

2023-24 Discipline Data

December 4, 2024

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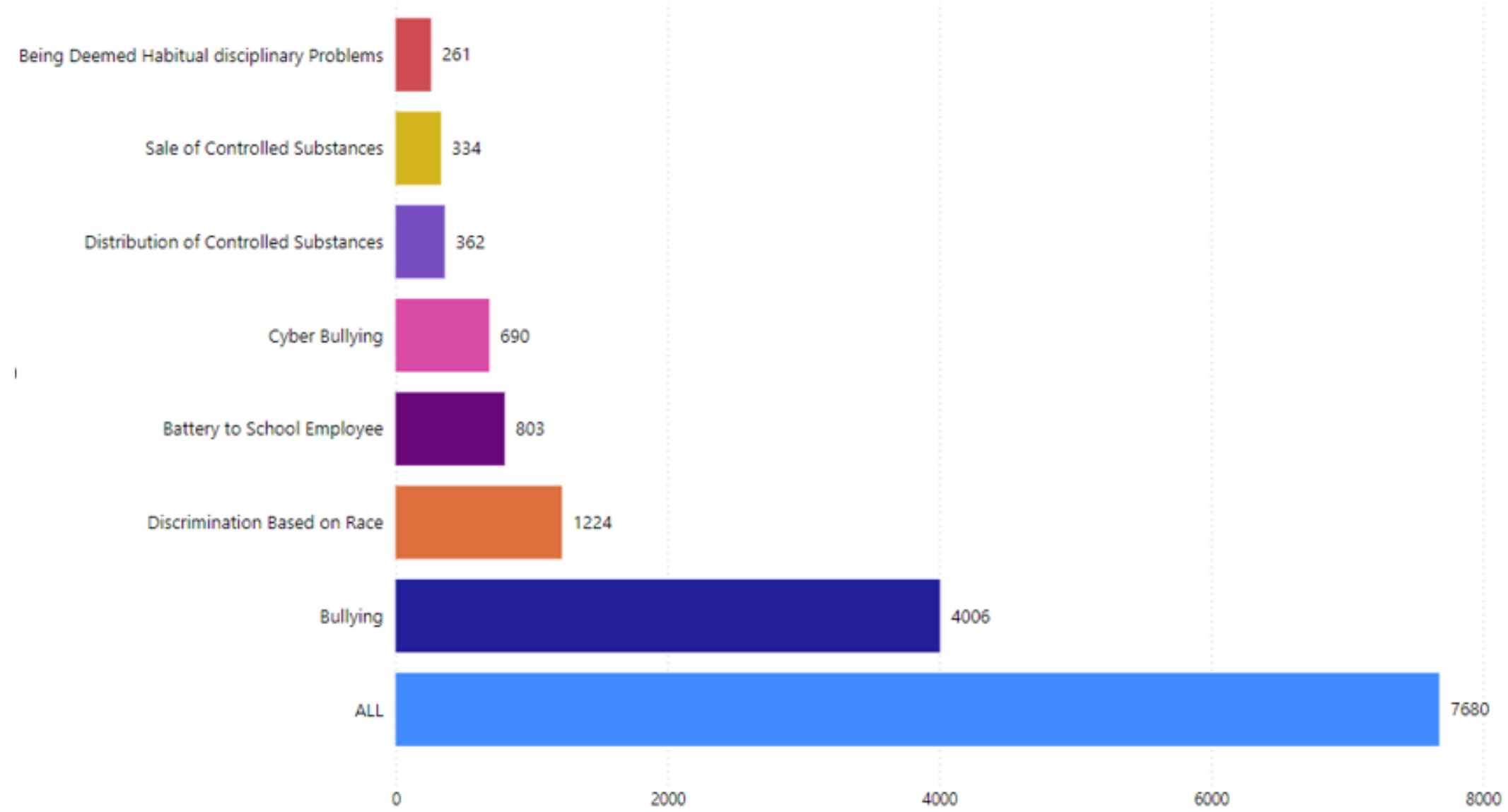


NEVADA
Department of
Education

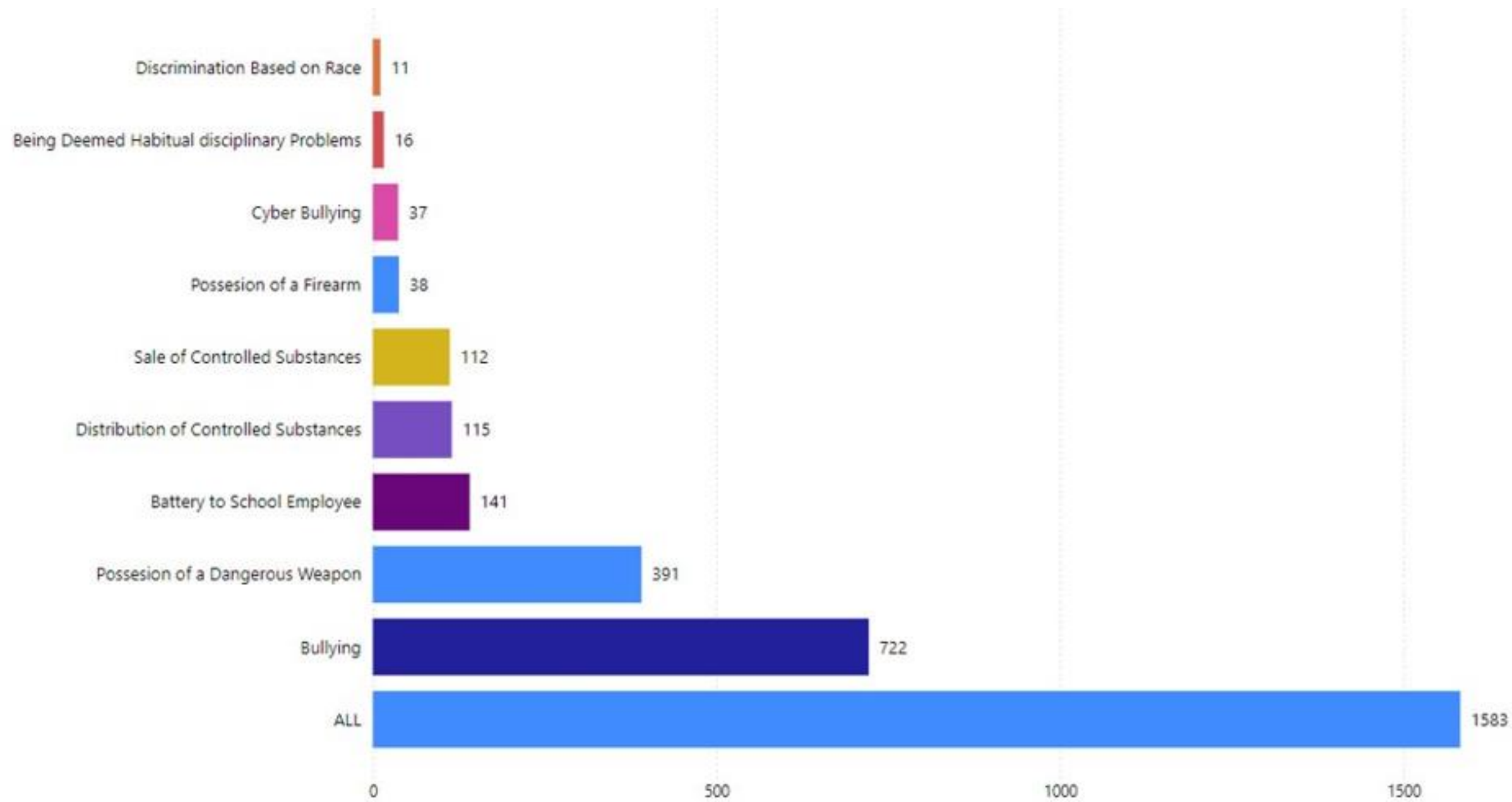
SY 2023-24 Discipline Data

Student Group	Suspended 23-24	Expelled 23-24	Suspended 21-22	Expelled 21-22
American Indian	248	7	42	10
Asian	397	43	149	35
Black	2347	572	1,768	2489
Hispanic	3004	634	2,059	499
Pacific Islander	302	35	89	26
Two or More	778	115	443	83
White	1499	175	1,014	139
Female	2539	553	1,914	444
Male	5141	1030	3,670	838
EL	1128	231	619	158
Foster	286	18	89	14
FRL	6374	1461	5,294	1,253
Homeless	534	84	254	74
IEP	1742	251	1,122	200
MIG	186	0	0	0
Military	230	7	38	7

