

# **SY 2021-22 DISCIPLINE DATA AS COLLECTED AND REPORTED ACCORDING TO NRS 385A**

**Board of Education  
November 2022**

Christy McGill, Director  
Gunes Kaplan, EPS ADAM  
Laronica Maurer, EPP OSRLE

# Presentation Outcomes

1. Present 2021-2022 Discipline Data
2. Share where and why to look at student and staff climate data
3. Statewide Strategies and Results to reduce discipline disparities

# Data Disclaimer

The Discipline Data used in this presentation was submitted to the NDE ADAM Office by the Nevada School Districts in Summer 2022 as part of their Nevada Report Card data submission process per NRS 385A.250.

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.

**“Expel” or “expulsion” NRS 392.4603** “Expel” or “expulsion” means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled for more than one school semester with the possibility of:

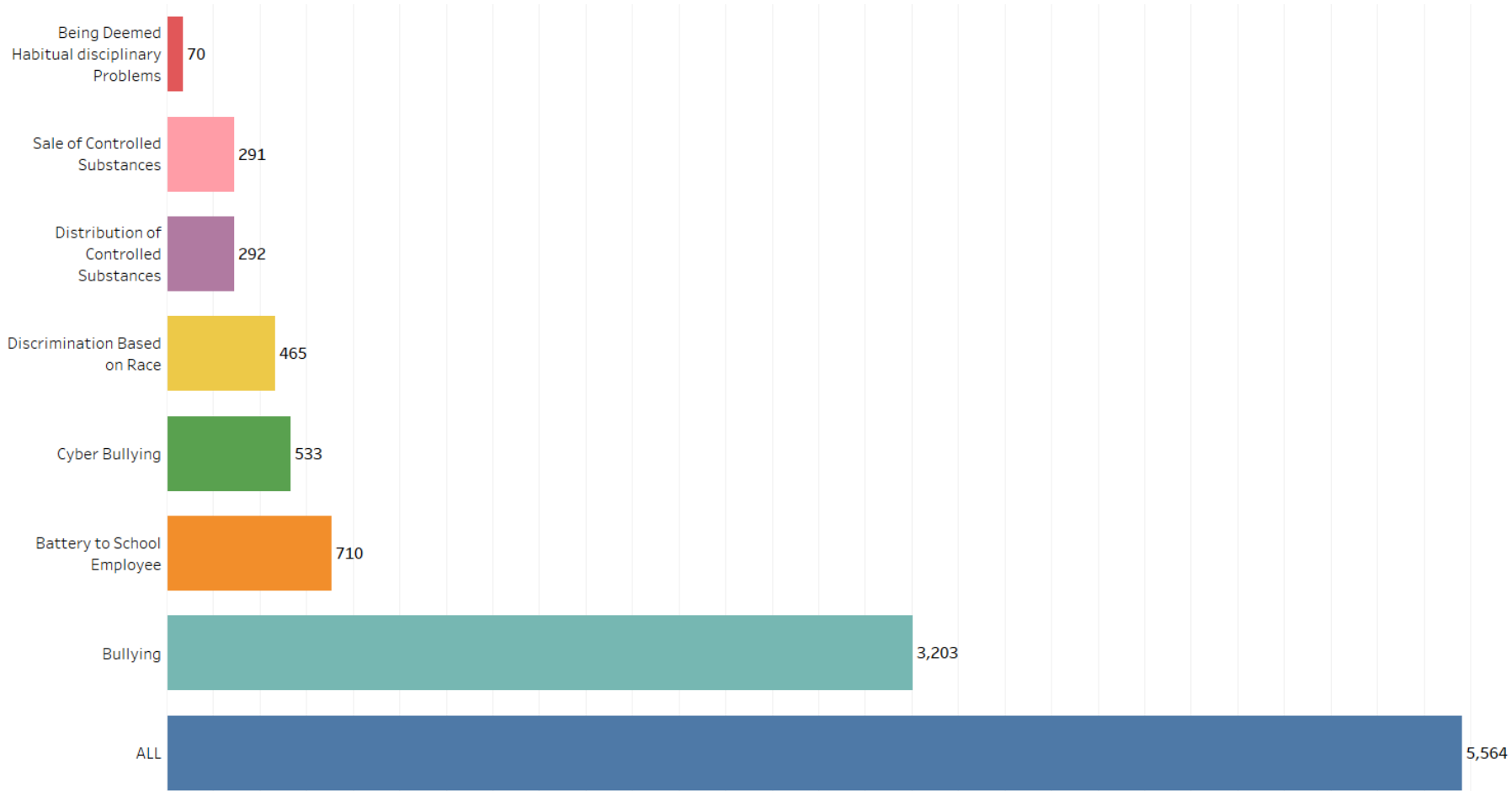
1. Except as otherwise provided in subsection 2, returning to the school in which the pupil is currently enrolled or another public school within the school district after the expulsion; and
2. Enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled during the period of expulsion.

**“Suspend” or “suspension” NRS 392.4607** “Suspend” or “suspension” means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled for not more than one school semester.

