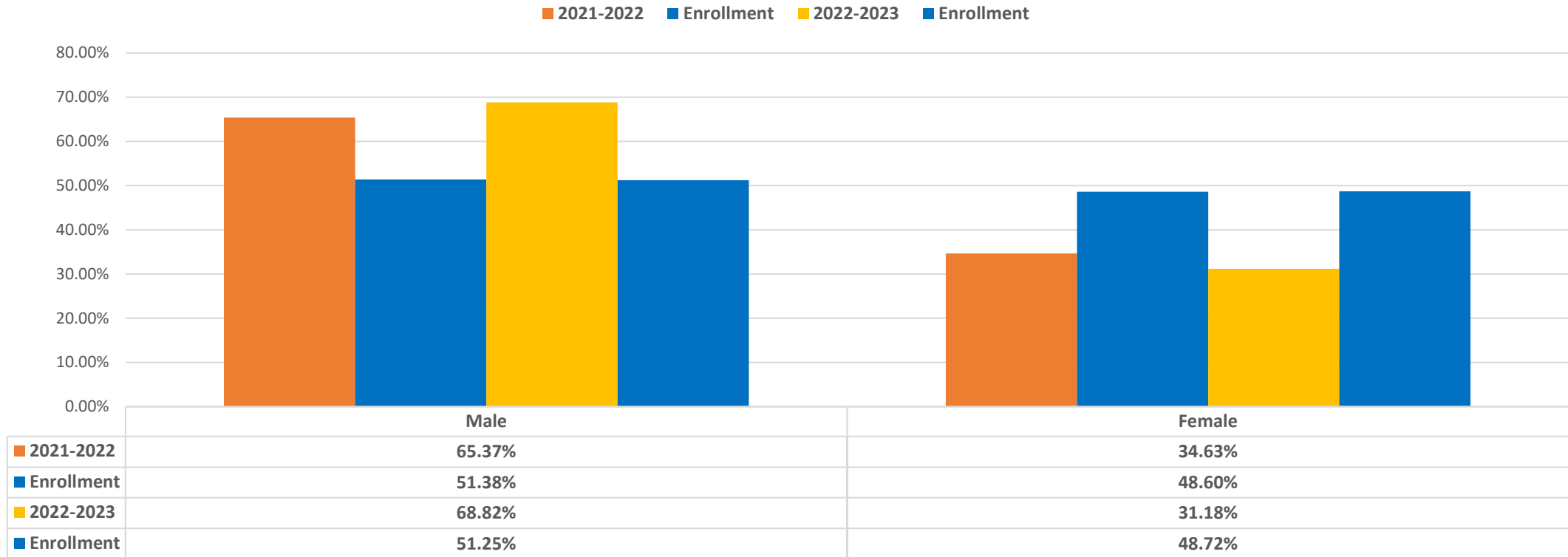
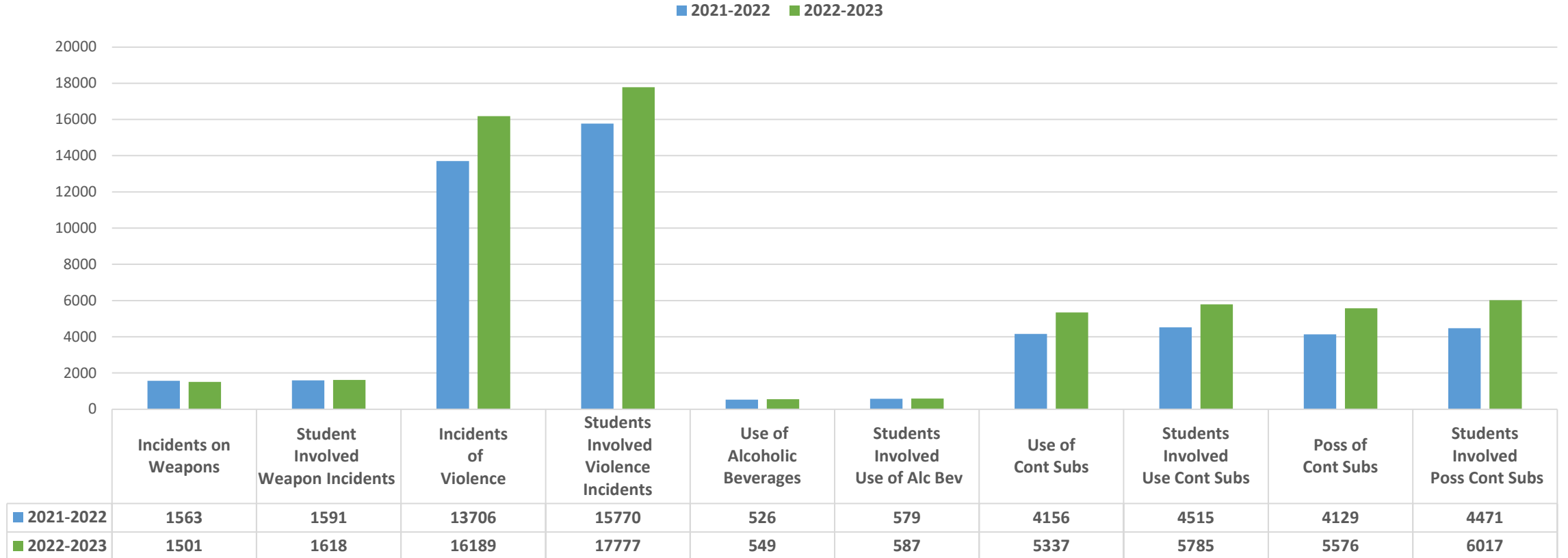# Number of Incidents and Number of Students Involved

