

ATTENDANCE AND DISCIPLINE RESULTS, CONNECTION-BUILDING ACTIVITIES INITIATIVES

AUGUST 27, 2026

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We are CCSD
DESTINATION DISTRICT

OUR DESTINATION

Academic Excellence

Students achieve academically so that they can succeed today and adapt for tomorrow.

Career-Connected Learning and Durable Skills

Students graduate with durable skills, a clear path forward, and the credentials needed to enter their chosen field.

Safe and Supportive Schools

Students learn in safe, supportive schools where they are known, valued, connected, and ready to thrive.

Ref. Plan page 13

SAFE AND SUPPORTIVE SCHOOLS

Strategies to Reach our Destination



Ref. Plan pages 20–21

1. Welcoming Schools with Community-Based Support
2. Students Who Are Known, Valued, and Connected
3. Safe, Respectful, and Consistent School Environments
4. Sharing CCSD's Success
5. A Workplace Where Employees Thrive


SAFE AND SUPPORTIVE SCHOOLS
Our Destination:
Students learn in safe, supportive schools where they are known, valued, connected, and ready to thrive.
Strategic Plan 2026–2031 | 4
We are CCSD
DESTINATION DISTRICT

SAFE AND SUPPORTIVE SCHOOLS

UPDATE SUMMARY

Students Who Are Known, Valued, and Connected

ON TRACK

40 percent decrease in the number of students who are chronically absent (measured by the percentage of students missing 10 percent or more of enrolled school days).

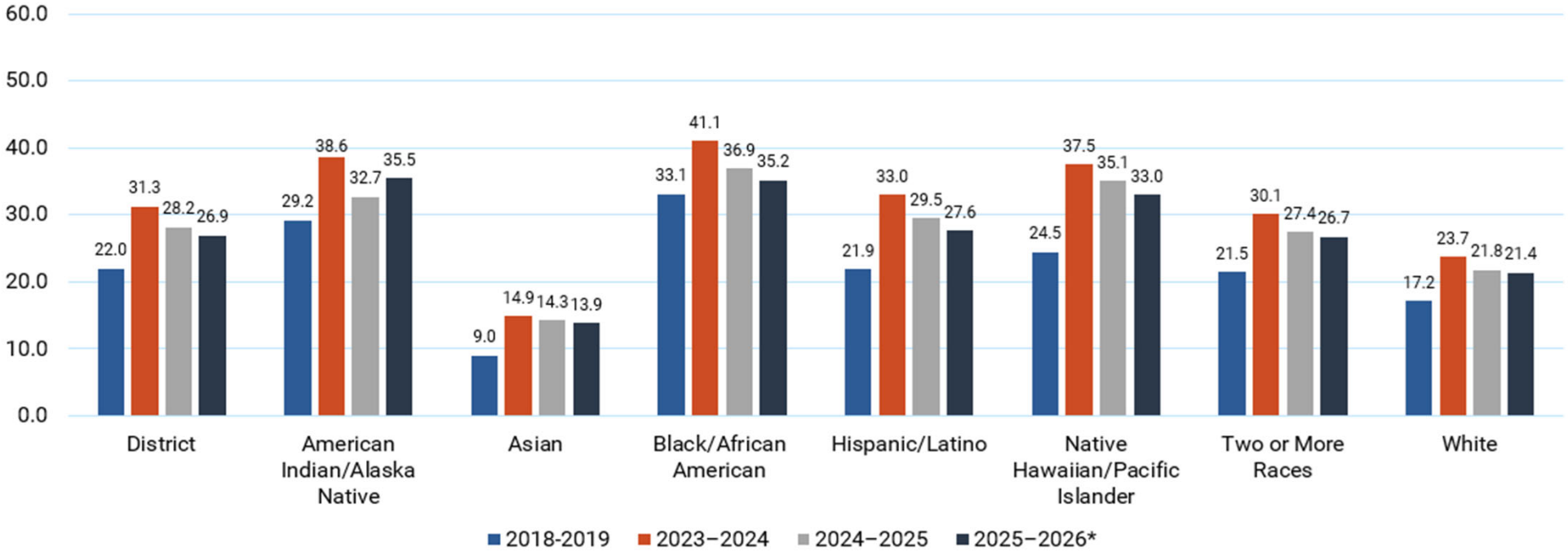
SCHEDULED

School sites increase the percentage of students who engage in connection-building activities (including athletics, Career and Technical Education programs, and clubs). By 2027, implement a system in Infinite Campus to document connection-building activities to develop a baseline for engagement.