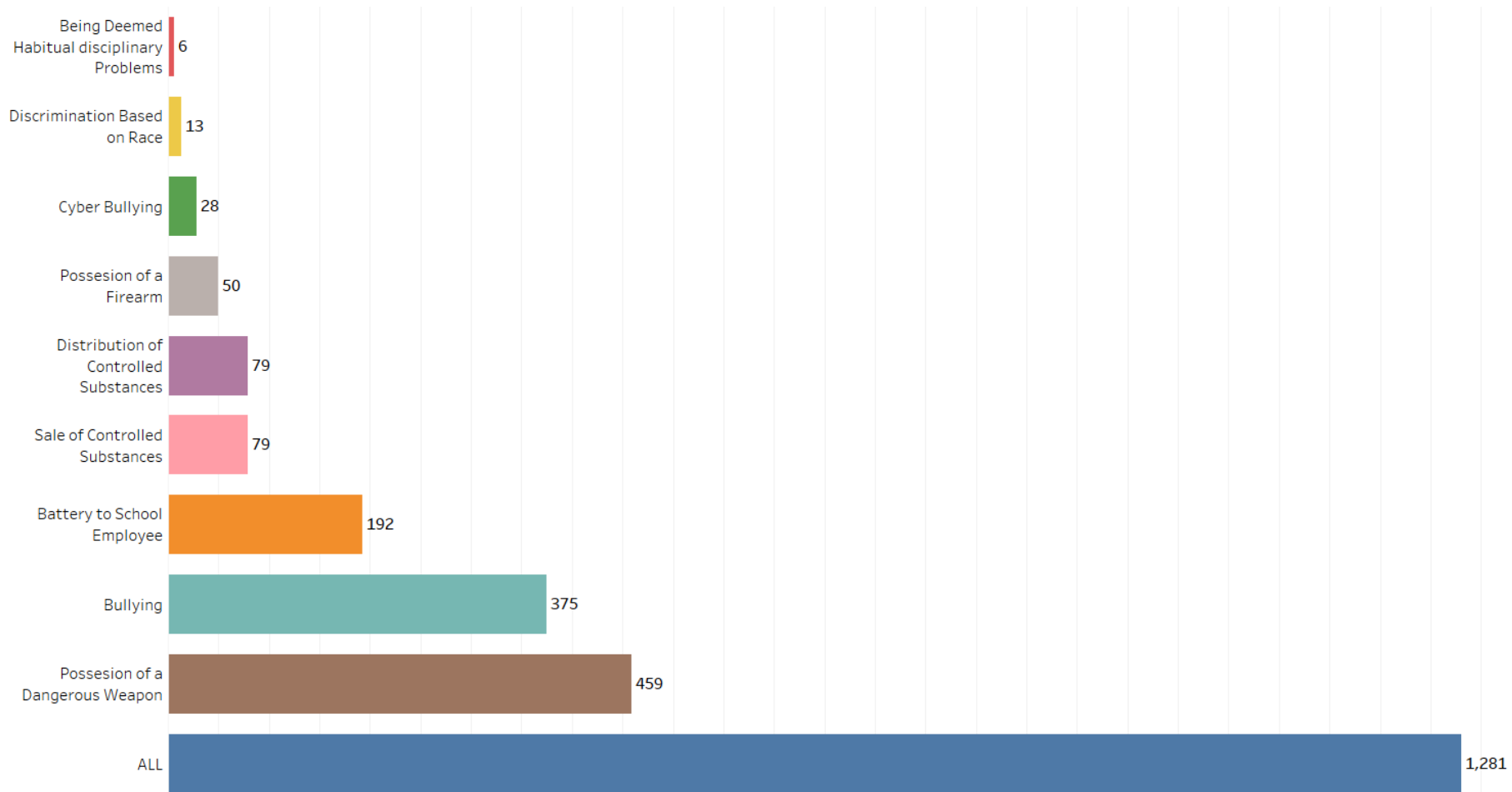
# SY 2021-22 Discipline Data

Student Group	Suspended	Expelled
American Indian	42	10
Asian	149	35
Black	1,768	489
Hispanic	2,059	499
Pacific Islander	89	26
Two or More	443	83
White	1,014	139
Female	1,914	444
Male	3,670	838
EL	619	158
Foster	89	14
FRL	5,294	1,253
Homeless	254	74
IEP	1,122	200
MIG	0	0
Military	38	7