(without a disciplinary outcome)
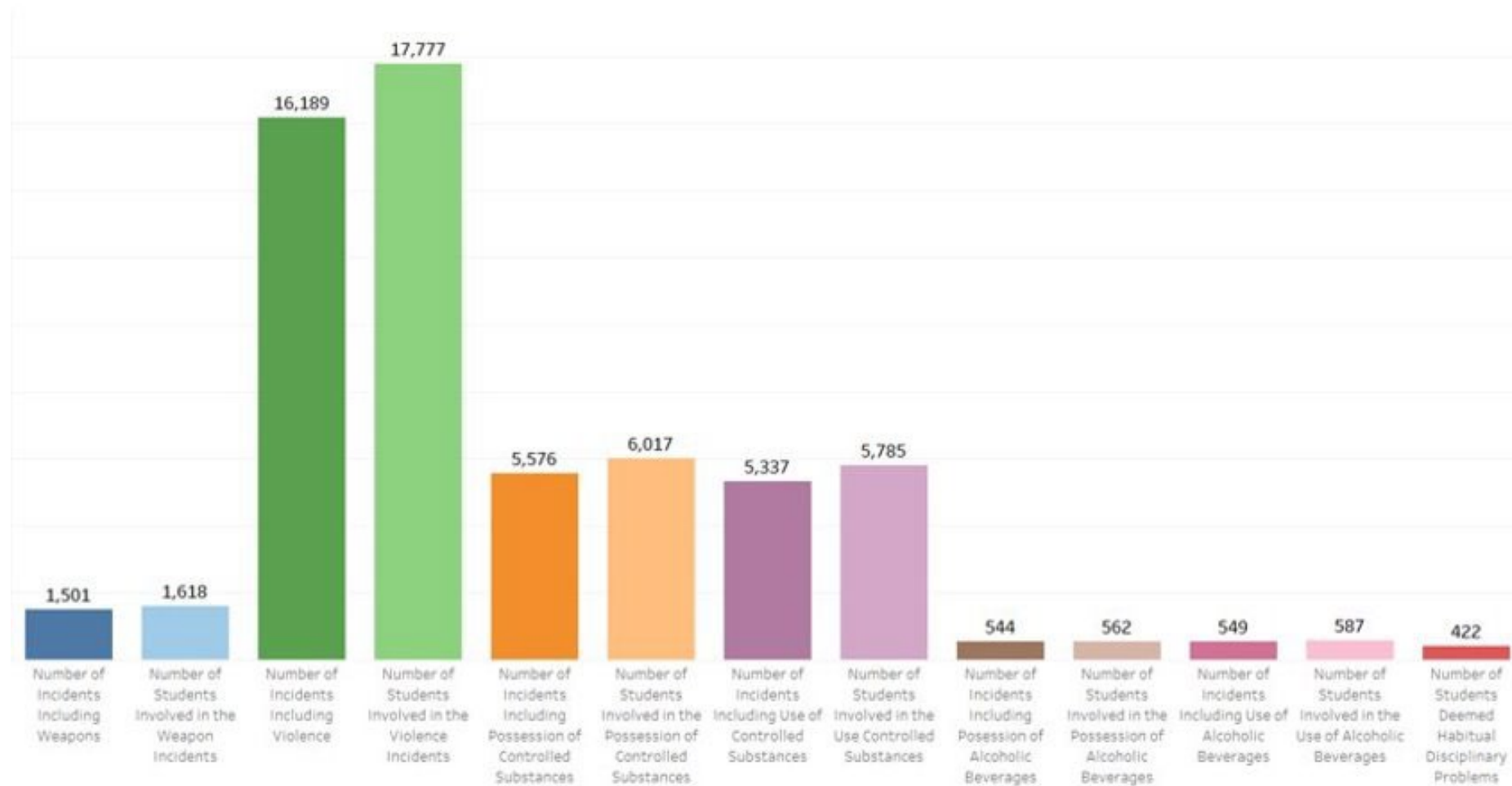
Incidents

Number of Incidents & Number of Students Involved in SY 2021-22 & 2022-23
(Without any disciplinary outcome)

■ 2021-2022 ■ 2022-2023

	Incidents on Weapons	Student Involved Weapon Incidents	Incidents of Violence	Students Involved Violence Incidents	Use of Alcoholic Beverages	Students Involved Use of Alc Bev	Use of Cont Subs	Students Involved Use Cont Subs	Poss of Cont Subs	Students Involved Poss Cont Subs
2021-2022	1563	1591	13706	15770	526	579	4156	4515	4129	4471
2022-2023	1501	1618	16189	17777	549	587	5337	5785	5576	6017

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Weapons: Number of Incidents and Number of Students Involved

in SY 2022-23 by Ethnicity (*Without any disciplinary outcome*)