Number of Students Suspended in SY 2023-24 by Incident

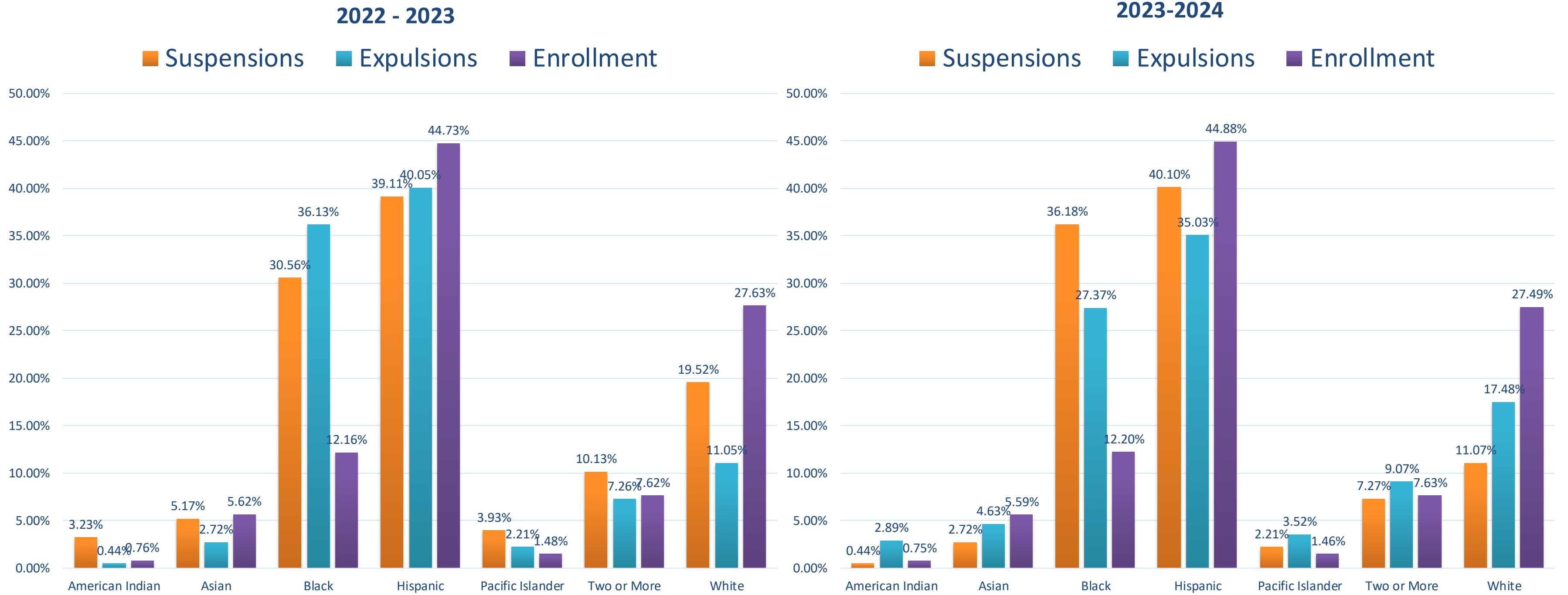


Number of Students Expelled in SY 2023-24 by Incident

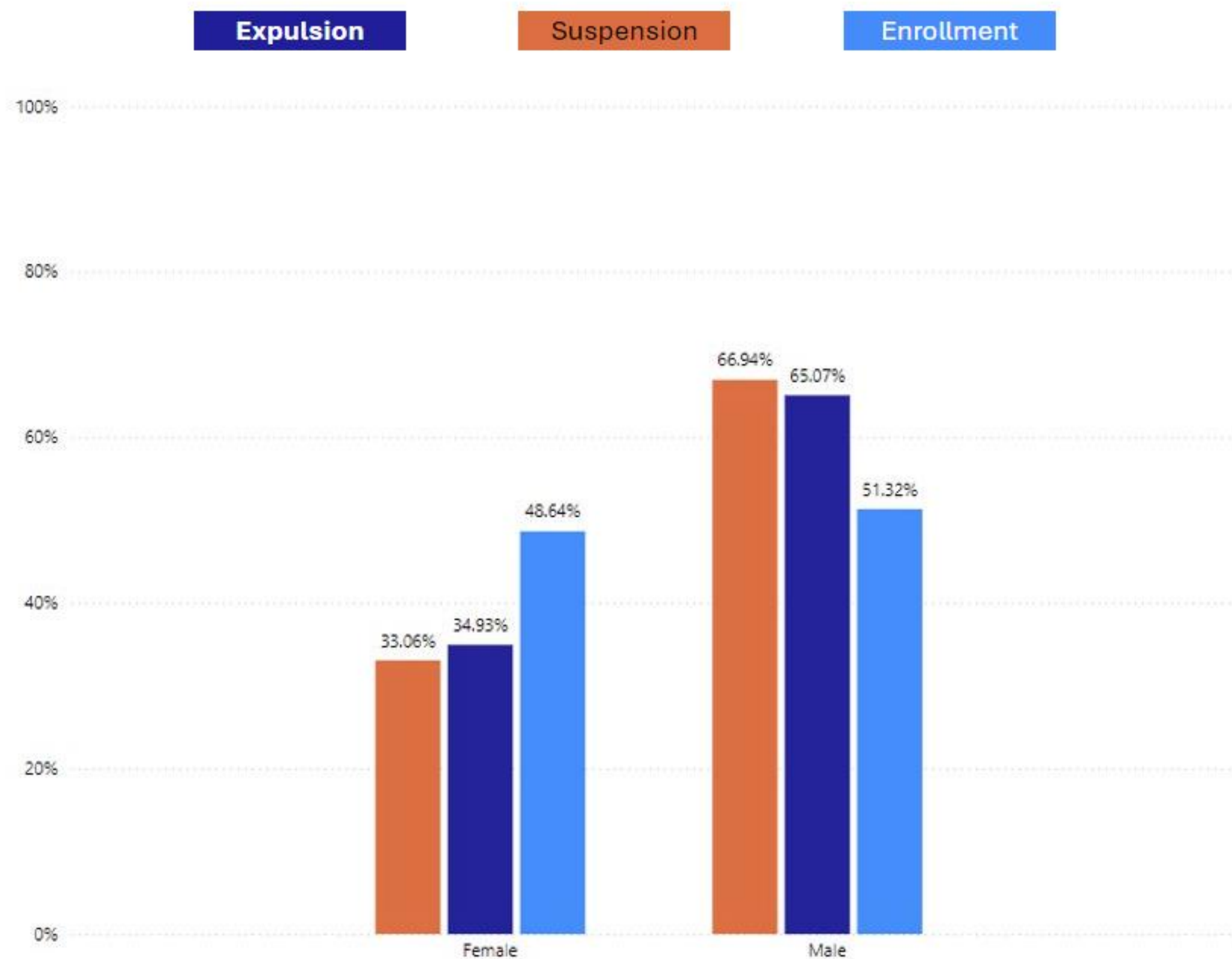


State Percentages by Race/Ethnicity

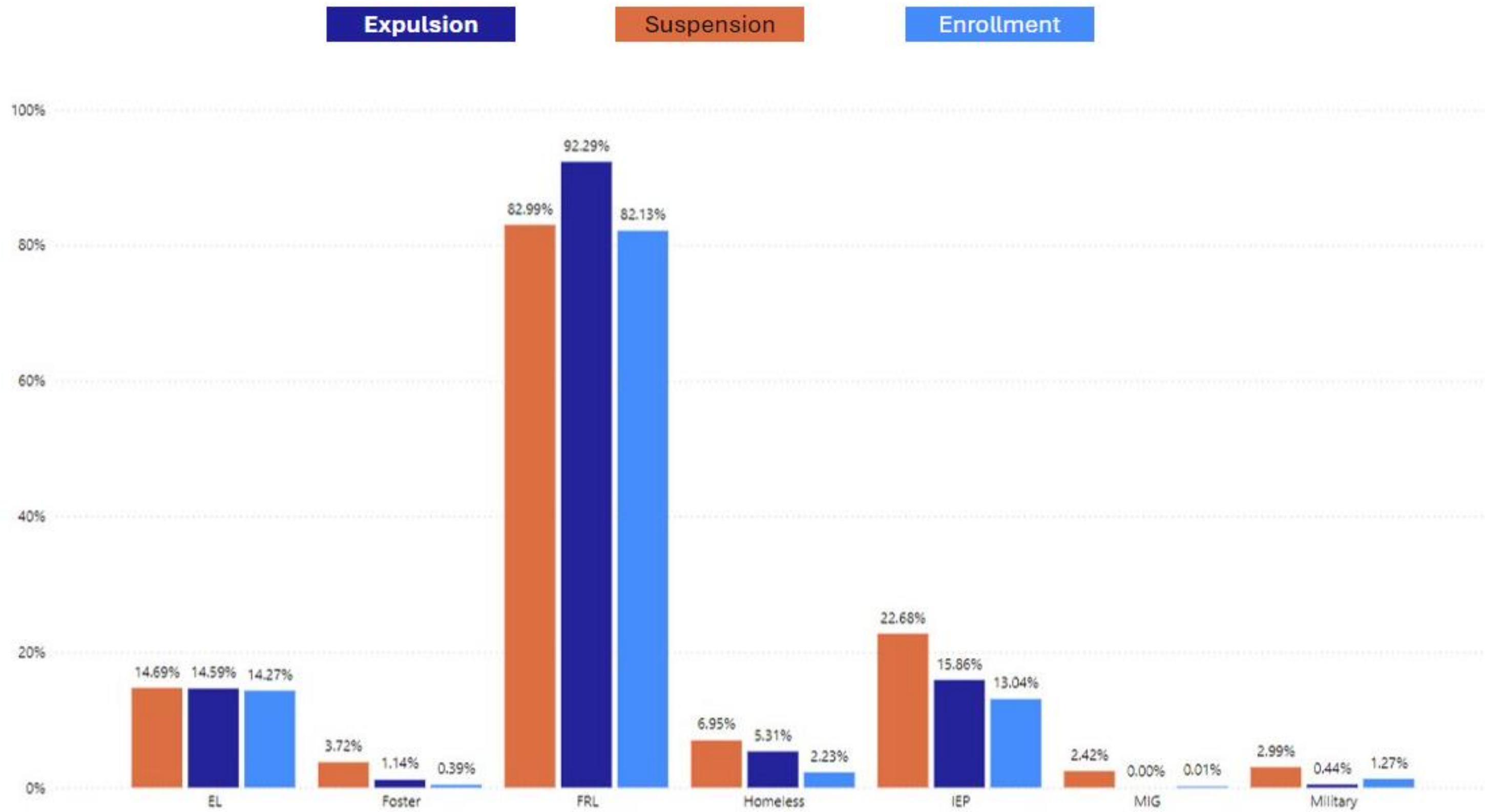
Compare 2022-23 vs. 2023-2024



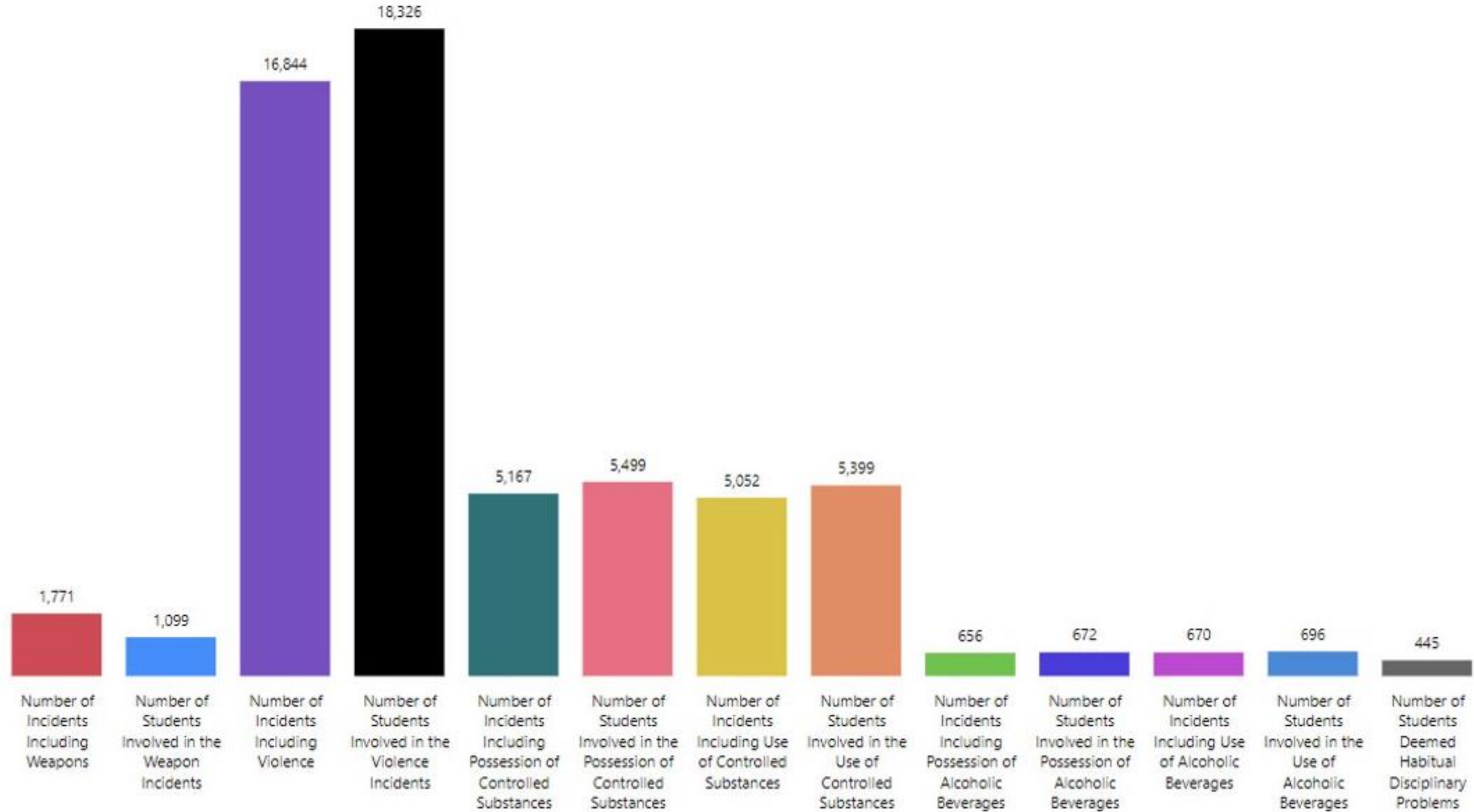
State Percentages by Gender



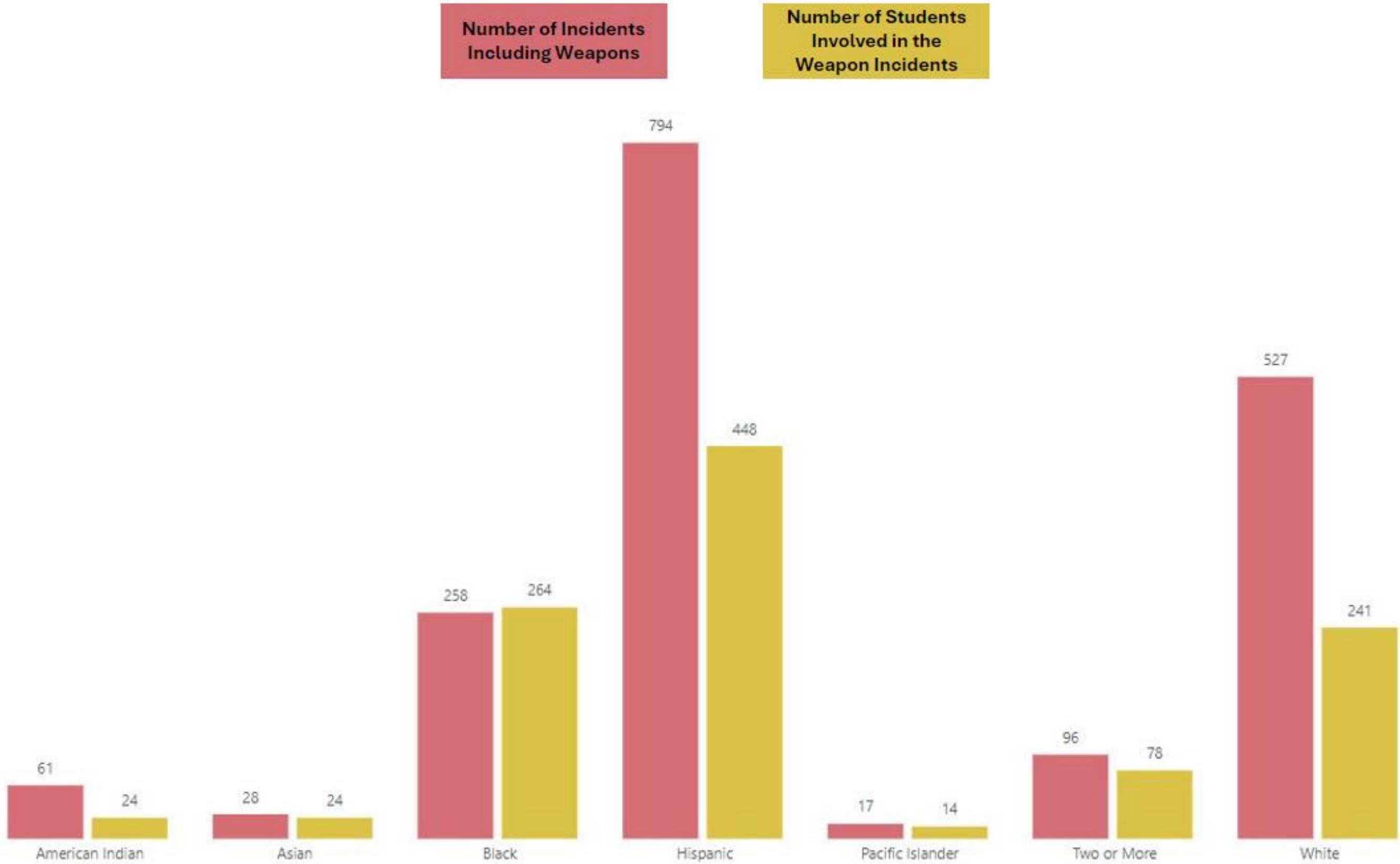
State Percentages by Student Groups



“Number of Incidents” and “Number of Students Involved” in SY 2023-24 (Without any disciplinary outcome)



Weapons: “Number of Incidents” and “Number of Students Involved” in SY 2023-24 by Ethnicity (Without any disciplinary outcome)



AB 490 (2019) Standardized Behavior Definitions

The passage of Assembly Bill (AB) 490 in 2019 amended Chapter 385A of Nevada Revised Statutes (NRS) by adding a new section regarding the collection and reporting of student discipline data.

Section 2 of NRS 385A.840 Requirements of NDE to:

- Establish standard definitions for offenses
- Establish standard definitions for sanctions
- Develop guidance on discipline data collection methods and procedures

An AB490 workgroup worked together to consolidate the original bank of 97 discipline offense types and brought those down to a combined list of 34 offense types across 9 General Categories.

9 General Categories for 34 Offense Types

- Attendance Related Behavior
- Violations of School Rules
- Disruption of Class/School Activities
- Prohibited Behaviors-General
- Bullying Behaviors
- Substance Use Behaviors NRS 385A.250
- Threat Behaviors
- Violent Behaviors NRS 385A.250