Ref. Plan pages 30–32

CHRONIC ABSENTEEISM RATE

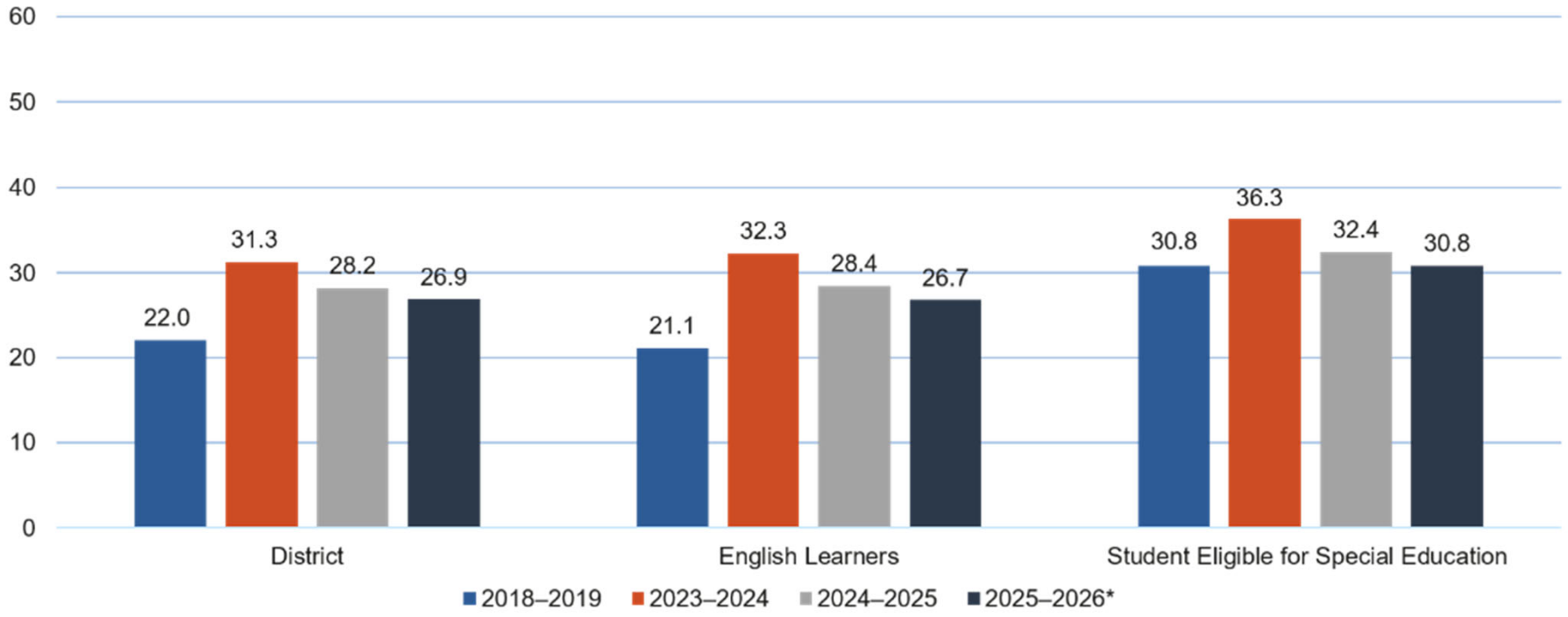
PRE-PANDEMIC AND THREE-YEAR TREND BY STUDENT GROUP



*As of May 22, 2026

CHRONIC ABSENTEEISM RATE

PRE-PANDEMIC AND THREE-YEAR TREND BY STUDENT GROUP



*As of May 22, 2026

CHRONIC ABSENTEEISM RATE

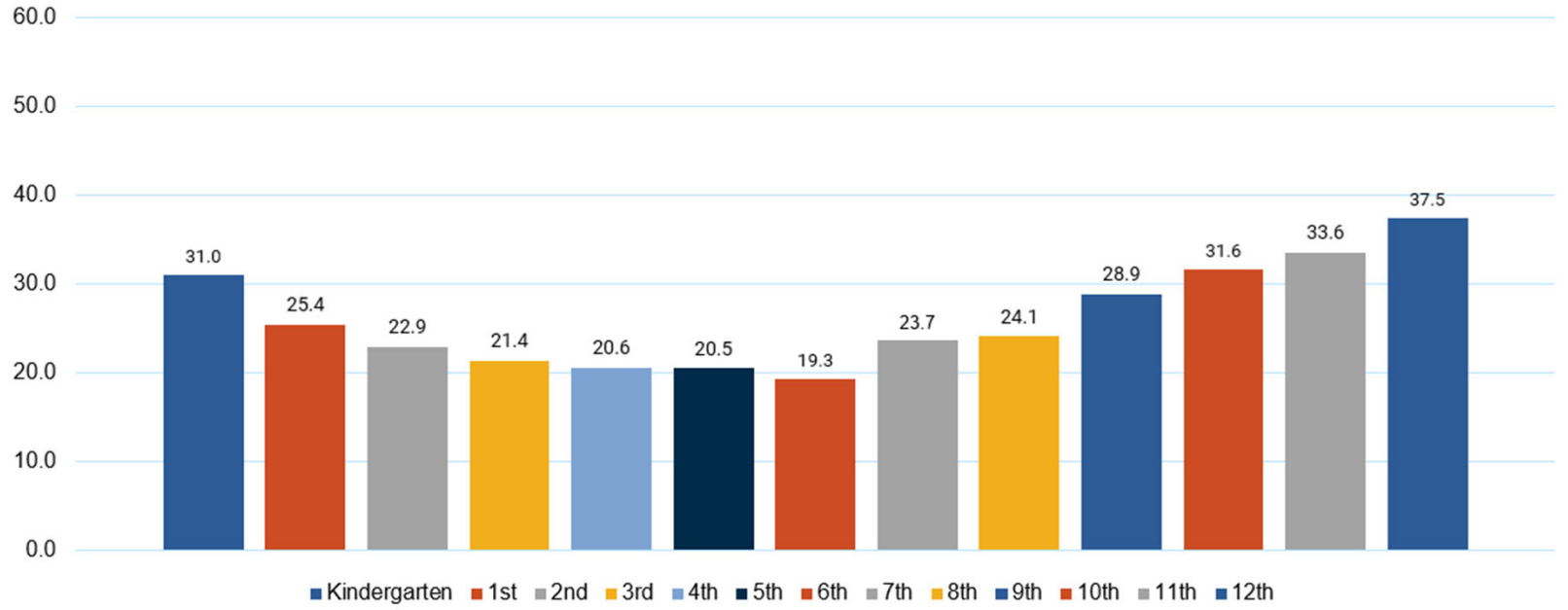
PRE-PANDEMIC AND THREE-YEAR TREND BY STUDENT GROUP

Student Group	2018-2019	2023–2024	2024–2025	2025–2026*
District	22.0%	31.3%	28.2%	26.9% ↓
American Indian/Alaska Native	29.2%	38.6%	32.7%	35.5% ↑
Asian	9.0%	14.9%	14.3%	13.9% ↓
Black/African American	33.1%	41.1%	36.9%	35.2% ↓
Hispanic/Latino	21.9%	33.0%	29.5%	27.6% ↓
Native Hawaiian/Pacific Islander	24.5%	37.5%	35.1%	33.0% ↓
Two or More Races	21.5%	30.1%	27.4%	26.7% ↓
White	17.2%	23.7%	21.8%	21.4% ↓
English Learners	21.1%	32.3%	28.4%	26.7% ↓
Students Eligible for Special Education	30.8%	36.3%	32.4%	30.8% ↓

*As of May 22, 2026

CHRONIC ABSENTEEISM RATE: BY GRADE BAND AND GRADE LEVEL

Chronic Absenteeism Rate	Elementary School	Middle School	High School
As of May 22, 2026	23.5%	24.3%	32.9%



ACTIONS CONTRIBUTING TO SUCCESS

Prevention

Shifted from reactive attendance interventions to prevention-focused approach centered on early identification and family engagement.

Bright Futures

Continuing initiative to align schools, community organizations, and municipalities around improving student attendance.

Data