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Incidents by Ethnicity

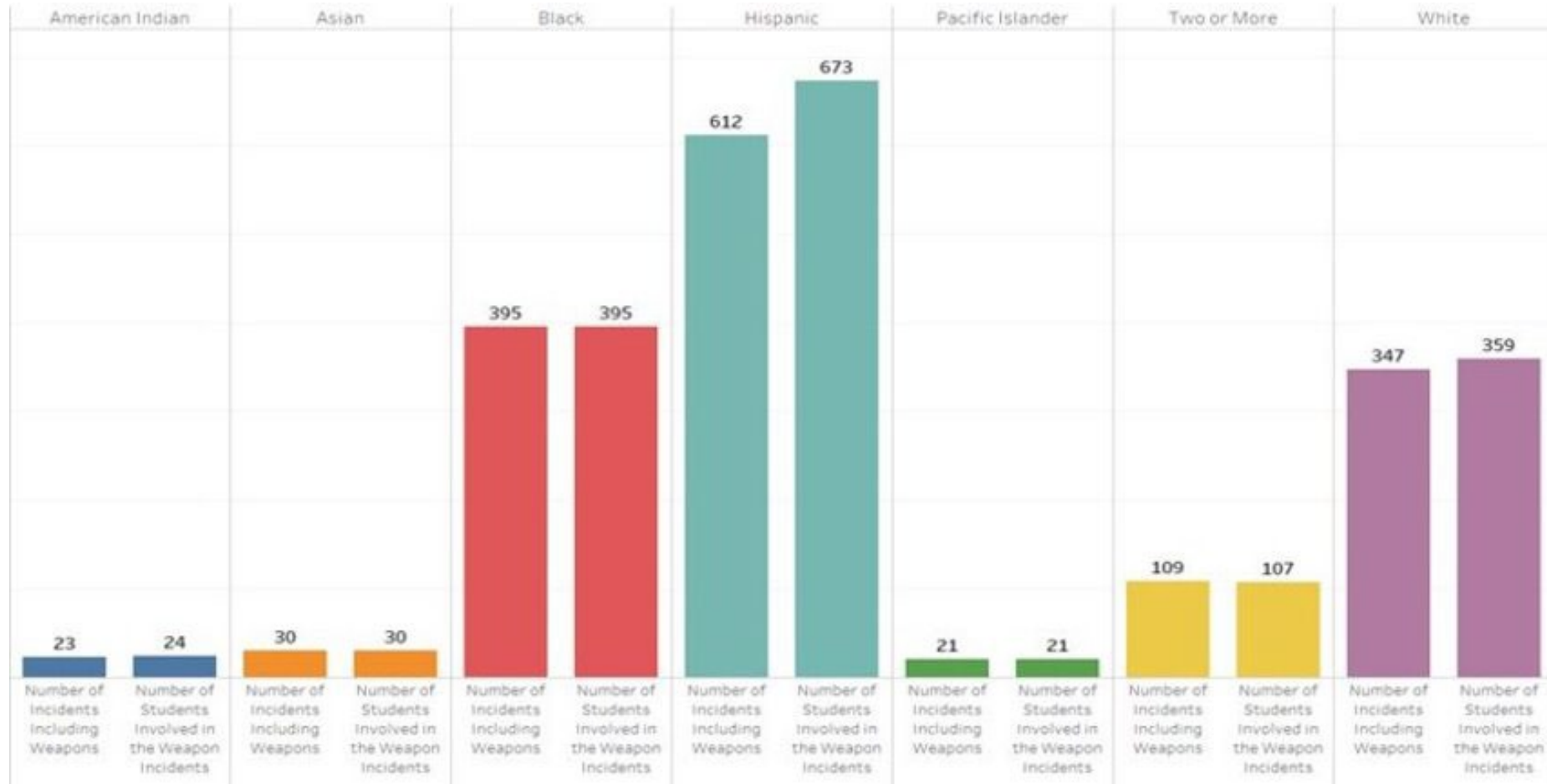Weapons: Number of Incidents & Number of Students Involved by Ethnicity in SY 2021-22 & 2022-23
(Without any disciplinary outcome)

■ Incidents on Weapons   ■ Students Involved in Weapon Incidents

	American Indian		Asian		Black		Hispanic		Pacific Islander		Two or More		White	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
■ Incidents on Weapons	30	23	31	30	342	395	712	612	30	21	109	109	318	347
■ Students Involved in Weapon Incidents	29	24	34	30	348	395	731	673	31	21	106	107	307	359

