

# 2022-2023 APS Annual Discipline Report



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# Objectives



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- The data presented in this report contains the following information:
  - FY22 Discipline Data Overview
  - Data by Ethnicity/Race, gender, and IEP status,
  - Discipline Outcomes:
    - Out-of-school suspension
    - In-school suspension
  - Steps to support behavior



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# Arlington High School

# Analysis of the FY22 Data



- Overall discipline and suspension numbers remain low compared to previous years
  - 12 out-of-school suspensions to date (down from SY20)
  - 26 in-school suspensions to date (same as SY20)
- Indications of adjusting to school post-pandemic (higher rate in September/October and then lower for the rest of the year)
- Focus on attendance, mental health, and re-engaging students with school



# FY22 OOS Data

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1. There were **12** students who were suspended
2. Gender – There were **5** males and **7** females
3. IEPs – **16.67%** of the suspensions were special education students. (**2** out of **12** students)
4. Racial breakdown:
  - 5** students identified as White (**41.67%**); Overall White population (**73.8%**)
  - 2** students identified as Black/ African-American (**16.67%**); Overall Black/African American population (**3.8%**)
  - 1** student identified as Asian (**8.33%**); Overall Asian population (**10.9%**)
  - 1** student identified as multi-race, non-Hispanic (**8.33%**); Overall multi-race, non-Hispanic population (**5.5%**)
  - 3** Hispanic/Latino students were suspended (**25%**); Overall Hispanic/Latino population (**6%**)
5. Biggest reasons for suspension – Drugs, fight/assault, theft, chronic behavior, charged with a felony

# FY22 IS Data



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1. There were **26** students who received in-school suspensions
2. Gender – There were **15** males and **11** females
3. IEPs– **57.69%** of the in-school suspensions were special education students. (**15** out of **26** students)
4. Racial breakdown:
  - 15** students identified as White (**57.69%**); Overall White population (**73.8%**)
  - 4** students identified as Black/African American (**15.38%**); Overall Black/African American population (**3.8%**)
  - 1** student identified as Asian (**3.85%**); Overall Asian population (**10.9%**)
  - 0** students identified as multi-race, non-Hispanic (**0%**); Overall multi-race, non-Hispanic population (**5.5%**)
  - 6** Students identified as Hispanic/Latino (**23.08%**); Overall Hispanic/Latino population (**6%**)

# Equity Concerns—Things to Track



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- Discipline for “behavior” based on attribution and relationships (e.g., disruption)
- Discipline based on teacher-student interaction
- Behavior based on “will” not skill
- Behavior is an interaction between student and school
- Continue targeting disproportionality and overall rates

# Steps to Support Behavior



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- Continue Collaborative Problem Solving: training trainers
- Ongoing training on Unconscious Bias
- Anti-bias and affinity groups, Equity Response Team, Voices United, wellness and inclusion programming
- Curriculum initiatives focused on engagement and belonging (e.g., heterogeneous pilot, curriculum representation)
- Developing Interventions vs. Detentions to move away from Plan A. Examples:
  - Treatment models for drug offenses
  - Academic support models for absences
- Attendance Office - piloting School Pass card based system



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# **Ottoson Middle School**

# Views on Discipline

- All students should feel physically, emotionally, and psychologically safe at school
- 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
- When possible, we would like students to take responsibility for their mistake and fix any harm that they have caused (Restorative Justice)
- Students should not have their education disrupted by their classmates

# Analysis of the FY22 Data



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- Students who identify as male are more likely to be suspended and/or receive a detention than students who identify as female
- A majority of our suspensions are in-school suspensions

# FY22 OMS OOS Data

1. There were **21** students who were suspended
2. Gender – **16** were male and **5** were female
3. IEPs – **61.90%** of the suspensions were special education students. (**13** out of **21** students)
4. Racial breakdown:
  - 15** students identified as White (**71.42%**); Overall White population (**72%**)
  - 3** students identified as African-American (**14.28%**); Overall African American population was (**4%**)
  - 0** students identified as Asian (**0%**) Our Asian population was (**10%**)
  - 3** students identified as multi-race, non-Hispanic (**14.28%**). Our multi-race, non-Hispanic population was (**6%**)
  - 0** Hispanic/Latino students were suspended (**0%**). Last year our Hispanic/Latino population was (**8%**)
5. Biggest reasons for suspension – vandalism, physical altercations