Expanded school-level use of attendance data to identify trends and implement targeted intervention strategies.

Enforcement

Increased collaboration between Attendance Enforcement, schools, and community partners to remove barriers to regular attendance.

Consistency

Standardized attendance guidance, professional learning, and communication to improve consistency across the Clark County School District (District).

SCHOOL CELEBRATIONS

H. P. Fitzgerald ES

Chronic Absenteeism Rate

2024–2025	41.4%
2025–2026	25.2%

39.1% Improvement

C. W. Woodbury MS

Chronic Absenteeism Rate

2024–2025	34.2%
2025–2026	23.3%

31.9% Improvement

Bonanza HS

Chronic Absenteeism Rate

2024–2025	47.6%
2025–2026	36.4%

23.5% Improvement

OPPORTUNITIES

Parent and Family Engagement

Continue to engage with families and provide resources to support attendance.

Targeted Interventions

Develop targeted systems to identify and provide support for schools that have not decreased chronic absenteeism and for students needing additional services.

Utilizing Multi-Tiered System of Supports (MTSS) to Impact Engagement

Strengthening Tier I instructional and behavioral strategies to increase student engagement and sense of belonging.

NEXT STEPS

Continuous Improvement Cycles

Continue building school capacity through attendance coaching, professional learning, and data-informed support. Refine attendance practices using implementation data and continuous improvement cycles.