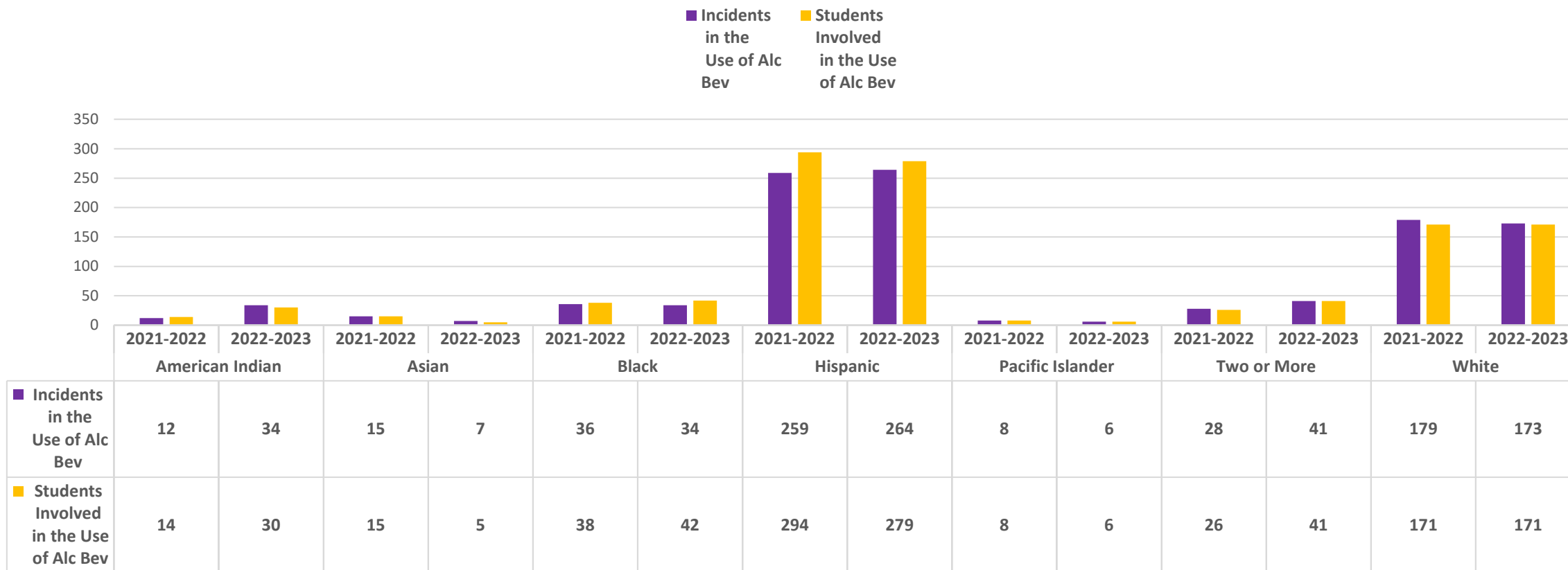Nevada Department of Education

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Use of Alcoholic Beverages

Number of Incidents" and "Number of Students Involved" in SY 2022-23 by Ethnicity (*Without any disciplinary outcome*)
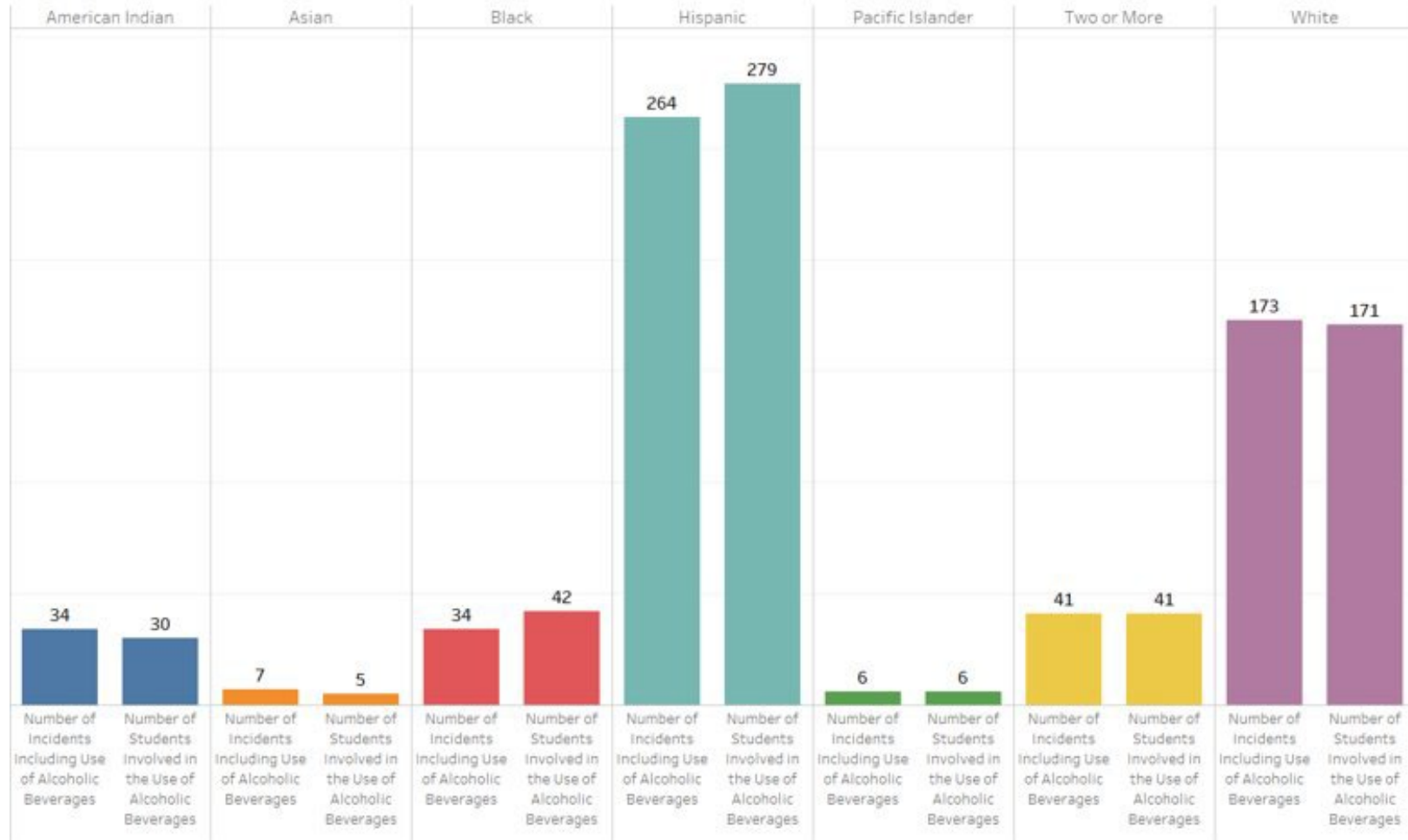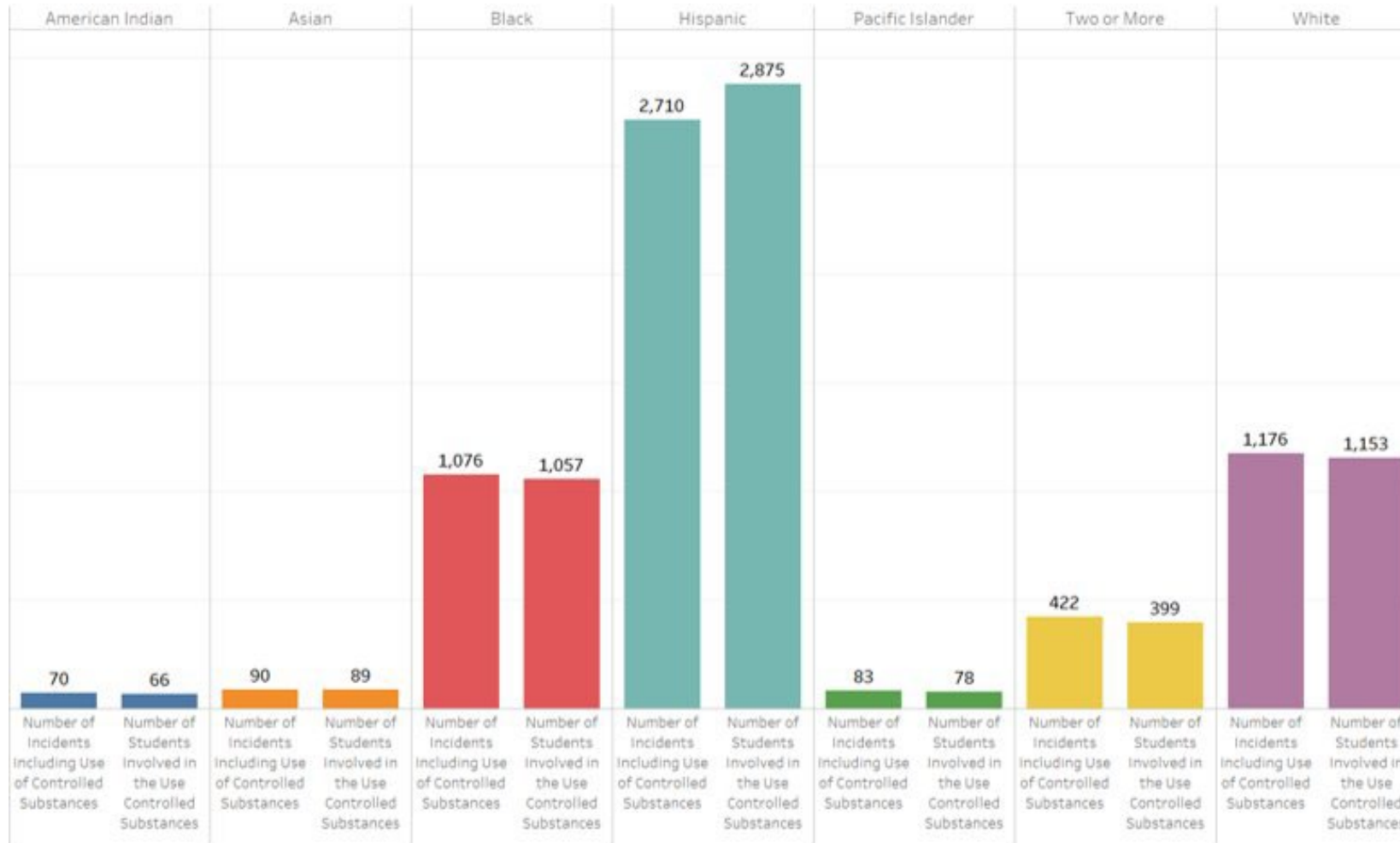
Incidents by Ethnicity