- Weapons Involved Behaviors NRS 385.250

Discipline Disparities National Policy Recommendations

1. Implement Restorative Justice Practices
2. Revise Zero-Tolerance Policies
3. Provide Culturally Responsive Training for Educators
4. Use Data to Identify Disparities and Monitor Progress
5. Promote Positive Behavioral Interventions and Supports (PBIS/MTSS)
6. Strengthen Parent and Community Involvement
7. Adopt Trauma-Informed Approaches
8. Provide Adequate Mental Health and Counseling Services

NDE Implementation of AB 285 and 330

1. Develop statewide framework: The Nevada Department of Education created through regulation a statewide framework for restorative justice practices in schools.
2. Training implementation: The Nevada Department of Education ensured that the framework included training on systems, positive behavioral supports, mental health, and school climate for teachers, administrators, and other school staff through multiple strategies.
3. Progressive discipline plans: The Nevada Department of Education provided examples of progressive discipline plans based on restorative justice to be used by public schools, charter schools, and university schools for profoundly gifted pupils.
4. Education services plan: The Nevada Department of Education collected and reviewed plans (annually by Aug. 1) to ensure districts and schools are providing educational services to pupils removed from the classroom for more than two days, including:
5. Reporting and accountability: The Nevada Department of Education created and implemented a system to collect data on discipline implementation.