# Number of Students Suspended in SY 2021-22 by Incident Types



# Number of Students Expelled in SY 2021-22 by Incident Types

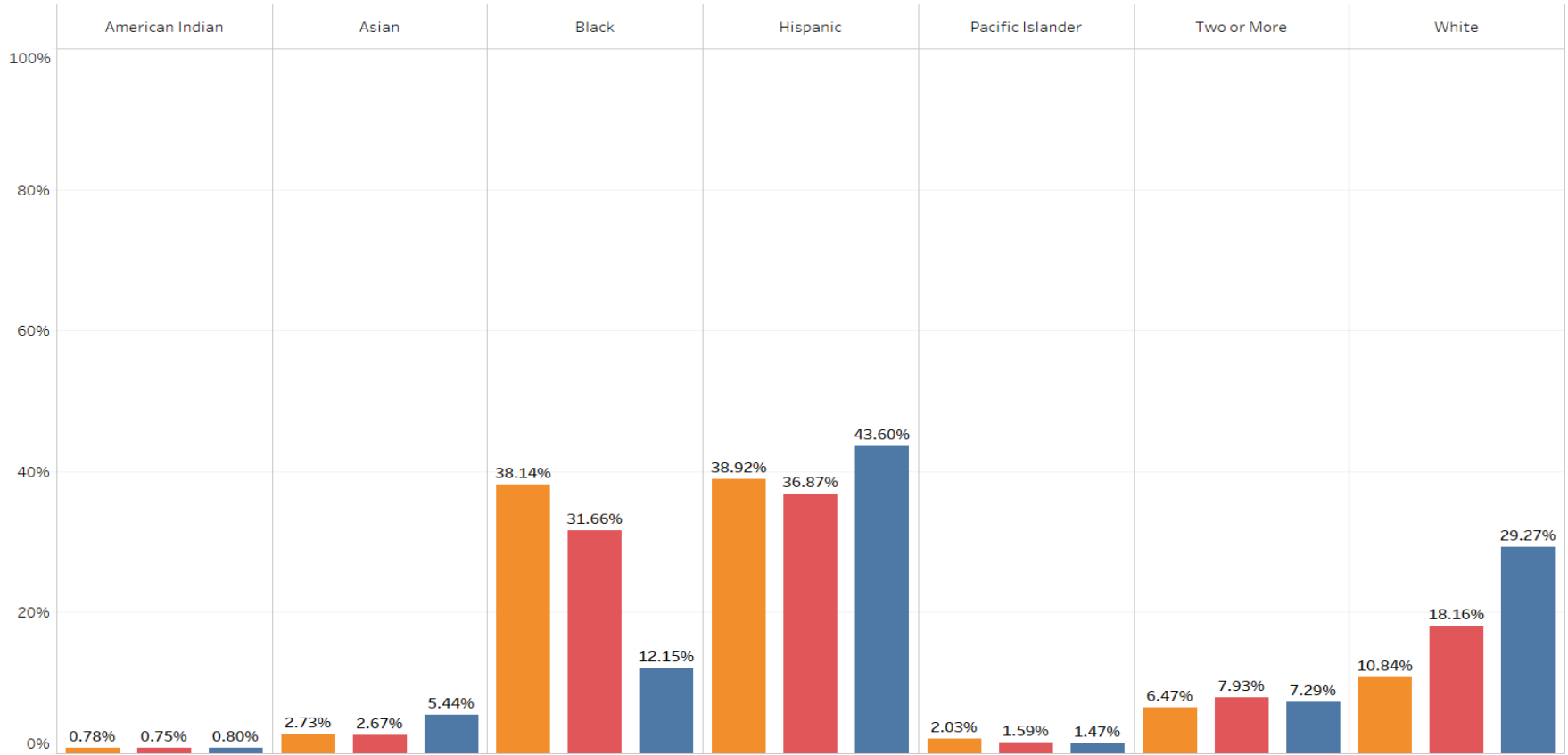


# State Percentages by Race/Ethnicity

Expulsion

Suspension

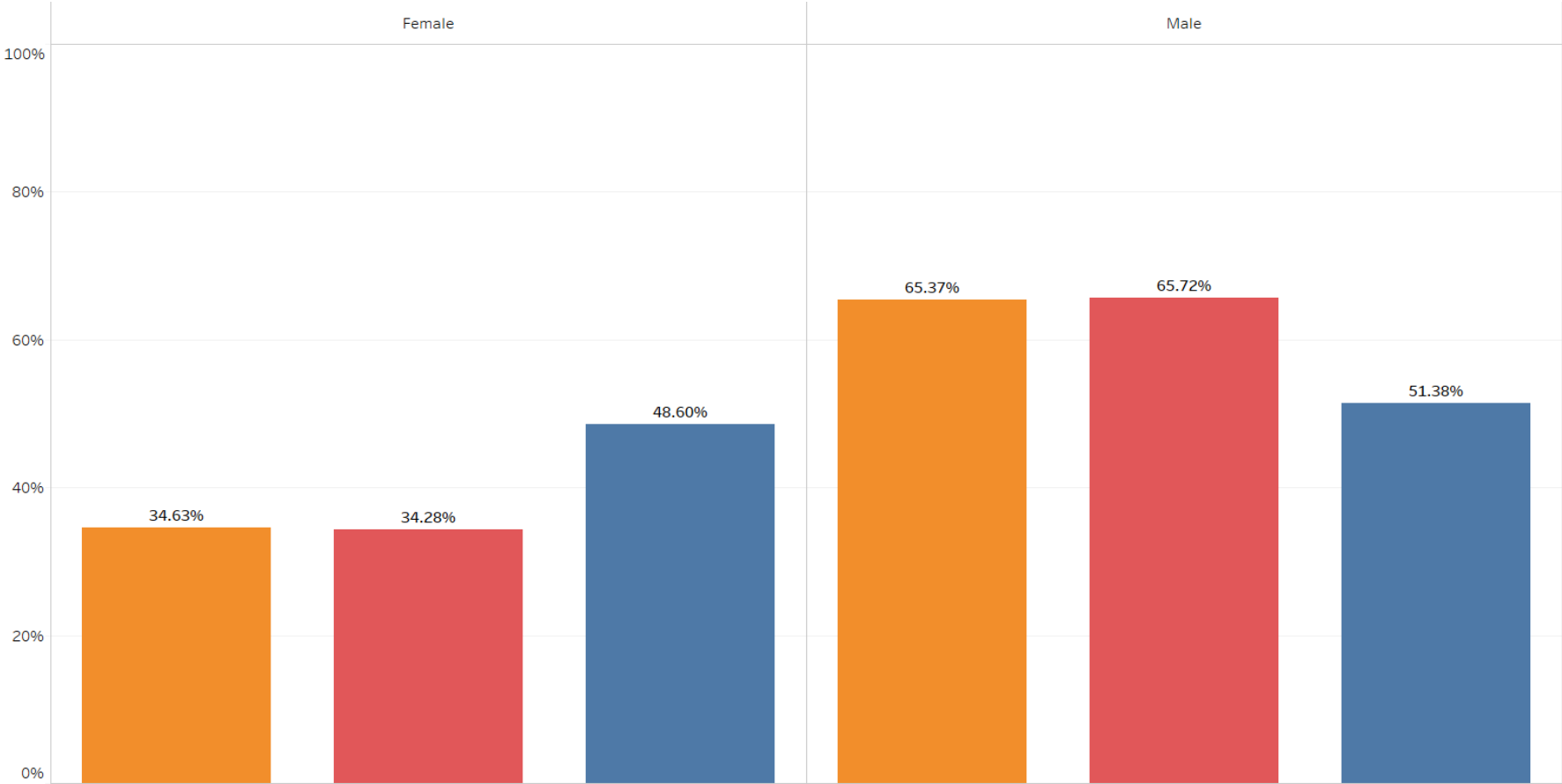
Enrollment



