

The OMS's Discipline Report for the 2018-19, 2019-20 and 2020-21 School Years.



Views on Discipline

1. All students should feel physically, emotionally, and psychologically safe at school.
2. Students make mistakes. It is our hope that when a student breaks a rule, they will learn from it - that it will be a teachable moment.
3. When possible, we would like students to take responsibility for their mistake and fix any harm that they have caused (Restorative Justice).
4. Students should not have their education disrupted by their classmates.

Analyzing the Data

1. Students who identify as male are more likely to be suspended and/or receive a detention than students who identify as female.
2. Special education students are disproportionately suspended and/or issued a detention.
3. African-American students are disproportionately suspended and/or issued a detention.
4. For the last three years, there was less than one detention issued per day.
5. A majority of our suspensions are in-school suspensions.

Suspension Data for the 2018-2019 School Year

1. In total there were 34 students who were suspended.
2. Gender – 30 were male and 4 were female.
3. IEPs – Half were special education students.
4. Racial breakdown -
 - 23 students identified as white (68%). Our white population was 74%.
 - 4 students identified as African-American (12%). Our African-American population was 3%.
 - 3 students identified as Asian (9%). Our Asian population was 11%.
 - 3 students identified as multi-race, non-Hispanic (9%). Our multi-race, non- Hispanic population was 6%.
 - 0 Hispanic students were suspended. Last year our Hispanic population was 6%.
 - 1 student identified as an English Language Learner
5. Biggest reason for suspension – vaping.
6. Grade – 13 students were in seventh grade and 21 students were in eighth grade.

Detention Data 2018-2019 (Grades 7,8)

217 incidents that resulted in detention (176 male - 41 female)

145 White (67% of detention - 74% of the population)

23 African Americans (11% of detention - 3% of the population)

12 Asians (5% of detention - 11% of the population)

31 Mixed Race (14% of detention - 6% of the population)

6 White-Hispanic (3% of detention - 6% of the population)

Suspension Data for the 2019-2020 School Year

1. There were 23 students who were suspended.
2. Gender – 20 were male and 3 were female.
3. IEPs – 61% of the suspensions were special education students. (14 out of 23 students)
4. Racial breakdown -
 - 14 students identified as white (61%). Our white population was 72%.
 - 3 students identified as African-American (13%). Our African-American population was 3%.
 - 1 student identified as Asian (4%). Our Asian population was 11%.
 - 1 students identified as multi-race, non-Hispanic (4 %). Our multi-race, non- Hispanic population was 6%.
 - 4 Hispanic students were suspended (17%). Last year our Hispanic population was 7%.
5. Biggest reason for suspension – student conflicts.
6. Grade – 15 students were in seventh grade and 8 students were in eighth grade.

Detention Data 2019-2020 (Grades 7,8)

110 incidents that resulted in detention (102 male - 8 female)

78 White (71% of detention - 70.5)

11 African Americans (3.4% of pop. - 10% of detention)

5 Asians (13.0% of pop. - 4% of detention)

4 Mixed Race (6.8% of pop. - 4% of detention)

12 White-Hispanic (6.1 of pop. - 11% of detention)

Suspension Data for the 2020-21 School Year

1. There were 15 students who were suspended.
2. Gender – 12 were male and 3 were female.
3. IEPs – 80% of the suspensions were special education students. (12 out of 15 students)
4. Racial breakdown -
 - 10 students identified as white (66%). Our white population was 72%.
 - 3 students identified as African-American (20%). Our African-American population was 4%.
 - 0 students identified as Asian. Our Asian population was 10%.
 - 1 students identified as multi-race, non-Hispanic (6%). Our multi-race, non- Hispanic population was 6%.
 - 1 Hispanic students were suspended (6%). Last year our Hispanic population was 8%.
5. Biggest reason for suspension – no clear trend
6. Grade – 3 students were in seventh grade and 12 students were in eighth grade.

Combined look at three years

1. There were 72 students who were suspended.
2. Gender – 62 were male and 10 were female.
3. IEPs – 60% of the suspensions were special education students. (43 out of 72 students)
4. Racial breakdown -
 - 47 students identified as white (65%). Our white population was 72.5%.
 - 10 students identified as African-American (14%). Our African-American population was 3.5%.
 - 4 student identified as Asian (6%). Our Asian population was 11%.
 - 5 students identified as multi-race, non-Hispanic (7%). Our multi-race, non- Hispanic population was 6%.
 - 5 Hispanic students were suspended (7%). Our Hispanic population was 7%.
 - 1 ELL student

Next Steps at the Ottoson

1. Continue to meet with the Ottoson administrative team to make sure we taking a consistent approach to discipline, including detentions and interventions.
2. Continue the professional development around anti-racism and the topics of implicit bias, white privilege, and systemic racism.
3. Analyze data to identify student needs and appropriate supports.
4. Look at ways to make sure all students are feeling successful in school and have a sense of belonging. We are looking at the curriculum and how we are teaching.