Disproportionate Discipline Template

Suspension and Expulsion: Disproportionate Discipline Tracking - by race								
Total School Enrollment	0							
	American Indian/ Alaskan Native	Asian	Black	Hispanic/ Latino	Two or More Races	Pacific Islander	White	TOTAL
Student Enrollment by Race	0	0	0	0	0	0	0	0
Suspension + Expulsion by Race (# of students)	0	0	0	0	0	0	0	
Suspensions								AVERAGE
Suspension by Race (# of students)	0	0	0	0	0	0	0	
Percentage of enrolled students with suspension by race	0%	0%	0%	0%	0%	0%	0%	0%
Risk Index for Suspension	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Risk Ratio compared to all student	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deviation from average (1)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Risk Ratio compared to white students	0.00	0.00	0.00	0.00	0.00	0.00		0.00
Deviation from white students (1)	0.00	0.00	0.00	0.00	0.00	0.00		
Expulsions								
Expulsion by Race (# of students)	0	0	0	0	0	0	0	
Percentage of enrolled students with suspension by race	0%	0%	0%	0%	0%	0%	0%	0%
Risk Index for Expulsion	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Risk Ratio compared to all student	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deviation from average (1)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Risk Ratio compared to white students	0.00	0.00	0.00	0.00	0.00	0.00		0.00
Deviation from white students (1)	0.00	0.00	0.00	0.00	0.00	0.00		

Washoe/Clark Discussions

Washoe County School District and Community Partner, My Brother's Keeper discussion on implementation of restorative practices and recommendations in schools and community.