Footnote: Federally identified student groups include the following race/ethnicity categories: American Indian/Alaska Native, Asian, African American/Black, Hispanic, Pacific Islander, Two or More Races and White

# State Percentages by Sex

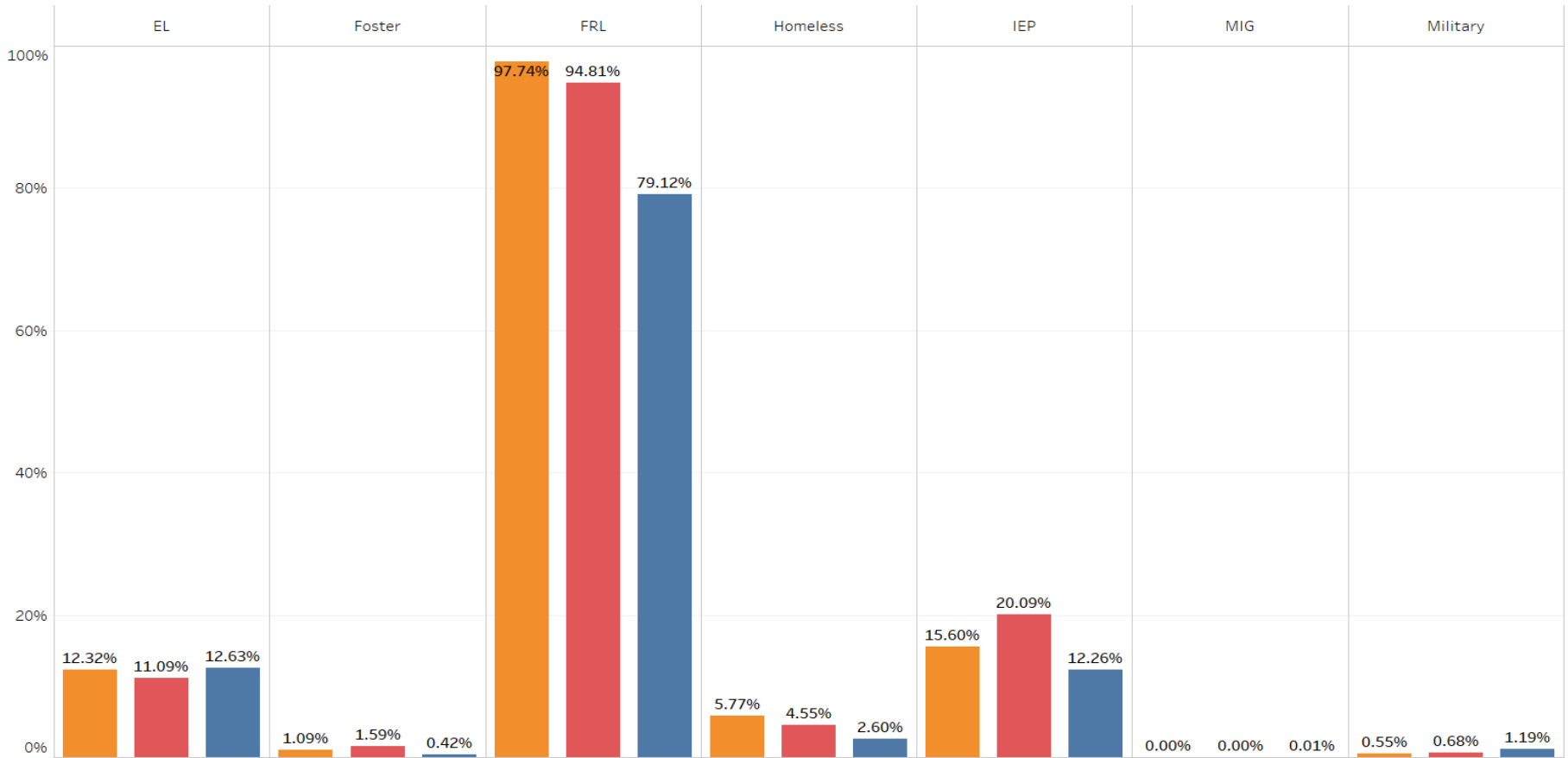
Expulsion      Suspension      Enrollment