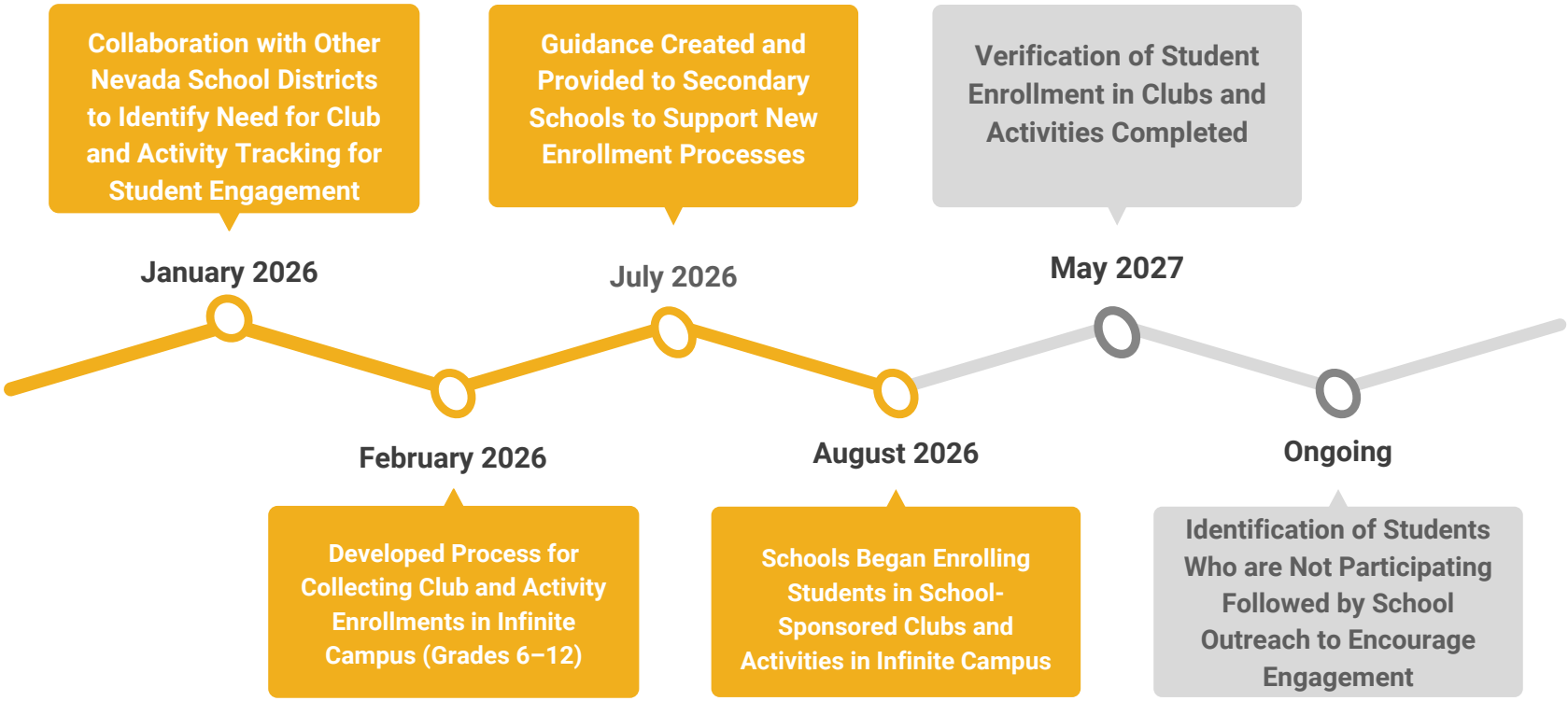
Bright Futures Coalition

Strengthen the Bright Futures Coalition to increase collaboration among District departments, municipalities, and community partners. Expand the Bright Futures framework to increase school and community partnerships that support student attendance.

School Attendance Review Board

Develop a School Attendance Review Board (SARB) for the 2027–2028 school year in collaboration with Clark County Clinical and Community Services to provide coordinated interventions for students with ongoing attendance concerns.

A SYSTEM IN INFINITE CAMPUS TO DOCUMENT CONNECTION-BUILDING ACTIVITIES



COMMUNITY PARTNERSHIPS

Community Partners to Thank Include

- Bright Futures Coalition [nvfamily.org]
- Boys & Girls Clubs of Southern Nevada
- Boys Town Nevada
- Communities In Schools Nevada
- DISCOVERY Children's Museum
- Green Our Planet
- Municipalities (Boulder City, Clark County, Henderson, Las Vegas, and North Las Vegas)
- Nevada Department of Education
- Spread the Word Nevada
- Teach for America
- The Children's Cabinet
- The Public Education Foundation
- Toyota Driving Possibilities Grant

Priority Areas for Expanded Partnerships

- Childcare
- Housing Stability and Basic Needs
- Incentives
- Mental Health Resources
- Mentorship Programs
- Transportation

SAFE AND SUPPORTIVE SCHOOLS

Strategies to Reach our Destination



Ref. Plan pages 20–21

1. Welcoming Schools with Community-Based Support
2. Students Who Are Known, Valued, and Connected
3. **Safe, Respectful, and Consistent School Environments**
4. Sharing CCSD's Success
5. A Workplace Where Employees Thrive

SAFE AND SUPPORTIVE SCHOOLS

UPDATE SUMMARY

Safe, Respectful, and Consistent School Environments

SCHEDULED

A revised Pre-Kindergarten–Grade 12 Student Code of Conduct (Student Code of Conduct) will be released in the 2027–2028 school year. Annually, all site administrators who conduct behavior incident investigations attend regular professional learning from the District's Education Services Division on laws, systems, and policies related to evidence collection, investigations, and resolutions.