Use of Alcoholic Beverages: Number of Incidents & Number of Students Involved by Ethnicity in SY 2021-22 & 2022-23 (Without any disciplinary outcome)

■ Incidents in the Use of Alc Bev   ■ Students Involved in the Use of Alc Bev

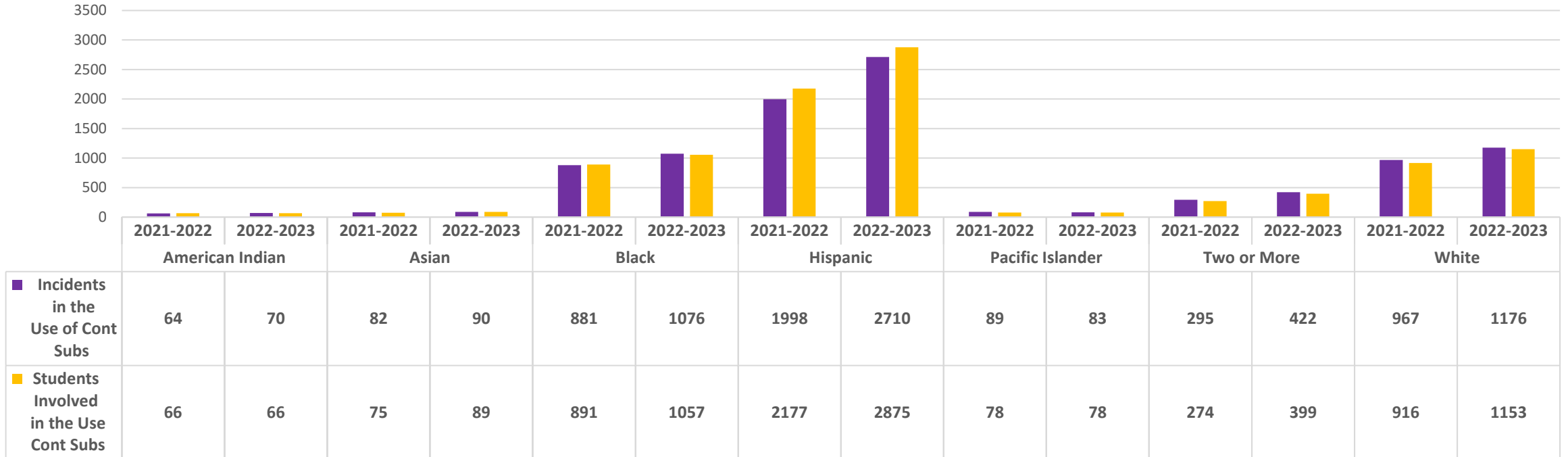|	American Indian		Asian		Black		Hispanic		Pacific Islander		Two or More		White	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
■ Incidents in the Use of Alc Bev	12	34	15	7	36	34	259	264	8	6	28	41	179	173
■ Students Involved in the Use of Alc Bev	14	30	15	5	38	42	294	279	8	6	26	41	171	171