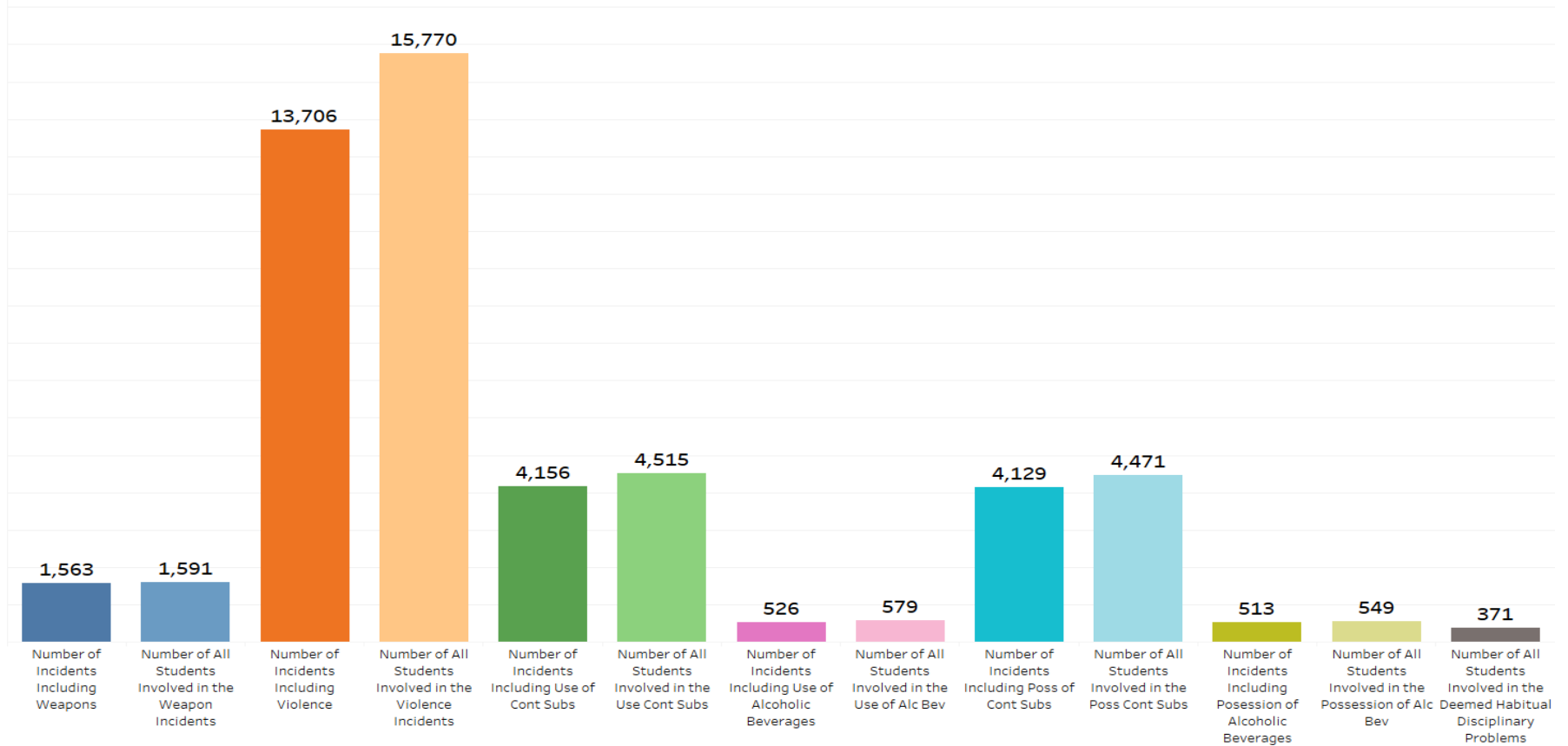


# State Percentages by Student Groups

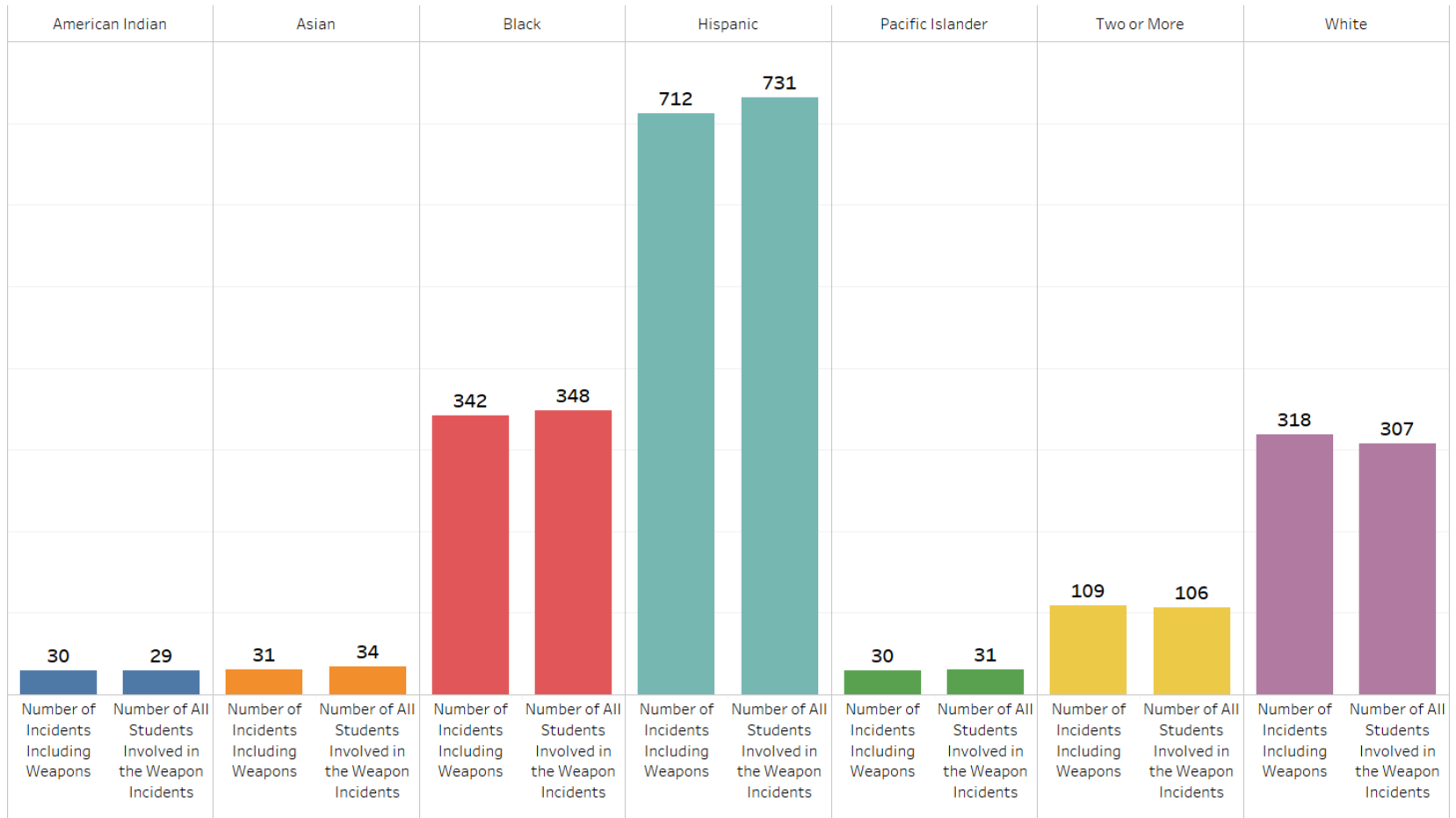
Expulsion      Suspension      Enrollment



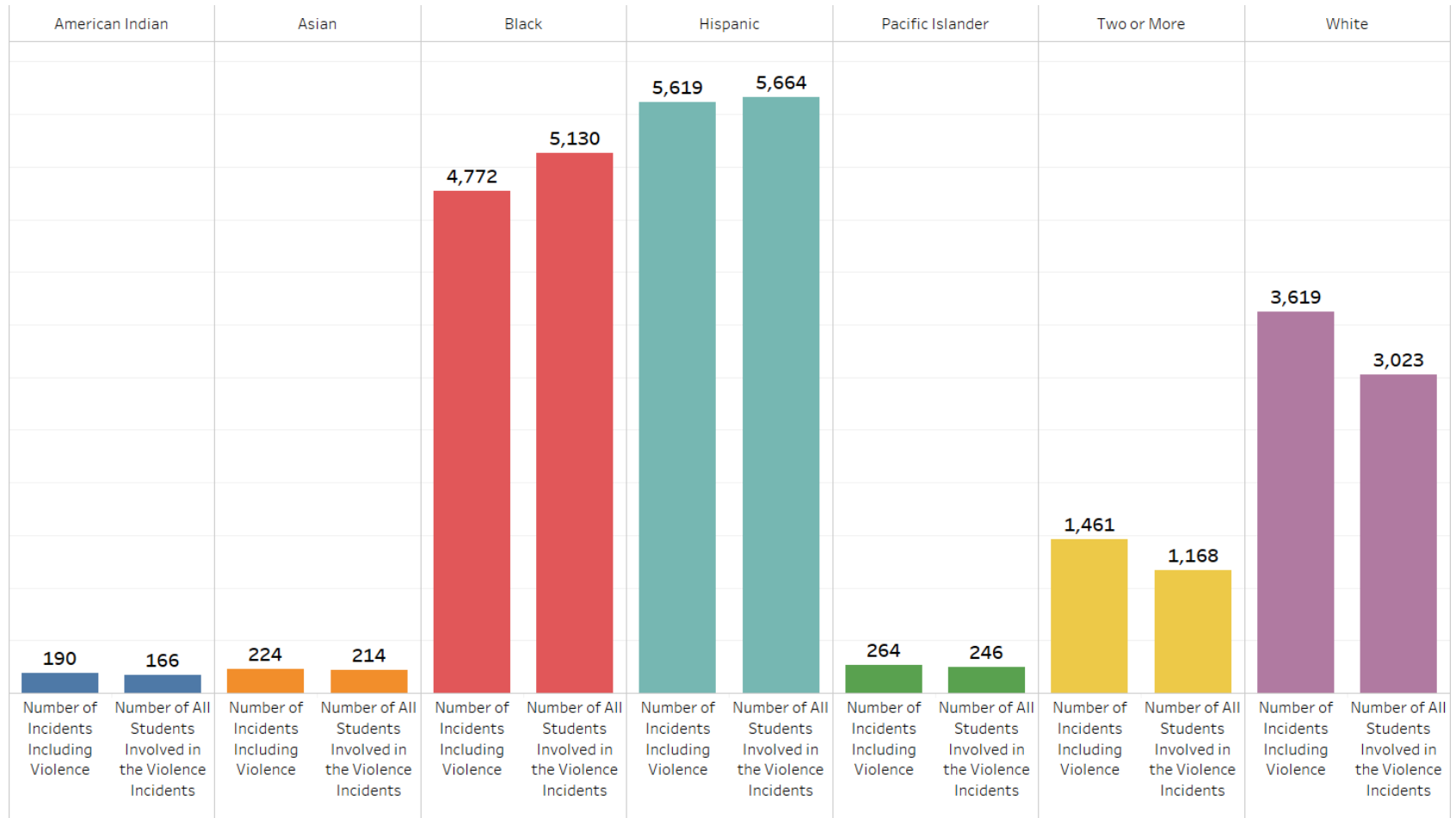
# “Number of Incidents” and “Number of Students Involved” in SY 2021-22 (Without any disciplinary outcome)