INVESTING IN OUR FUTURE: Las Vegas My Brother's Keeper Alliance

A Collaborative Approach to Supporting Youth of Color



The City of Las Vegas My Brother's Keeper Alliance Overview

Las Vegas MBK Alliance Mission:

To ensure that all boys and young men of color can achieve their full potential through education, mentorship, and workforce development.

Getting the Work Done!

THREE TASK FORCES:

Role of the Las Vegas MBK Alliance Task Forces: Identify areas of opportunity in their respective task force focus areas, outline viable solutions, provide updates, make recommendations, and take appropriate action to capitalize on opportunities to empower youth of color.

- **Educational Equity Task Force** – The Educational Equity Task Force is charged with promoting optimal educational outcomes for Las Vegas' most vulnerable youth.
- **Community Engagement Task Force** - The Community Engagement Task Force is committed to attracting community partners who are committed to improving life outcomes for youth of color and engaging them in meaningful dialogue and interventions.
- **Law Enforcement Task Force**—The Law Enforcement Task Force is devoted to understanding the interaction between law enforcement agencies and the well-being of Las Vegas's youth. This group will explore current systems and programs to evaluate their effectiveness and impact and seek innovative ways to improve the relationships between law enforcement and Las Vegas youth.


MBK'S Six Key Milestones for Success

1




**Entering
School
Ready To
Learn**

2



**Reading At
Grade Level
By 3rd
Grade**

3



**Graduating
From High
School**

4



**Completing
Postsecondary
Education or
Training**

5



**Successfully
Employed**

6



**Remaining
Safe From
Violent
Crime**

Services Provided to CCSD through Las Vegas MBK

- Support and assist in Cultural Competency, Equity & Diversity Training
- Assist in Restorative Practices Training
- Facilitate Circle Process Training for Teachers, Administrators, and Students
- Connect Students and Their Families to Community Agencies for Wrap-Around Services (i.e.- tutoring, mental health services, housing services, and more)
- Provide opportunities for CCSD licensed staff to earn CU's
- Mentorship to students attending CCSD Schools
- Monthly CCSD and MBK Collaboration Meetings
- CCSD shares Student Behavior Data with MBK Leaders

MBK Collaborative Mentorship with CCSD

Mission

To create a safe space for young men of color in schools and communities who have been historically marginalized to engage, learn, heal, and grow with one another; all are welcome.

Purpose

To develop, teach, and guide young men to be the leaders of tomorrow through Leadership, Soft skills Workshops, Workforce Development, Entrepreneurship, and Law Enforcement Partnerships. Restorative Practices, Transformative Justice, and the Circles process are the foundational structures for this program.

Standout Programs:

May Elementary School – S.W.A.G. Mentorship Group

Collaboration with MBK Educational Equity Taskforce as lead facilitator of workshops and data collector for the progress of students.

Road to Success

Collaboration with The City of North Las Vegas Police Department (NLVPD) and MBK Law Enforcement Taskforce. NLVPD is the lead workshop facilitator with CLV

ELAV8 (Elevate)

Collaboration with the Las Vegas Metropolitan Police Department L.E.E.A.P. and MBK Law Enforcement Taskforce. L.E.E.A.P. is the lead workshop facilitator, with CLV MBK Alliance co-leading and collecting data on student progress.

Northwest Career Technical Academy

Hawk Haven Mentoring Program

MBK Schools, Centers, and Community Agencies

Other Schools, Community-Based Centers, and Community Agencies Served through MBK

13 CCSD Schools in total

Basic High School
Bonanza High School
Brown Middle School
Centennial High School
Chaparral High School
Clark High School
Cortez Elementary School
Findlay Middle School
Green Valley High School
Legacy High School
May Elementary School
Northwest Career and Technical Academy
Peterson Academic Center

Six Agencies/Centers Championing the Work in Tandem with MBK and CCSD

Ty's Place, A Safe Place for Teens
Henderson PD Gym
Richard Steele Gym
Las Vegas Black Student Union (BSU) Network
Teen and Police Services Academy (TAPS)
Police Athletic League (PALS)

MBK Closing Thoughts and Recommendations

MBK Recommendations

- Continue CCSD & MBK Mentorship efforts and enhance collaboration through shared vision
- More support staff for the CCSD Equity & Diversity Department
- More funding for the Equity & Diversity Department to move the needle on the work
- Funding support to the schools engaged in Restorative Practices and mentorship efforts
- Implement circle processes holistically



Clark County Update

Restorative Practice Coaching Support with IIRP at 6 Schools

1. Rex Bell ES
2. Harriet Treem ES
3. Charles Hughes MS
4. Victoria Fertitta MS
5. Mojave HS
6. Palo Verde HS

Restorative Practices Model School Criteria

The Restorative Leadership Team (RLT) meets regularly, and members actively participate in decision-making regarding restorative processes to change the school culture and climate. The RLT has ensured a sense of "ownership" and support from at least 75% of school staff to implement restorative practices. School staff members, including administrators, use affective statements and affective questions when addressing students' behaviors most of the time before submitting discipline referrals. Restorative practices are part of school policies and procedures aligned with the Clark County School District Pre-Kindergarten–12 Student Code of Conduct. Students, families, teachers, and community members are involved in the restorative practices planning, professional learning, and implementation process so that there is strong school and community ownership of restorative practices throughout the school community.

We hope these schools will become a beacon of professional learning for all schools across the district. Also, every school now has a three to five-member RLT with 13 hours of professional learning in restorative practices led by a Cultural Inclusive Champion (CIC) who also serves as the Restorative Practices Trainer at each school. CICs have 33 hours of professional learning in restorative practices and encompass the knowledge and skills to instruct other educators and staff on how to use restorative practices and processes using the IIRP curriculum, which focuses on establishing and building productive relationships and community, setting high expectations while being supportive, providing direct feedback, asking questions that foster accountability, and utilizing the most effective methods to resolve everyday conflicts.