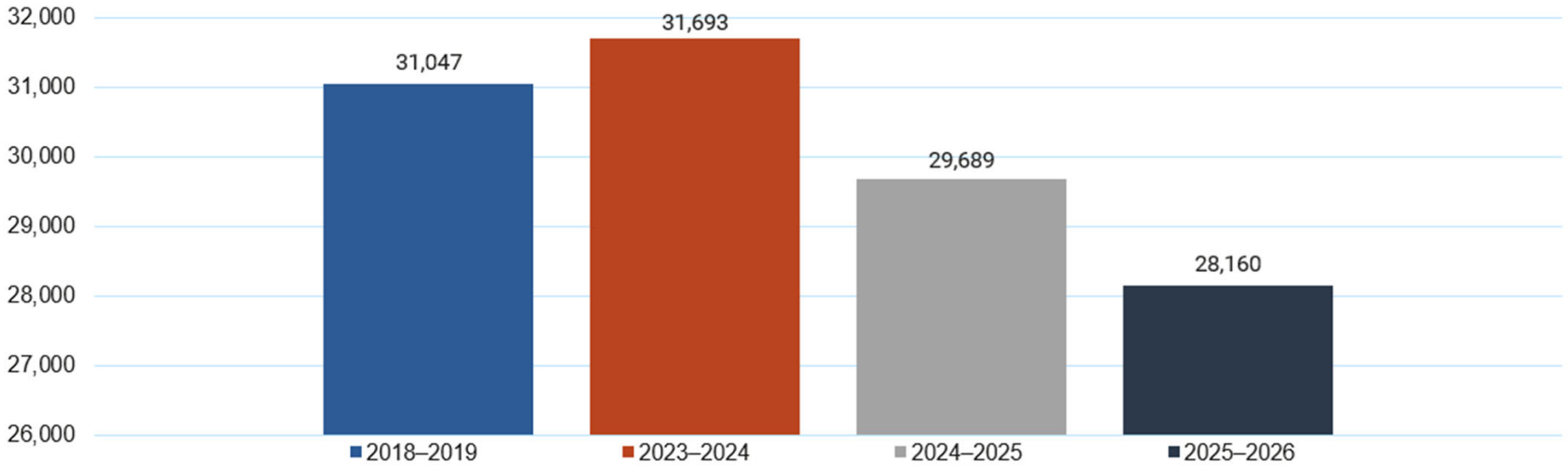
ON TRACK

100 percent of school leadership teams-which may include principals, assistant principals, licensed educators, school counselors, school social workers, and/or support professionals-are trained in universal (Tier I) social-emotional-behavioral classroom systems and practices and Positive Behavioral Interventions and Supports (PBIS) schoolwide and classroom systems and practices.

Ref. Plan pages 30–32

TOTAL NUMBER OF STUDENT SUSPENSIONS

PRE-PANDEMIC AND THREE-YEAR TREND



TOTAL NUMBER OF STUDENT SUSPENSIONS

PRE-PANDEMIC AND THREE-YEAR TREND BY GRADE BAND

Grade Band	2018–2019	2023–2024	2024–2025	2025–2026
District	31,047	31,693	29,689	28,160 ↓
Elementary School	4,679	3,523	3,215	3,685 ↑
Middle School	13,531	18,261	16,585	15,146 ↓
High School	12,837	9,909	9,889	9,329 ↓

STUDENT SUSPENSIONS: RELATIVE RISK RATIOS BY STUDENT GROUP

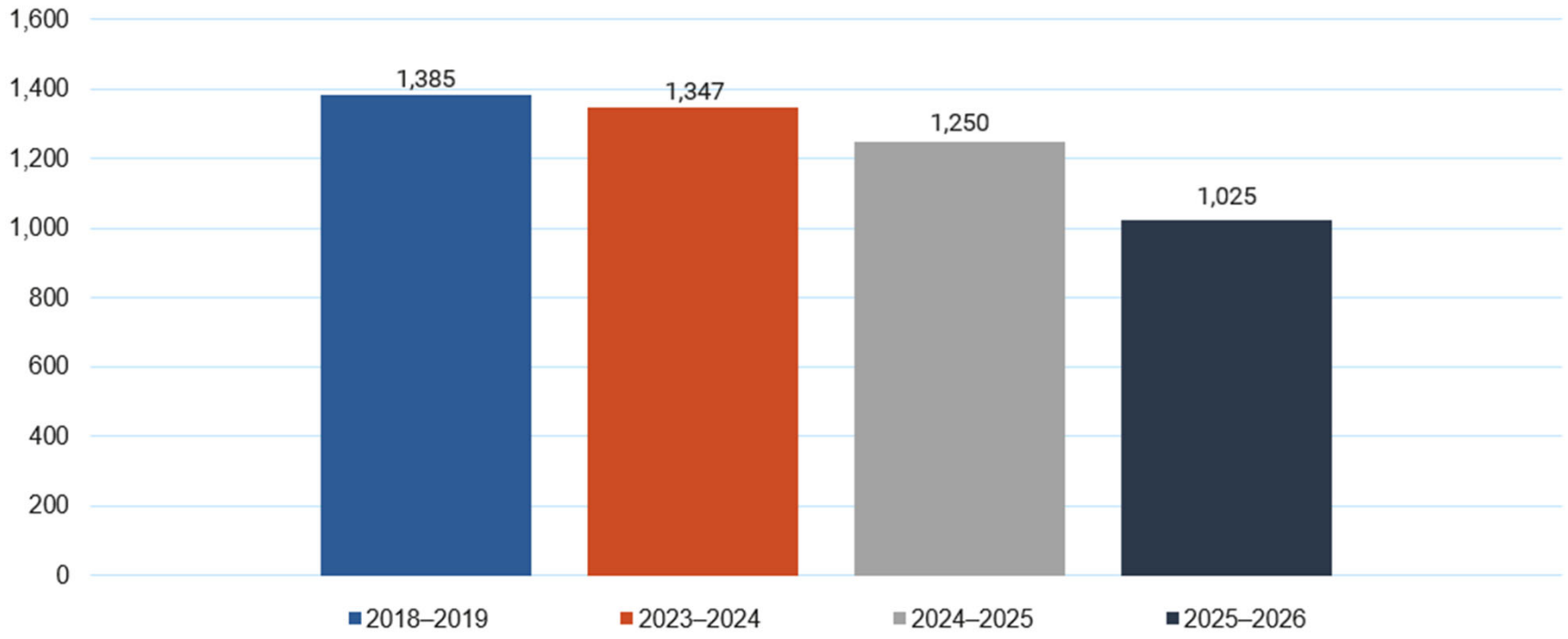
Student Groups	Relative Risk Ratio (RRR)			
	2018-2019	2023–2024	2024–2025	2025–2026
American Indian/Alaska Native	1.25	0.99	0.99	1.41 ↑
Asian	0.28	0.27	0.27	0.28 ≈
Black/African American	3.04	2.66	2.62	2.71 ↑
Hispanic/Latino	0.75	0.84	0.82	0.77 ≈
Native Hawaiian/Pacific Islander	0.92	0.86	0.95	0.84 ↓
Two or More Races	0.98	0.94	0.93	0.94 ≈
White	0.57	0.51	0.55	0.58 ≈
English Learners	1.16	1.12	1.08	0.99 ↓
Students Eligible for Special Education	3.68	2.33	2.12	2.11 ≈