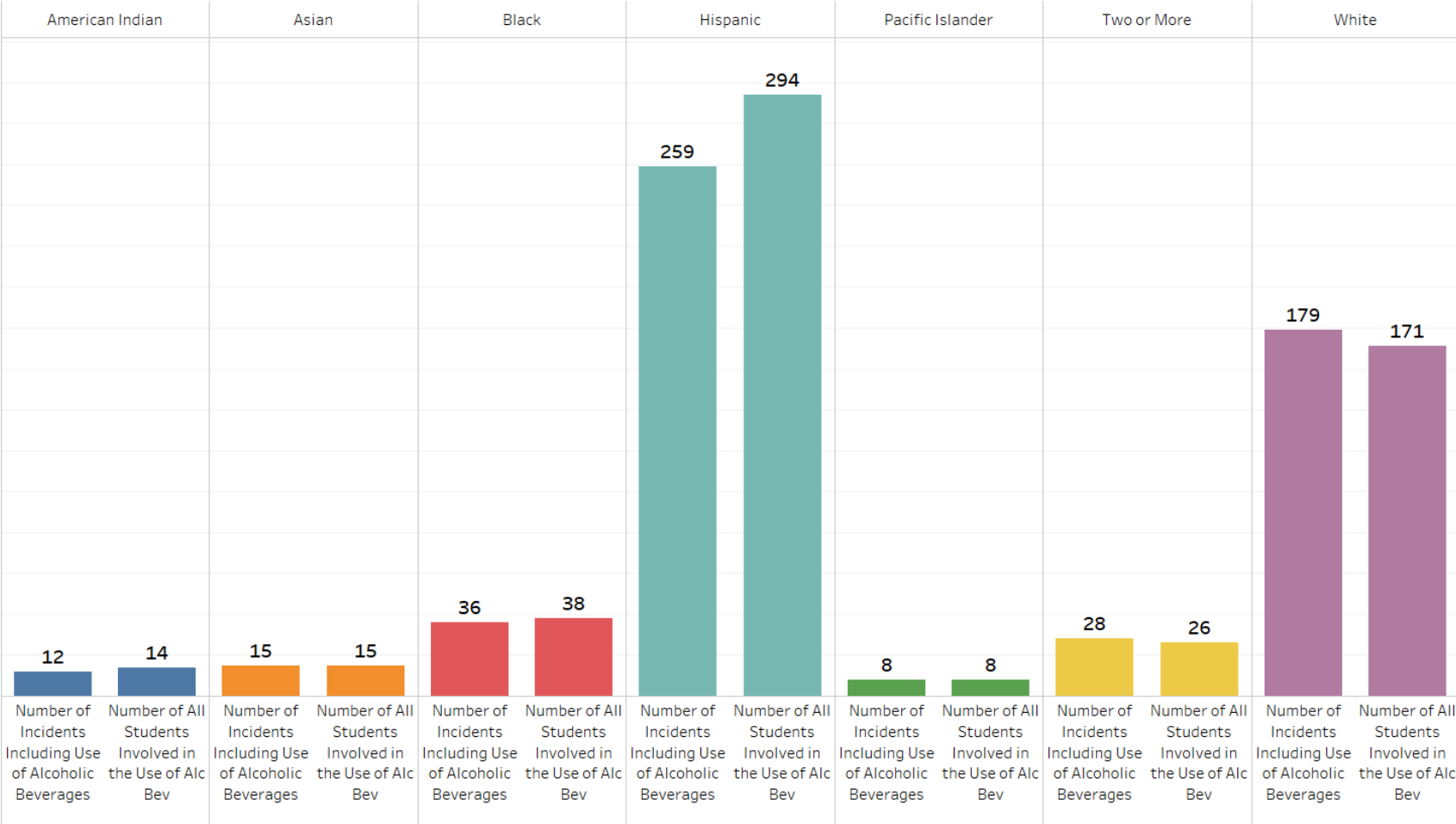
# WEAPONS: “Number of Incidents” and “Number of Students Involved” in SY 2021-22 by Ethnicity (*Without any disciplinary outcome*)



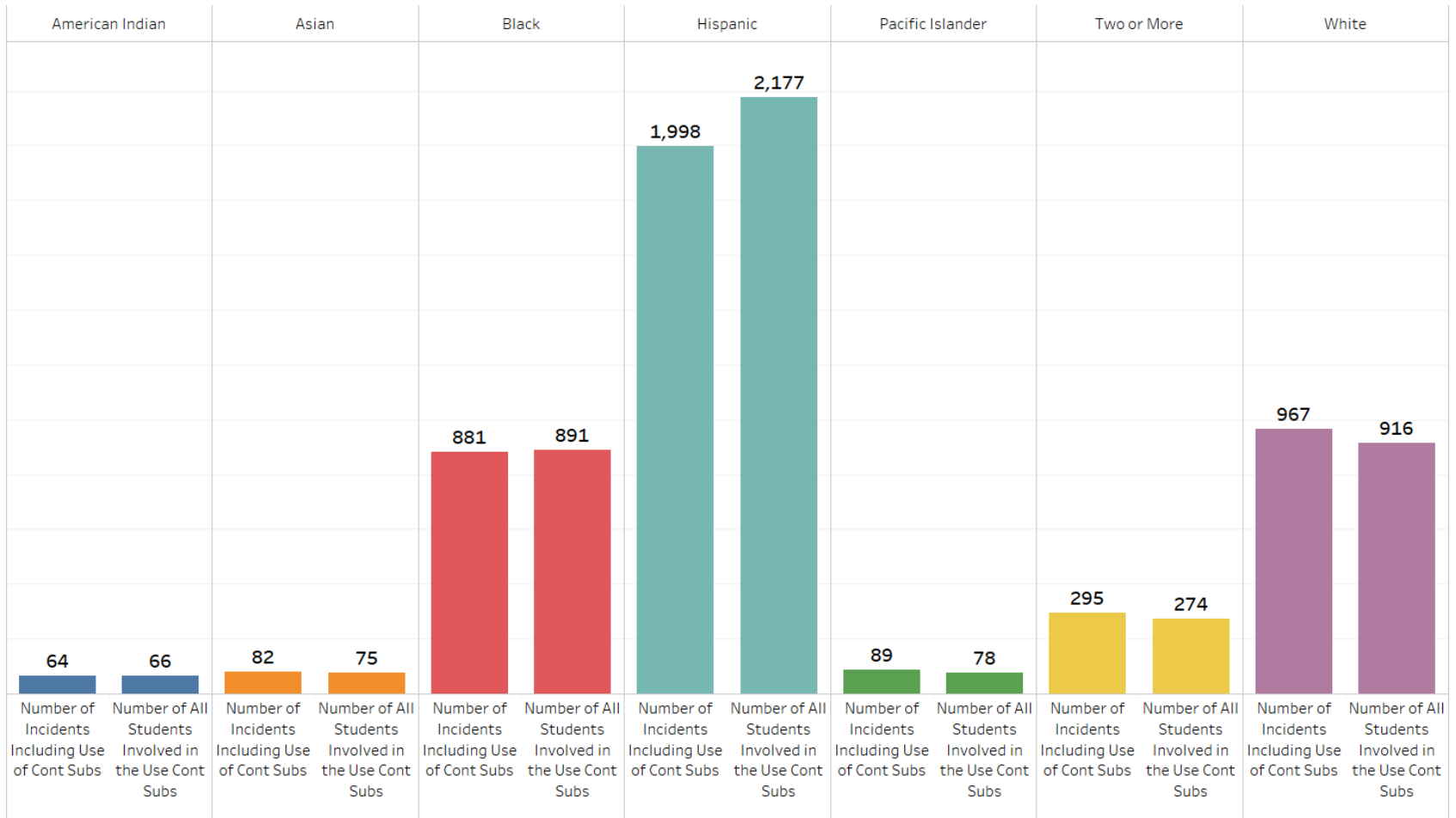
# VIOLENCE: “Number of Incidents” and “Number of Students Involved” in SY 2021-22 by Ethnicity (*Without any disciplinary outcome*)