Use of Controlled Substances

Number of Incidents" and "Number of Students Involved in SY 2022-23 by Ethnicity (*Without any disciplinary outcome*)
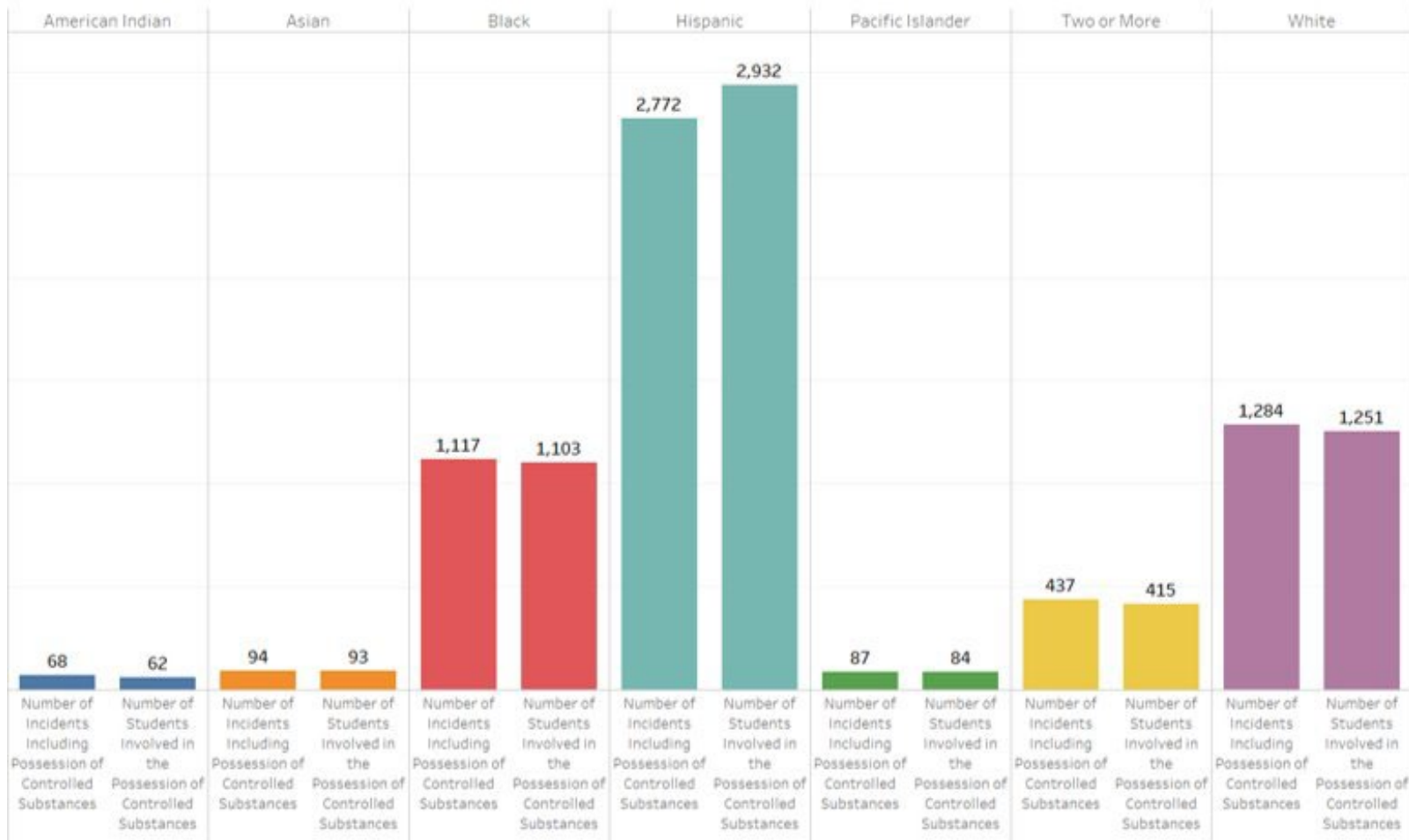
Incidents of Controlled Substances

Use of Controlled Substances: Number of Incidents and Number of Students Involved by Ethnicity
in SY 2021-22 & 2022-23 (Without any disciplinary outcome)

	American Indian		Asian		Black		Hispanic		Pacific Islander		Two or More		White	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Incidents in the Use of Cont Subs	64	70	82	90	881	1076	1998	2710	89	83	295	422	967	1176
Students Involved in the Use Cont Subs	66	66	75	89	891	1057	2177	2875	78	78	274	399	916	1153

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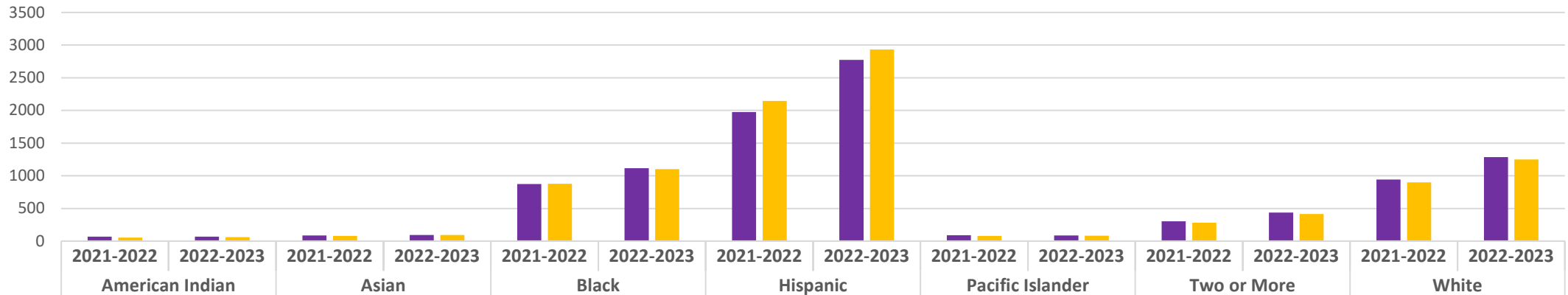
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Possession of Controlled Substances

Number of Incidents" and "Number of Students Involved in SY 2022-23 by Ethnicity (*Without any disciplinary outcome*)

Incidents of Possession

Possession of Controlled Substances: Number of Incidents and Number of Students Involved by Ethnicity in SY 2021-22 & 2022-23 (Without any disciplinary outcome)


	American Indian		Asian		Black		Hispanic		Pacific Islander		Two or More		White	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
■ Incidents in the Poss of Cont Subs	67	68	87	94	875	1117	1974	2772	92	87	303	437	944	1284
■ Students Involved in the Poss of Cont Subs	56	62	81	93	878	1103	2146	2932	80	84	282	415	898	1251