RRR compares the **rate/risk for a target group** to the **rate/risk for all other students combined** for a given outcome

- <1.00: student group is experiencing the outcome less often than all other students
- 1.00: student group is experiencing the outcome at the same rate as all other students
- >1.00: student group is experiencing the outcome at more often than all other students

TOTAL NUMBER OF DISCRETIONARY EXPULSIONS

PRE-PANDEMIC AND THREE-YEAR TREND



TOTAL NUMBER OF DISCRETIONARY EXPULSIONS

PRE-PANDEMIC AND THREE-YEAR TREND BY GRADE BAND

Grade Band	2018–2019	2023–2024	2024–2025	2025–2026
District	1,385	1,347	1,250	1,025 ⬇
Middle School	619	671	577	523 ⬇
High School	766	676	673	502 ⬇

DISCRETIONARY EXPULSIONS: RELATIVE RISK RATIOS BY STUDENT GROUP

Student Groups	Relative Risk Ratio (RRR)			
	2018–2019	2023–2024	2024–2025	2025–2026
American Indian/Alaska Native	1.25	0.99	0.49	1.85 ↑
Asian	0.28	0.27	0.25	0.15 ↓
Black/African American	3.04	2.66	3.96	3.66 ↓
Hispanic/Latino	0.75	0.84	0.64	0.65 ≈
Native Hawaiian/Pacific Islander	0.92	0.86	1.37	0.96 ↓
Two or More Races	0.98	0.94	0.92	0.88 ≈
White	0.57	0.51	0.33	0.47 ↑
English Learners	1.16	1.12	0.89	0.88 ≈
Students Eligible for Special Education	3.68	2.33	1.82	1.77 ↓

RRR compares the **rate/risk for a target group** to the **rate/risk for all other students combined** for a given outcome

- <1.00: student group is experiencing the outcome less often than all other students
- 1.00: student group is experiencing the outcome at the same rate as all other students
- >1.00: student group is experiencing the outcome at more often than all other students

ACTIONS CONTRIBUTING TO SUCCESS

Coaching

Education Services Division directors offered monthly coaching sessions for site administrators to support school processes to re-engage students and reduce recidivism.

Collaboration

Increased collaboration among central office departments to provide more coordinated behavioral supports for schools.

MTSS

55 schools that were identified as having high levels of disproportionality included MTSS-related goals within their School Improvement Plans to promote positive student behavior and safe learning environments.

Consistency

1,279 staff and administrators participated in restorative practices professional learning sessions, leading to a 53.8 percent increase in the use of restorative practices.

Data

Used discipline data to identify trends and prioritize supports and guide school improvement efforts.

SCHOOL CELEBRATIONS

Tiered School Support Initiative

Multiple departments partnered to provide tiered, on-site collaborative support to schools with elevated discipline needs.