Thank you

“Educating the mind without educating the heart is no education at all.” –Aristotle

For questions and contacts, please email
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Lexi Kovalovich at lexi.Kovalovich@doe.nv.gov



Data Appendix

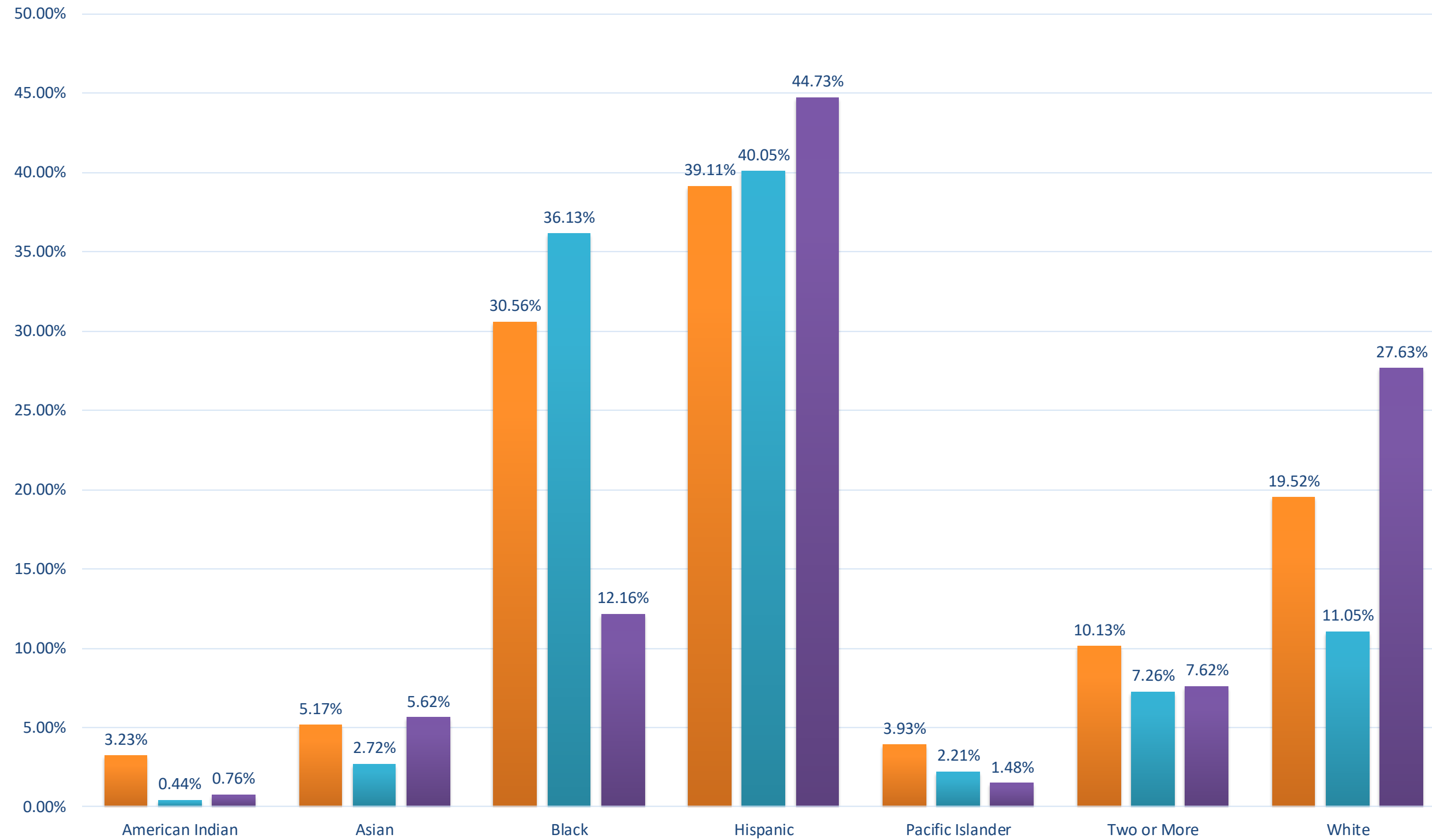


Use of Alcoholic Beverages: “Number of Incidents” and “Number of Students Involved” in SY 2023-24 by Ethnicity (Without any disciplinary outcome)