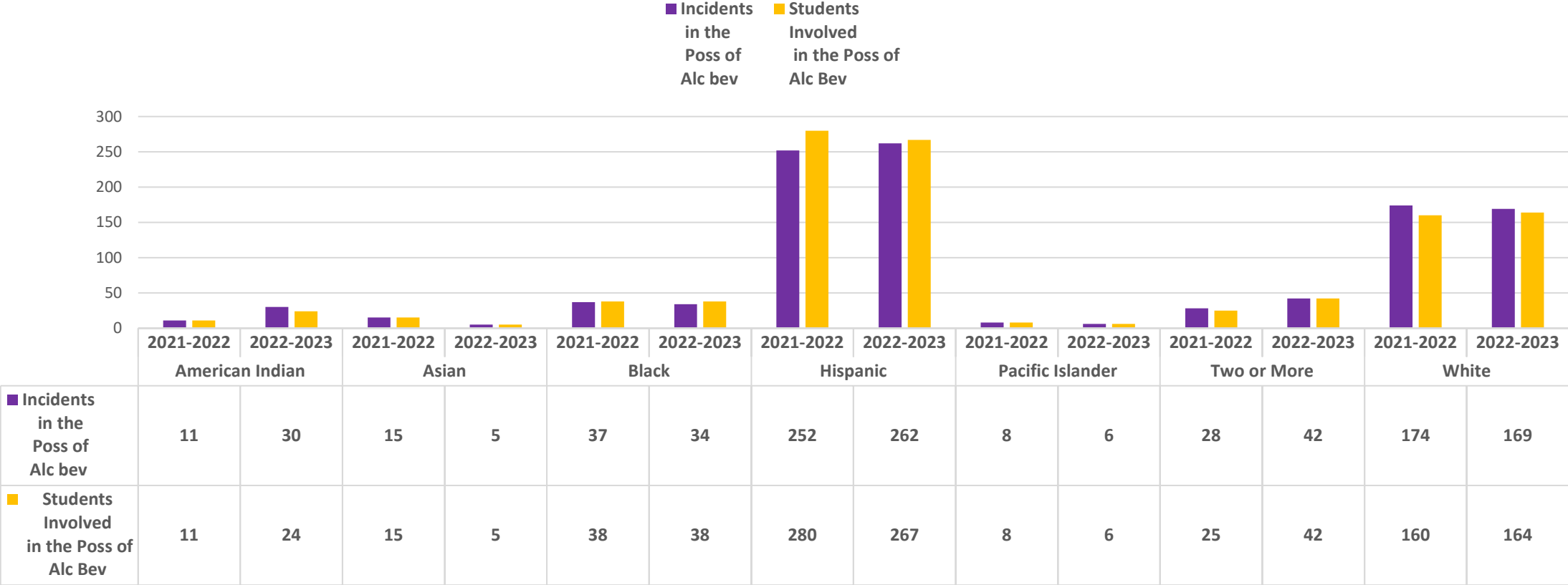Nevada Department of Education

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Possession of Alcoholic Beverages