# FY22 OMS IS Data

1. There were **23** students who received in-school suspensions
2. Gender – There were **17** males and **6** females
3. IEPs – **60.87%** of the in-school suspensions were special education students. (**14** out of **23** students)
4. Racial breakdown:
  - 15** students identified as White (**65.22%**); Overall White population (**73.8%**)
  - 3** students identified as Black/African American (**13.04%**); Overall African American population. (**3.8%**)
  - 0** students identified as Asian (**0%**); Overall Asian population (**10.9%**)
  - 2** students identified as multi-race, non-Hispanic (**8.69%**); Overall multi-race, non-Hispanic population (**5.5%**)
  - 3** Students identified as Hispanic/Latino (**13.04%**); Overall Hispanic/Latino population (**6%**)

# Steps to Support Behavior



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- Continue to meet with the Ottoson administrative team to make sure we taking a consistent approach to discipline, including detentions and interventions
- Continue the professional development around anti-racism and the topics of implicit bias, white privilege, and systemic racism
- Analyze data to identify student needs and appropriate supports
- 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 to ensure that all students are engaged, feel safe and a sense of belonging



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# **Gibbs School**

# Approach to Discipline



We consistently analyze and reflect on our practices and intervention to learn what works best for our students and how to assist them in improving and learning lagging intrinsic skills. Our discipline system is modeled after the *Responsive Classroom* approach:

- Involve students in clearly taught, modeled and posted expectations
- SKILL BUILD when redirecting and reminding of expectations
- Hold problem solving conferences between students and teachers; students and students; students and administrators; students and parents/guardians
- Explicitly and positively reinforce when students are following expectations
- On rare occasions, a student may stay after school to start a project on an intrinsic skill and continue that work at home with parents/guardians support

# FY22 Gibbs OOS Data



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1. There were **5** students who were suspended
2. Gender – **5** were male and **0** were female
3. IEPs – **80%** of the suspensions were special education students. (**4** out of **5** students)
4. Racial breakdown:
  - 4** students identified as White (**80%**); Overall White population (**71.9%**)
  - 0** students identified as Black/African American (**0%**); Overall Black/African American population was (**3.5%**)
  - 0** students identified as Asian (0%) Our Asian population was (**11.9%**)
  - 0** students identified as multi-race, non-Hispanic (**0%**). Our multi-race, non- Hispanic population was (**6.4%**)
  - 1** Hispanic/Latino students were suspended (**20%**). Last year our Hispanic/Latino population was (**5.8%**)
5. Biggest reasons for suspension –bullying, threatening behavior or language

# Steps to Support Behavior



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- Continue work/training with Responsive Classroom
  - Enroll all new staff for attendance in Responsive Classroom (RC) Training - Summer 2023
  - Continue to improve an our implementation of RC for the purpose of continuous improvement and fidelity in application of the program
- Continue to develop a transition plan into Gibbs from the seven elementary schools
- Continue working with the school counselors and the district social/emotional coaches to create tools and strategies within Gibbs to teach all students how to fully engage in learning
- Annual administration of the following: Mental Health Screener; The Social Emotional Learning Indicator System (SELIS); Signs of Suicide (SOS); and Panorama (A Climate Indicator Survey)
- Analyze the survey data to inform next steps
- Continue training with the district around implicit bias, white privilege and systemic racism.



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# Elementary

# FY22 Elementary IS Data



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1. There was **1** student who received an in-school suspension (Additional demographic information will not be shared in order to protect the identity of this one student.)

# Steps to Support Behavior



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- Elementary Staff continue to implement Responsive Classroom
  - Both basic responsive classroom and advanced responsive classroom training courses were offered this past summer to elementary staff
- K-5 Second Step curriculum has been adopted for explicit SEL instruction
- We have hired an SEL coach who has been spending time in classrooms modeling lessons and providing guidance on how to support the SEL development of students
- Use of SELIS Data to understand how students assess their SEL skills
- Continue to offer anti-racist, unconscious bias training to all staff through district-wide professional development sessions and IDEAS courses

# Conclusion

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