School Name	Region	Reduction in Suspensions 2024–2025 vs 2025–2026
B. Mahlon Brown Junior High School	3	-26.4% ↓
Brian and Teri Cram Middle School	1	-34.9% ↓
Charles A. Silvestri Junior High School	3	-79.5% ↓
Clifford O. Findlay (Pete) Middle School	1	-11.2% ↓
Ernest A. Becker, Sr. Middle School	1	-89.8% ↓
Frank F. Garside Junior High School	2	-20.2% ↓
Jerome D. Mack Middle School	2	-36.9% ↓
Marvin M. Sedway Middle School	1	-12.2% ↓
Roy W. Martin Middle School	3	-24.7% ↓
William E. Orr Middle School	2	-17.3% ↓

SCHOOL CELEBRATIONS

Berkeley L. Bunker ES

Student Connectedness

2024–2025	74.4%
2025–2026	82.7%

11.2% Improvement

Frank F. Garside JHS

Student Connectedness

2024–2025	65.8%
2025–2026	74.9%

13.8% Improvement

Sunrise Mountain HS

Student Connectedness

2024–2025	72.8%
2025–2026	77.4%

6.3% Improvement

Based on the annual Districtwide Survey results

NEXT STEPS

School Justice Collaborative

Implementation of a School Justice Collaborative Pilot between schools, District Police, and community agencies to reimagine how adults work together to prevent, respond to, and coordinate around school-based incidents.

Coaching and Professional Learning

Provide ongoing professional learning, tiered coaching and assistance based on school-specific discipline data to promote safe, respectful, and predictable learning environments across schools.

IDEA Significant Disproportionality

Root cause analysis of student groups with highest levels of disproportionality with third-party support. Findings will guide targeted actions, professional learning, and use of set-aside funds.

Student Code of Conduct

Develop revised discipline regulations and new Student Code of Conduct through cross-departmental collaboration to improve consistency, clarify expectations, and align with state law and District priorities.

Student and Family Voice

Increase student and family voice in the development of school climate, behavior expectations, and restorative supports.

OPPORTUNITIES

Disciplinary Practices

Shifting from traditional, punitive disciplinary approaches to restorative practices and MTSS equitably across all school sites will require substantial cultural, structural, and behavioral shifts among staff

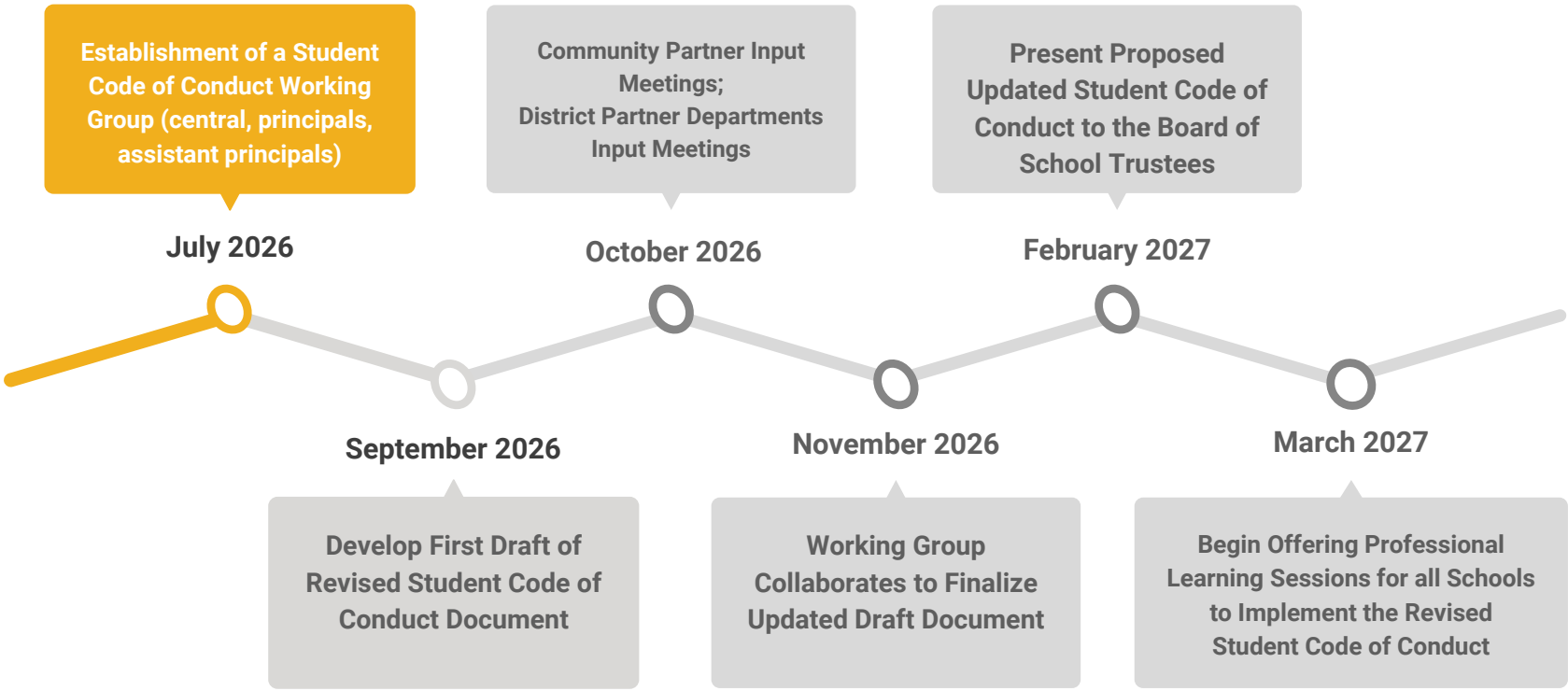
Elementary School Discipline

Addressing early-grade behavioral challenges requires specialized, age-appropriate Tier I and Tier II supports rather than relying on out-of-school suspensions