Number of Incidents" and "Number of Students Involved" in SY 2022-23 by Ethnicity (*Without any disciplinary outcome*)
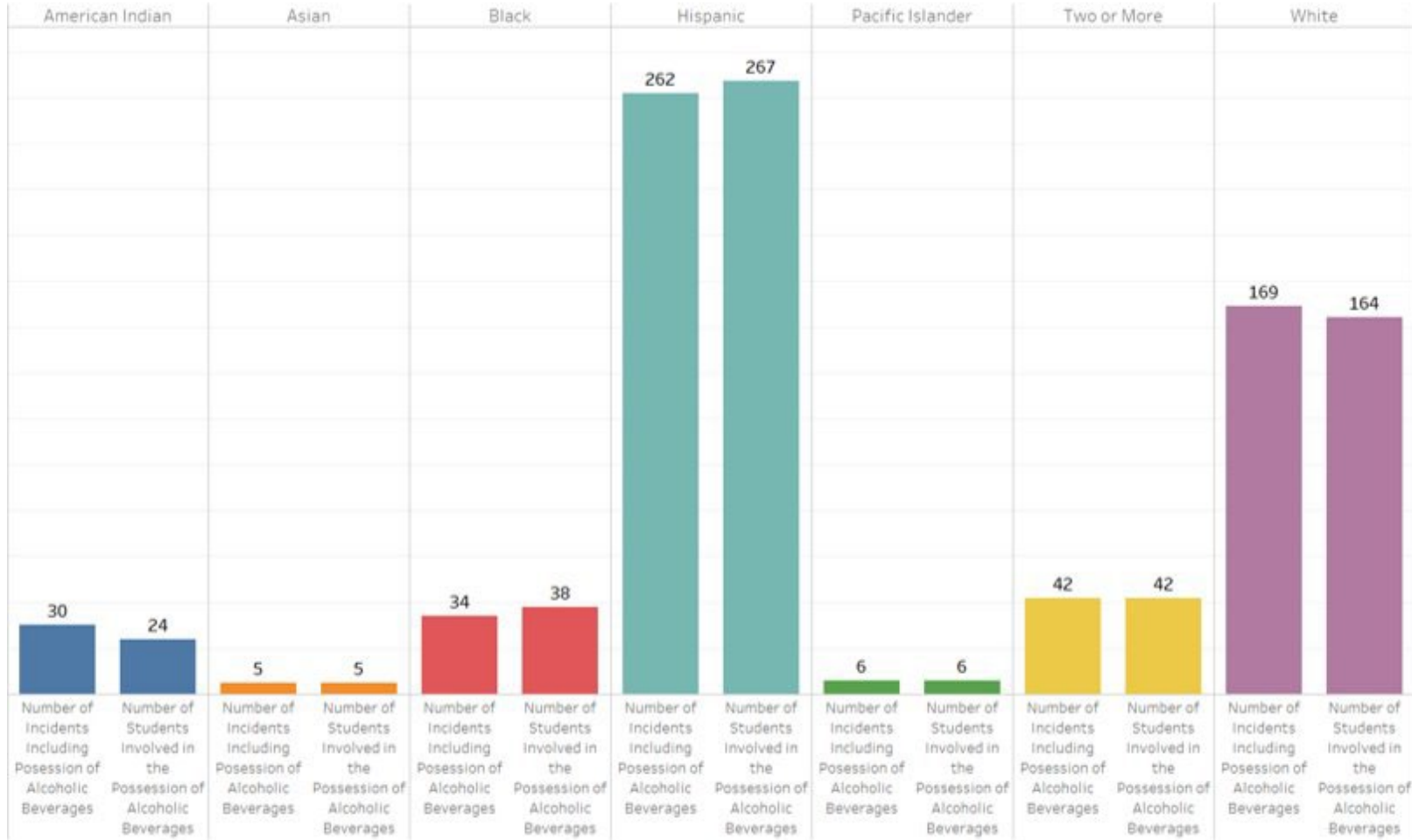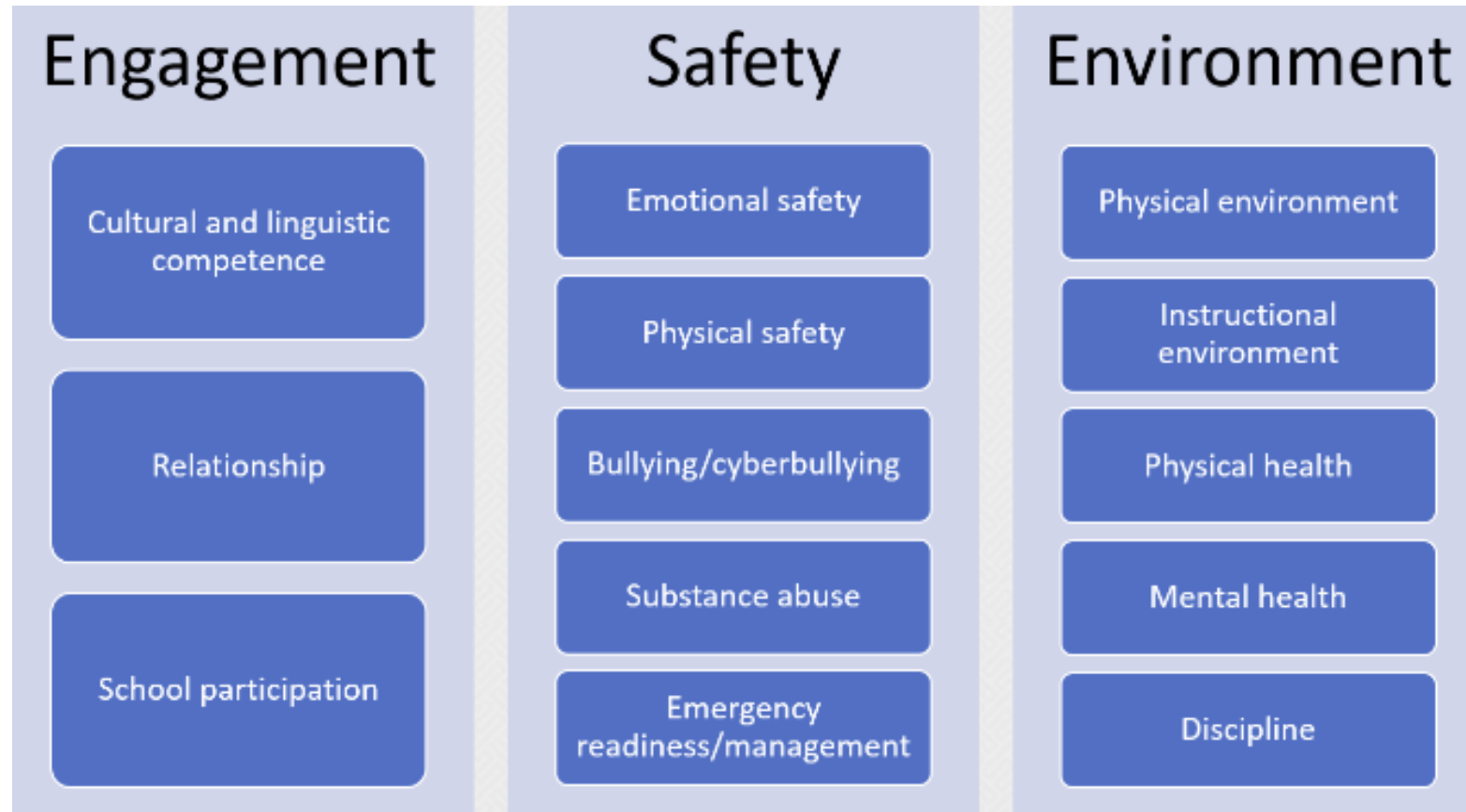
Incidents of Alcoholic Beverages Possession

Possession of Alcoholic Beverages: Number of Incidents & NUmber of Students Involved by Ethnicity in SY 2021-22 & 2022-23 (Without any disciplinary outcome)

	American Indian		Asian		Black		Hispanic		Pacific Islander		Two or More		White	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
■ Incidents in the Poss of Alc bev	11	30	15	5	37	34	252	262	8	6	28	42	174	169
■ Students Involved in the Poss of Alc Bev	11	24	15	5	38	38	280	267	8	6	25	42	160	164

NRS 385A.650

- Senate Bill 89 (2019)
- NRS 385A.650 requires school principals to submit a plan to improve the achievement of pupils, known as School Performance Plans (see also the Redesigned Continuous Improvement Process beta).

United States Department of Education School Climate Model

Engagement	Safety	Environment
Cultural and linguistic competence	Emotional safety	Physical environment
Relationship	Physical safety	Instructional environment
School participation	Bullying/cyberbullying	Physical health
	Substance abuse	Mental health
	Emergency readiness/management	Discipline

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Professional Development and Implementation

- Our team will accomplish this by making available the following professional learning opportunities:
  - restorative justice practice NDE curriculum monthly trainings
  - international institute for restorative practice train the trainer (IIRP)
  - positive behavior and intervention support (PBIS)
  - multi-tiered system of supports (MTSS)
  - discipline disproportionality monitoring
  - social emotional academic development (SEAD)
  - trauma sensitive schools (TSS)
  - school climate linc spring asynchronous training modules
  - monthly restorative practice community of practice meetings

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