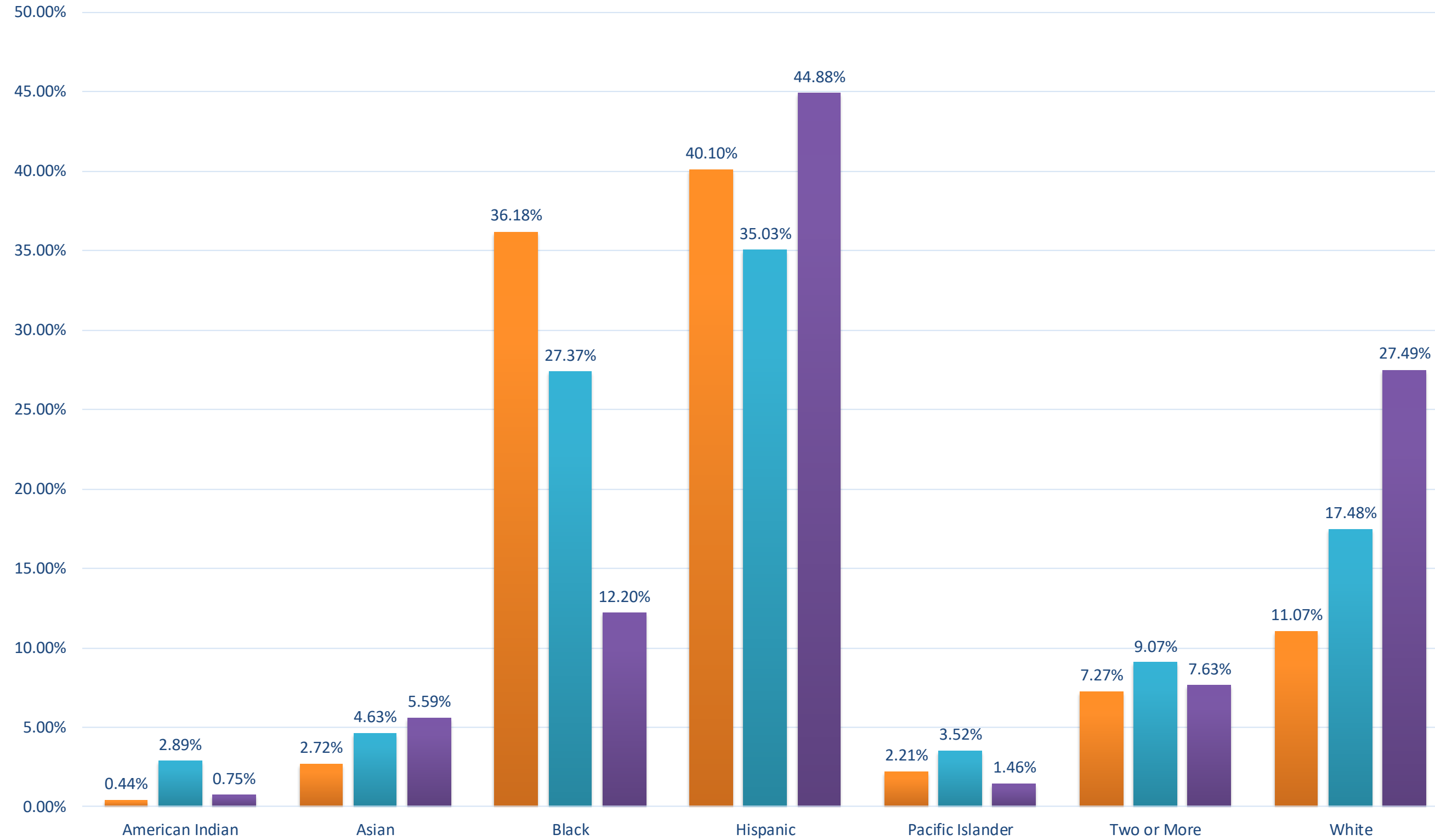
2022 - 2023

Suspensions Expulsions Enrollment

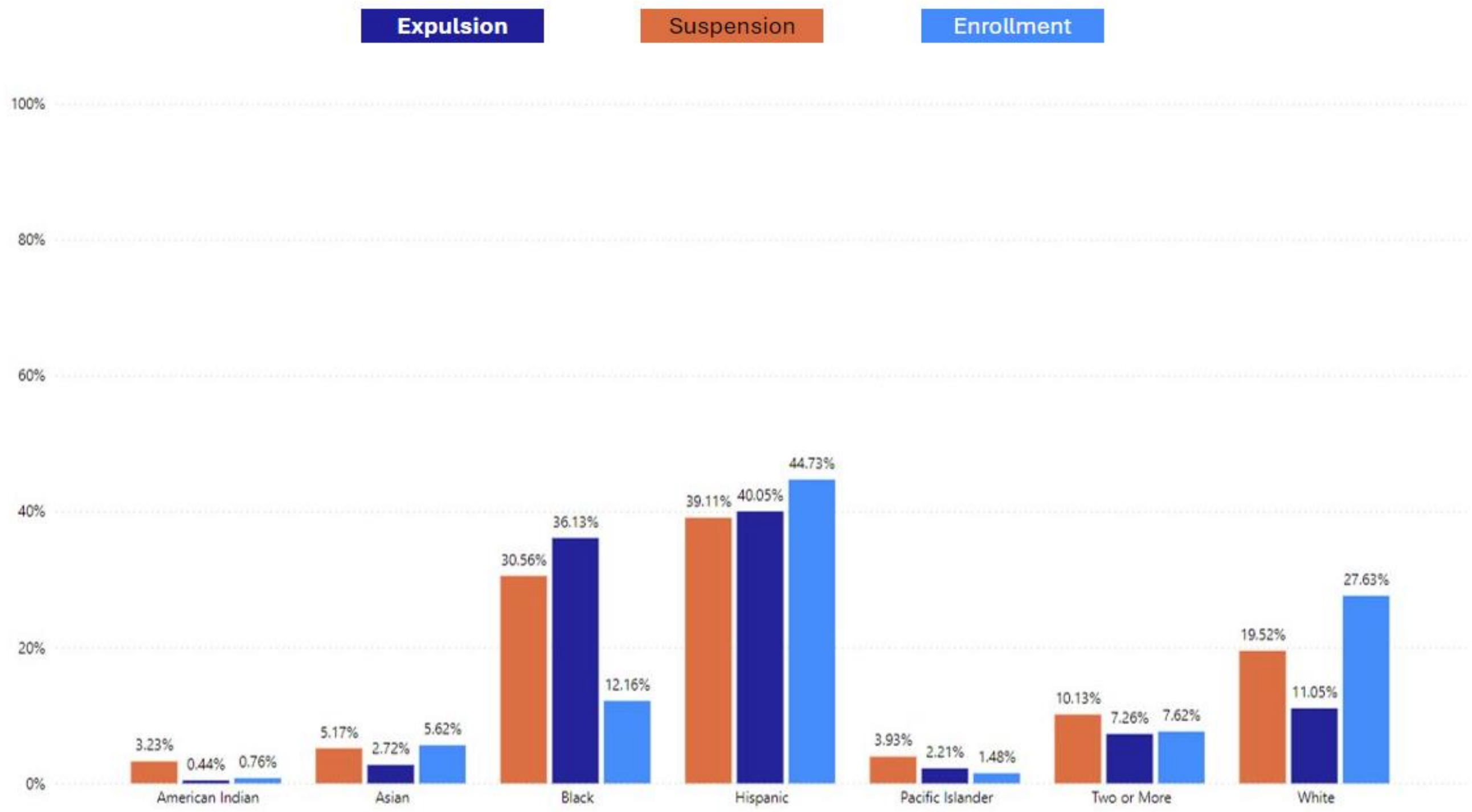


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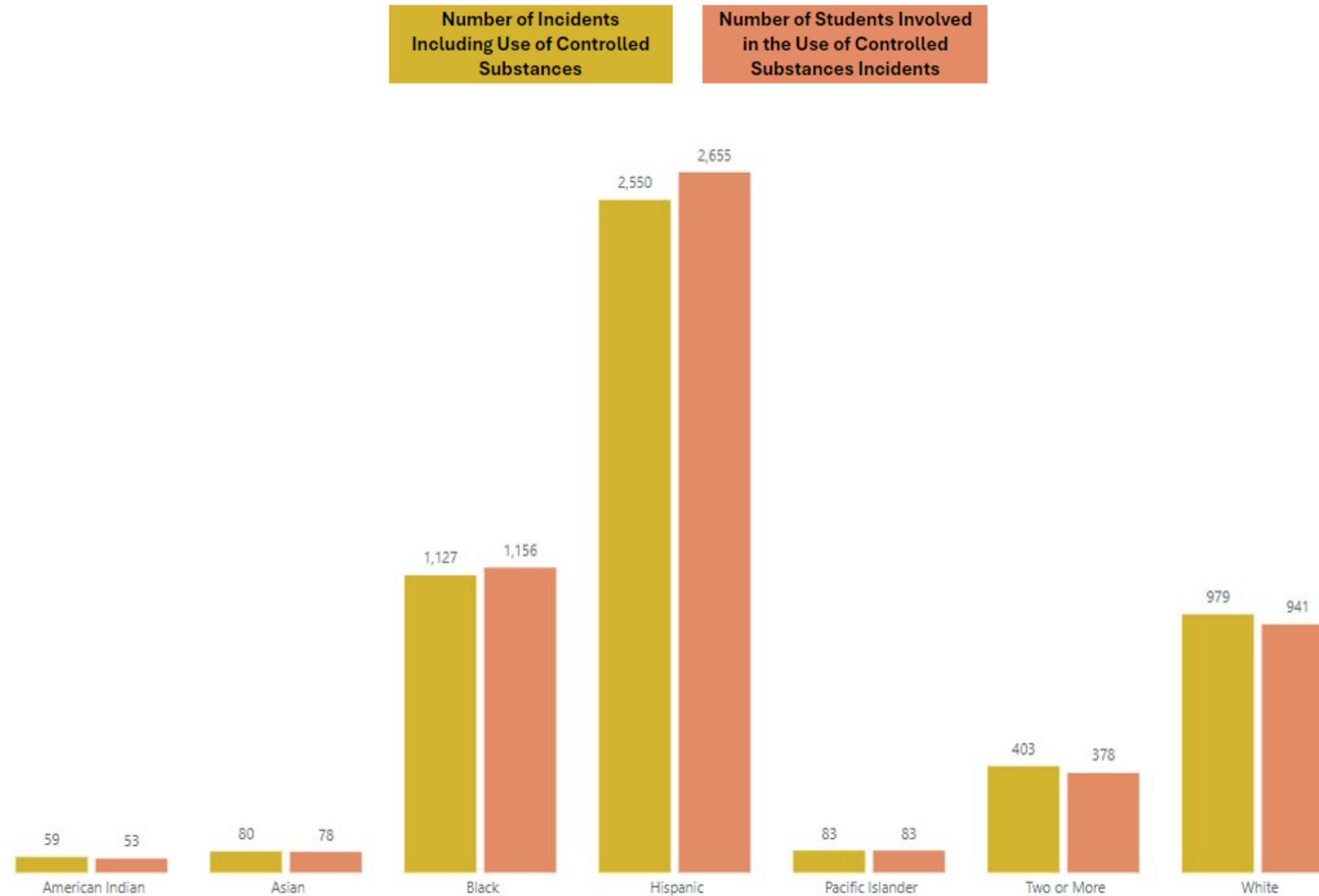
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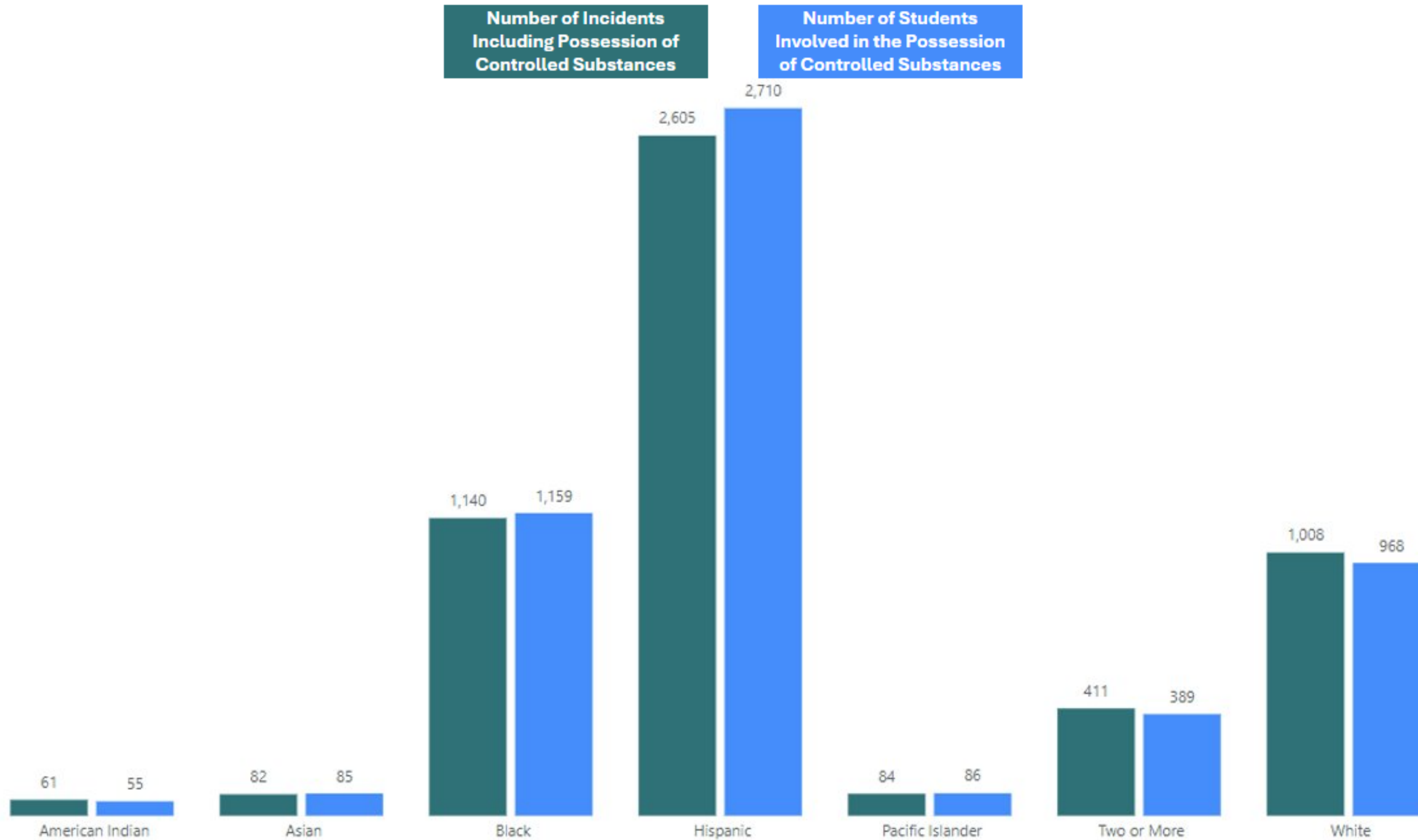
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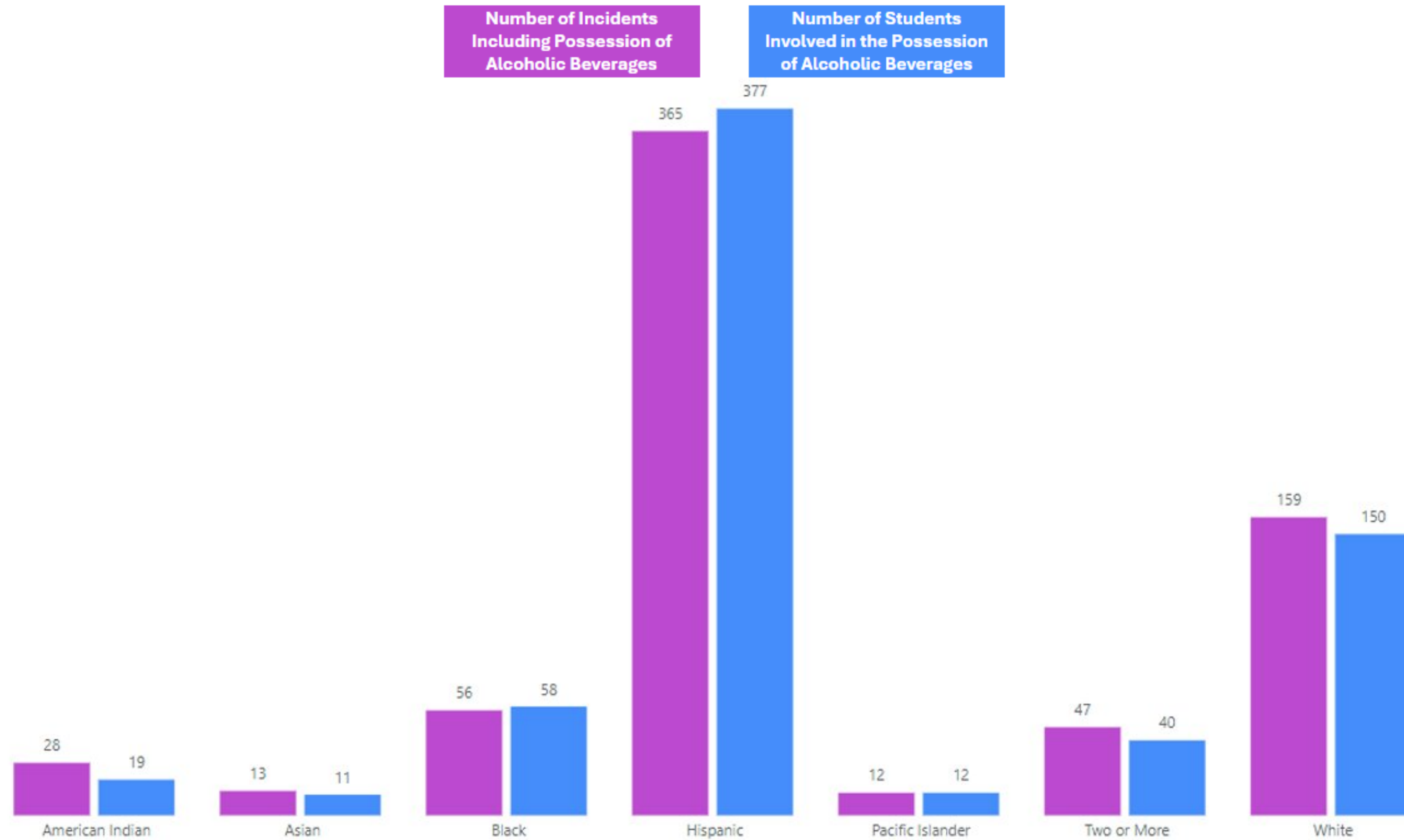
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Possession of Controlled Substances: “Number of Incidents” and “Number of Students Involved” in SY 2023-24 by Ethnicity (Without any disciplinary outcome)



Possession of Alcoholic Beverages: “Number of Incidents” and “Number of Students Involved” in SY 2023-24 by Ethnicity (Without any disciplinary outcome)



Violence: “Number of Incidents” and “Number of Students Involved” in SY 2023-24 by Ethnicity (Without any disciplinary outcome)