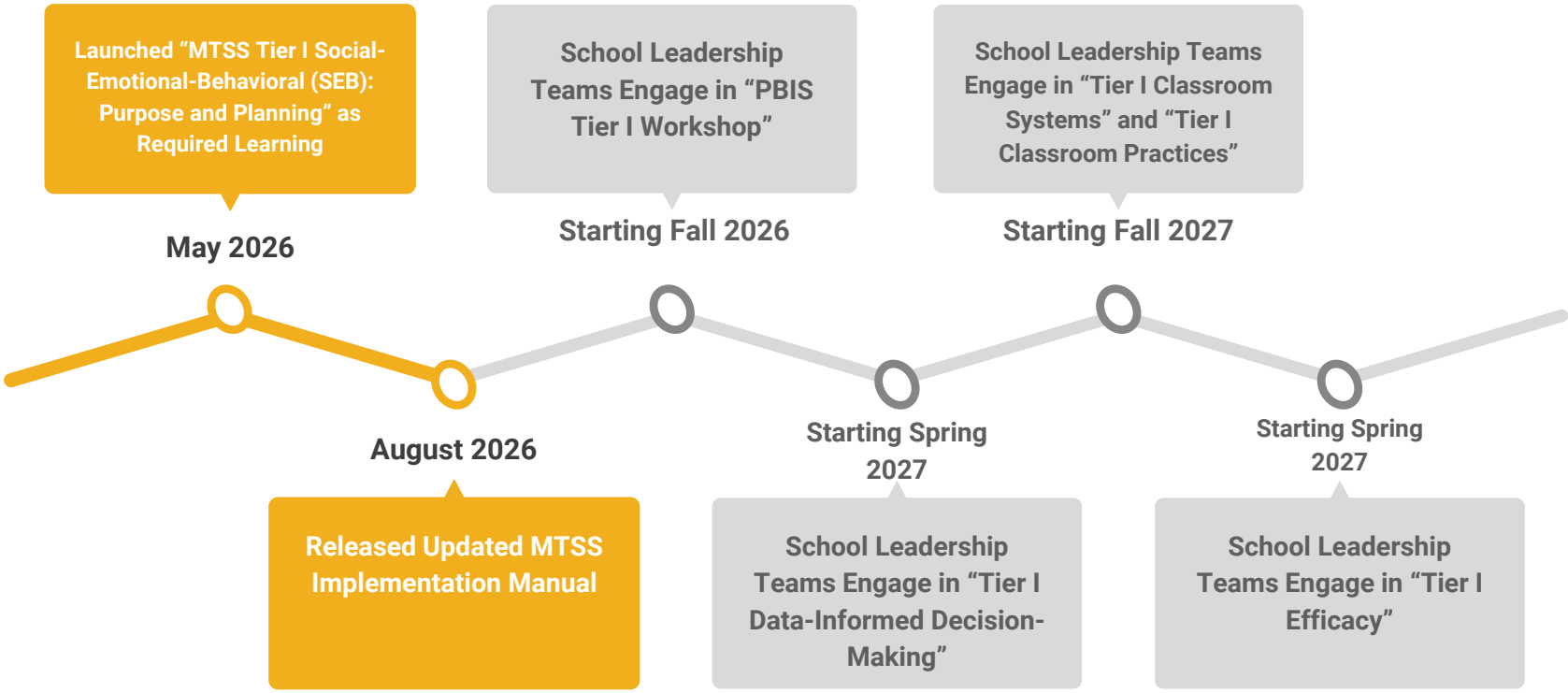
Capacity Building and Consistency

Ensuring hundreds of school leadership teams and thousands of staff apply new policies and data-informed coaching consistently is a major professional learning challenge

REVISED STUDENT CODE OF CONDUCT



UNIVERSAL (TIER I) SOCIAL-EMOTIONAL-BEHAVIORAL CLASSROOM SYSTEMS AND PRACTICES AND POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS



COMMUNITY PARTNERSHIPS

Community Partners to Thank Include:

- Black Student Union Network
- Care Solace and Healthy Minds
- City of Las Vegas/My Brother's Keeper
- Clark County Clinical and Community Services
- DISCOVERY Children's Museum
- Green Our Planet
- Hazel Health
- Nevada Interscholastic Activities Association
- The Public Education Foundation
- Toyota Driving Possibilities Grant

Priority Areas for Expanded Partnerships

- Career-Connected Learning Experiences
- Community-Based Youth Mentorship Organizations
- Early Childhood and Family Literacy Networks
- Restorative Justice and Diversion Specialists



OUR COMMITMENT

This is our five-year commitment to transforming our schools into safe, supportive places where learning sparks joy and students are ready to build a home, a life, and a future.



SUPERINTENDENT'S COMMENTS
BOARD DISCUSSION AND QUESTIONS

We are CCSD
DESTINATION DISTRICT

CCSD

CLARK COUNTY

SCHOOL DISTRICT

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