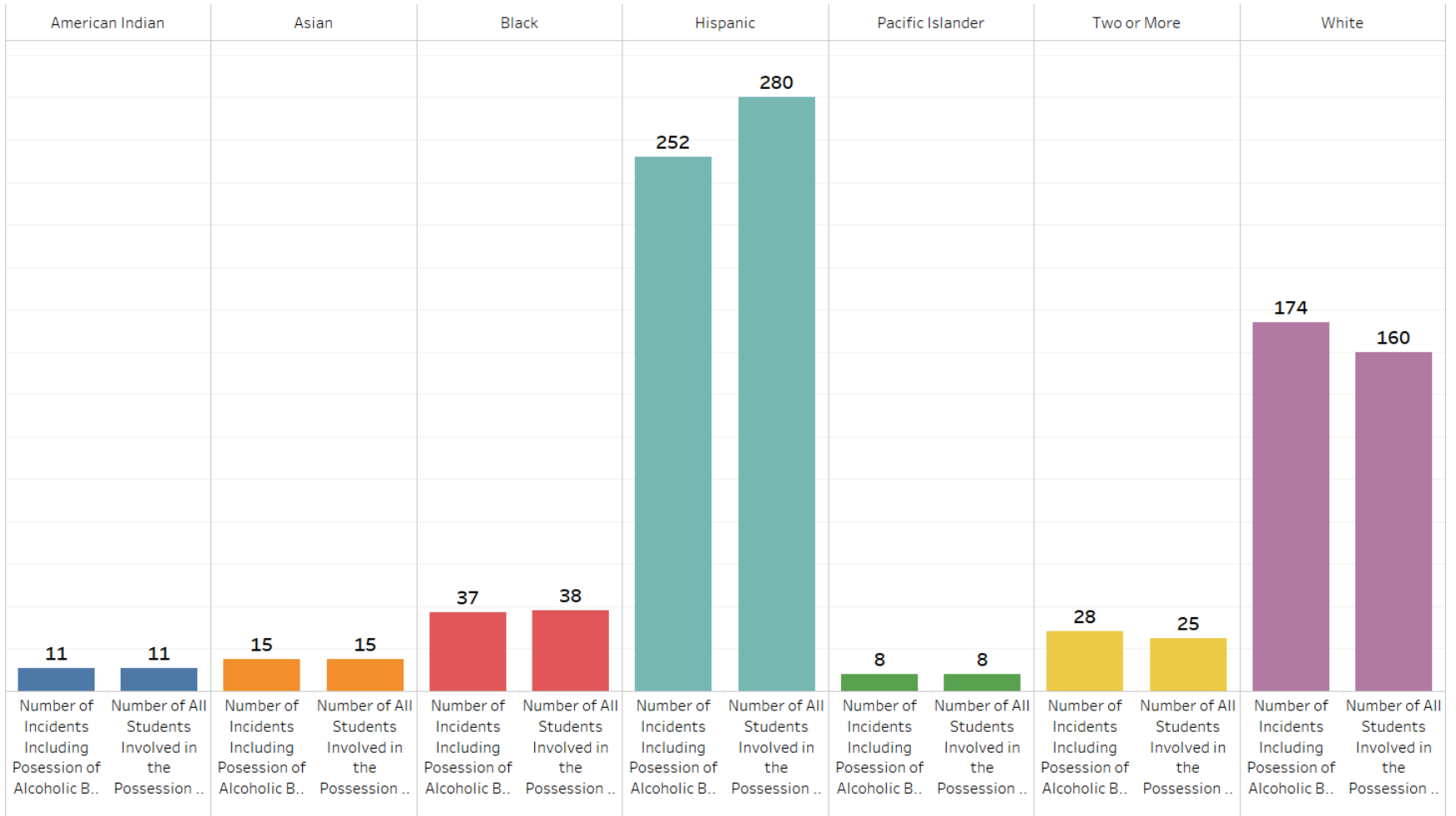
# USE OF ALCOHOLIC BEVERAGES: “Number of Incidents” and “Number of Students Involved” in SY 2021-22 by Ethnicity *(Without any disciplinary outcome)*



# USE OF CONTROLLED SUBSTANCES: “Number of Incidents” and “Number of Students Involved” in SY 2021-22 by Ethnicity (*Without any disciplinary outcome*)



# POSSESSION OF ALCOHOLIC BEVERAGES: “Number of Incidents” and “Number of Students Involved” in SY 2021-22 by Ethnicity (*Without any disciplinary outcome*)



# A Systematic Approach

A systematic approach to student and staff behavior to improve school climate

- Multi-Tiered Systems of Support
- Restorative Practices
- Social and Emotional Learning





# School Climate Survey—students and staff

*NDE and AIR administers an online student and staff survey each fall to measure students' and staff perceptions of the climate in their schools*

## Online Tools and Resources

- Online administration resources:
  - Survey platform and Administration Manual:  
<https://www.nevadaschoolclimate.org/>
- Online survey results and resources:
  - Interactive Data Tool
  - Peer matching tool
  - Annual pdf reports
- Provided in both English and Spanish
- Participation rates are included on the annual School Rating Report for each school on [Nevada Report Card](#)

# Multi-Tiered System of Supports

## Nevada's MTSS Core-Elements

The foundational components of an equitable multi-tiered system of support in Nevada includes seven interdependent core-elements. The coherent implementation of these core-elements determines the effectiveness and sustainability of the support system. A strong and reliable commitment from state, district, school, and community stakeholders is necessary to ensure supports are provided throughout each grade, content team, and classroom.

