

- 1. Improve Data Quality: Data collection related to suspension and expulsion will be consistent, reliable, standard (across schools), annually available to the public, and will reflect the intent of SEOAC recommendations.**

Data collection occurs through the Education Services Division. Information is shared with Region Superintendents on a monthly basis. Public information for the 2018-2019 school year will be provided by June 15, 2019.

- 2. Reduce Overrepresentation: Impose a moratorium on suspensions and expulsions except for the Big 5 offenses at the Superintendent's discretion as to terms, with a caveat that student-on-student assault and battery that result in injury now fall under the Big 5 heading.**

The data review in June will show if overrepresentation exists. A moratorium has not been enacted.

- 3. Develop Cultural Competency: Mandatory professional development on cultural competency will be provided for all new teachers and new administrators.**

The Equity and Diversity Education Department has completed a training module to support onboarding for teachers and administrators. Per NRS 391.0347 (AB 234) licensure renewal, 45 credit hours in cultural competency professional development must be completed.

There are three professional learning modules, which are directly aligned with the four critical practices of the cultural competency: intercultural engagement and inclusion framework (Heartset, Mindset, Skillset and Intercultural Engagement). These modules provide the specific strategies educators can use in their own classroom and directly connects to the Nevada Educator Performance Framework (NEPF). These modules have already been approved for PDE credit by the Nevada Department of Education (NVDOE).

- 4. Extend Cultural Competency: At every school each year, at least one professional development day will be devoted to cultural competency.**

Further work spearheaded by the Equity and Diversity Education Department will be phased in to schools and differentiated based on findings from initial Equity Assessment. In addition, EDE Liaisons complete up to four ongoing professional learning sessions within school year.

- 5. Gauge the Benefit of Professional Development: Implement and evaluation procedure to identify the impact of professional development that is intended to promote cultural competency.**

This is an area of need. The plan for phased in and differentiated professional learning with baseline Equity Assessment data will show if the training is in fact working and making a difference.

The Equity and Diversity Education Department will work with school site leadership to complete an Equity Assessment, which will aid in determining the root cause of the problem(s), while providing insight into the professional learning needed to create change. The Equity Assessment will utilize both quantitative and qualitative data from multiple sources that may include, but are not limited to: Districtwide Survey, Datalab, School Performance Plan, Equity Audit surveys, interviews, and observations.

**6. Refine What We Mean by Cultural Competency: Articulate standards and expectation of professional responsibility related to cultural competency.**

There are four Critical Practices for Cultural Competency: Intercultural Engagement and Inclusion Framework comprised of the Heartset, Mindset, Skillset and Intercultural Engagement. The four critical practices offers practical strategies for accomplishing intercultural engagement, inclusion and academic achievement goals. This framework also provides valuable advice for implementing culturally responsive pedagogy and describes how teachers can bring anti-bias values to life.

The critical practices in this framework are based on the values exemplified in research and publication by Deardorff (2006), M. Bennet, and J.M. Bennett (2008).

The professional learning will align with the K-12 *Nevada Academic Content Standards for Social Studies* inclusive of the *Multicultural Standards* content themes.

**7. Provide Early Intervention: Restructure Title I to focus on early interventions with the most at-risk student population.**

Restructuring of Title I services has occurred to ensure our neediest students receive the most support. MAP assessment data is consistently analyzed by school leaders and reported to Region Superintendents by ethnicity to target improvement areas for student populations.

**8. Enhance Early Literacy: Students in Grades K-3 who are not-yet-proficient in literacy will receive appropriate interventions.**

Read by Grade Three supports this SEOAC recommendation.

**9. Provide Better, Earlier, and Different Alternatives to Suspension and Expulsion: During the moratorium period, investigate for possible implementation, various models of tiered-intervention disciplinary systems that include parent notification; for example, the Baltimore model.**

Early interventions exist (i.e., Star On); however, the District is analyzing ROI for this type of intervention to ensure it is showing success.

**10. Monitor Progress: Appoint a CCSD administrator who is responsible for monitoring and publicly reporting (at least quarterly) the implementation of these recommendations.**

Currently the ESD Assistant Superintendent is responsible for the monitoring of data. Additionally, the Education Services Division has historically prepared quarterly reports for the monitoring of SEOAC data. The quarterly reports are being revised and will be reported again in June.