The following section will begin by describing equity, the system's cornerstone, before describing each of the seven core-elements. The order of each core-element does not reflect priority of importance since all core-elements are equally essential to a success and sustainability of a multi-tiered system of support framework.



# Multi-Tiered Systems of Support

## **Tier 1 - Universal Supports for All Students**

- Tier 1 includes instructional practices to support school-wide outcomes
- Features of Tier 1 include delivery of high-quality core curriculum, universal prevention programming, universal screening, data-based decision making, teaming, and progress monitoring.

## **Tier 2 – Targeted Interventions for Students at Risk**

- Tier 2 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.

## **Tier 3 - Individualized Supports for Few Students**

- Tier 3 interventions are 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 tailor to address the specific skill deficits as indicated within the individualized assessments.

# MTSS Implementation Levels



**10**  
DISTRICTS



**149**  
SCHOOLS



**99,419**  
STUDENTS



**41**  
TRAININGS

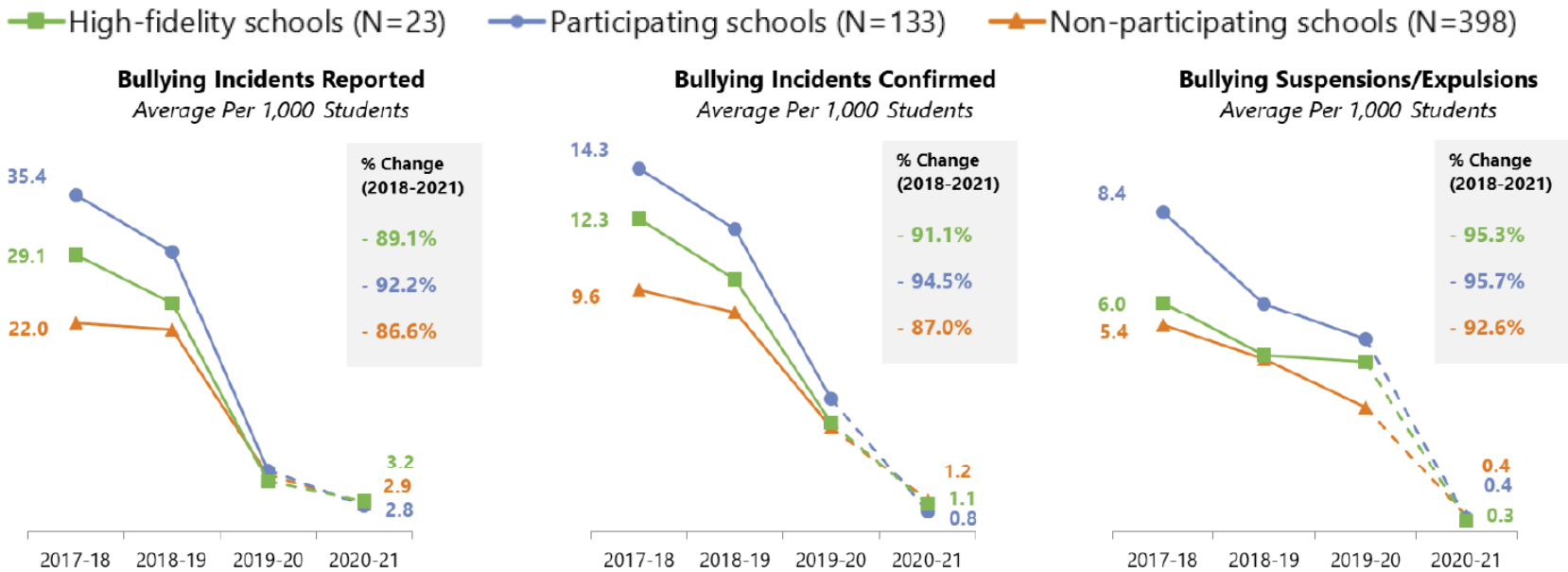
The Nevada MTSS initiative implemented by University of Nevada's Technical Assistance Center has improved the coordination and alignment of Statewide initiatives

State capacity to support MTSS implementation has continued to increase

Despite COVID-19, MTSS project continued to offer robust and flexible menu of supports and trainings

# Student Outcomes

Figure 16. Trends in Disciplinary Incidents Related to Bullying (State Report Card Data)



# Restorative Justice Practices

Restorative Justice Practices (RJP) is a framework through which to approach school conduct and discipline. RJ practices can be used in tandem with existing disciplinary consequences to restore relationships and repair harm when a standard of conduct is violated.

- RJP sets expectations to *hold students and staff accountable* for their actions, including consequences to repair the harm and restore relationships.
- RJP *teaches* expected behavior, rather than just *punishing* negative behavior.
- RJP gives schools *more* tools and approaches to respond to student behavior and *does not prevent schools from using exclusionary discipline*.

# Restorative Practices

## Restorative Discipline

Schools must provide an individual plan of action that is based on restorative justice prior to any disciplinary removal of the student, including suspension, expulsion, or a temporary alternative placement as allowed by NRS 392.4645.



Per SB 354 (2021), any student who is removed from a classroom or any other premises of a school for more than 2 school days must be offered educational services, appropriate positive behavioral interventions and supports, trauma-informed supports, and a referral for services from the school social worker or school counselor.

Per AB 194 (2021), the board of trustees of a school district and the governing body of a charter school must adopt a policy for appealing a suspension or expulsion and provide information about that policy to the student and their parents when a decision to suspend or expel a student is made.

# RP implementation highlights

- NDE has invested more than \$3 million of federal relief funds to support districts in training and implementation of Restorative Justice Practices (RJP)
  - \$2,759,840 was allocated in spring 2022 to school districts to facilitate their own trainings
  - Training began in June 2021; investing \$380,000 of Statewide federal relief funding, NDE organized an additional two-year series of trainings
- NDE held its first RJP District Leadership Team In-Person Summit in March 2022 with 46 attendees
- NDE has contracted with several expert RJP practitioners to serve as coaches to assist and support our LEAs in RJP
- July 2022, Nevada now has a statewide cadre of 30 Trainers who can offer International Institute for Restorative Practices for Educators training
- 420 educators statewide have received training in RJP



# QUESTIONS?

Christy McGill

Gunes Kaplan

Laronica Maurer