

ANN ARBOR PUBLIC SCHOOLS

LEAD. CARE. INSPIRE.



Student Suspension and Supports in the Ann Arbor Public Schools

Board of Education
April 23, 2025

Objectives

- Review and analyze K–12 student suspension data in Ann Arbor Public Schools over the past six school years.
- Highlight ongoing efforts to assess and support students' overall well-being.
- Share current strategies and interventions being implemented by school staff.
- Identify and propose next steps to enhance support for all AAPS students.

Review and Analyze: Guiding Questions

1. How have the number of student suspensions changed over time, both overall and by level? What are the trends?
2. How are suspensions disaggregated among students by demographics?
3. What are the most common reasons for student suspensions? Has this changed over time?

Other Factors to Consider

- Suspension is determined pursuant to our Rights & Responsibilities Handbook.
- We removed data from the 2020-21 school year due to the virtual setting for most of that year and very low number of suspensions.
- We estimated total suspension numbers overall and by level for 2019-20 and 2024-25 years for comparability due to COVID and partial year respectively.
- Student suspension data is collected in Powerschool.
- Michigan schools are required to report all suspensions (both in-school and out-of-school) to the state each year.

Data Collection Overview

- Data was analyzed for all *in school and out of school*- suspension records in Powerschool between 2018-19 and 2024-25 year-to-date.
- Also collected:
 - Level of student suspended (elementary, K-8, middle, or high school)
 - Why the suspension was assigned
- Demographic Information:
 - Economically disadvantaged (ED)
 - English Learner (EL)
 - IEP status (students with disabilities)
 - Race/Ethnicity
 - Gender Identity

Suspensions Over Time

Question 1:

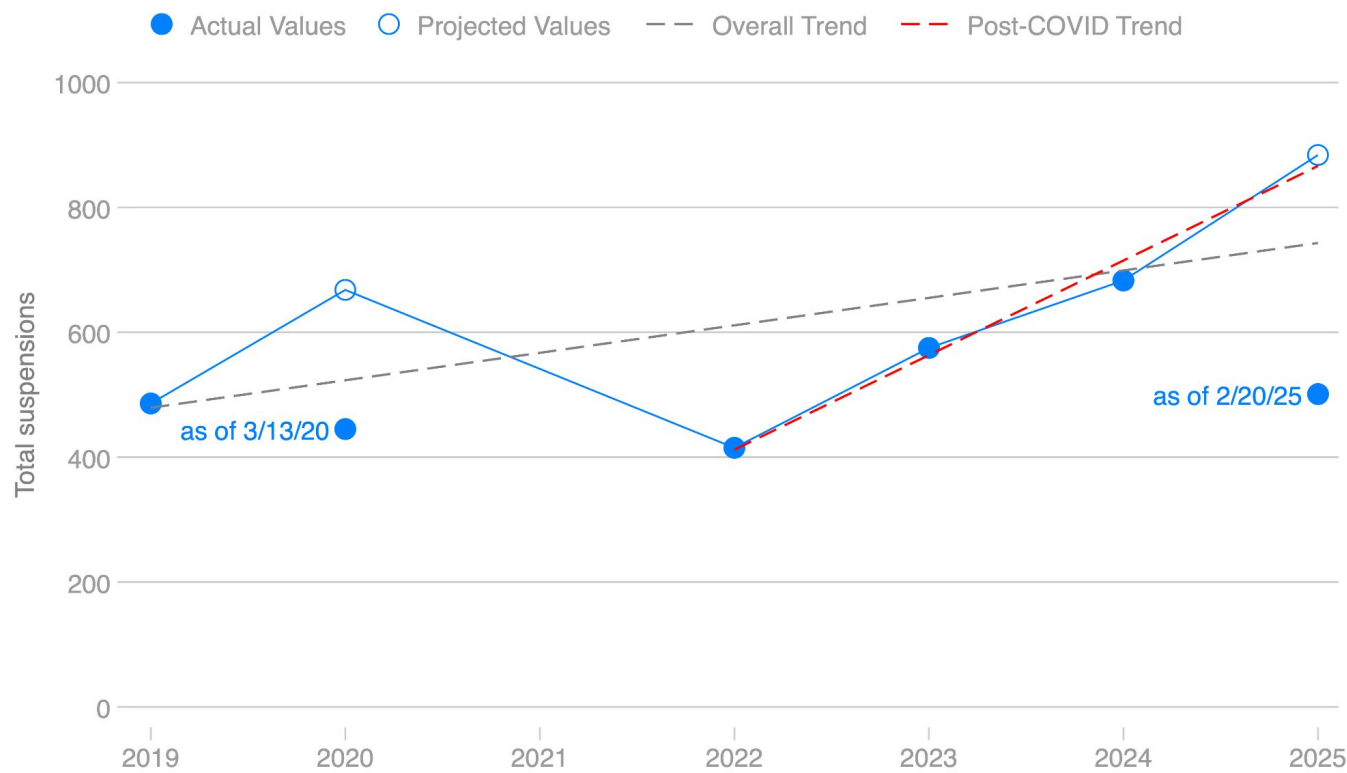
How have the number of student suspensions changed over time, both overall and by level? What are the trends?

Table 1. Number of Suspensions Assigned, Overall and By Level, 2018-19 through 2024-25

Academic Year	District	Elementary Buildings	K-8 Buildings	Middle School Buildings	High School Buildings
2018-19	486	73	8	99	306
2019-20	445 (668)	153 (230)	7 (11)	114 (171)	171 (257)
2021-22	415	103	3	123	186
2022-23	575	150	3	159	263
2023-24	683	228	17	233	205
2024-25	501 (884)	133 (235)	15 (26)	203 (358)	150 (265)

The number in parentheses represent a **projected** numerical value for the full school year based on the data.

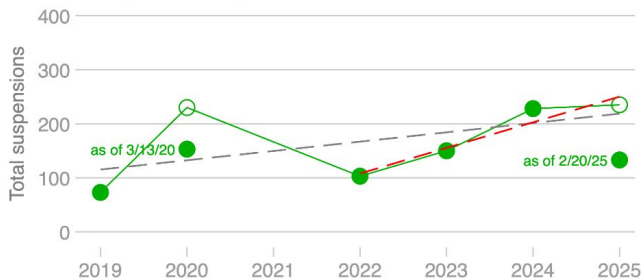
Total District Suspensions by Year, 2018-19 through 2024-25



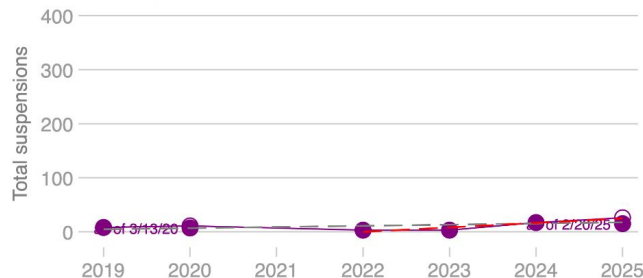
District Suspensions by Level by Year, 2018-19 through 2024-25

● Actual Values ○ Projected Values — Overall Trend - - Post-COVID Trend

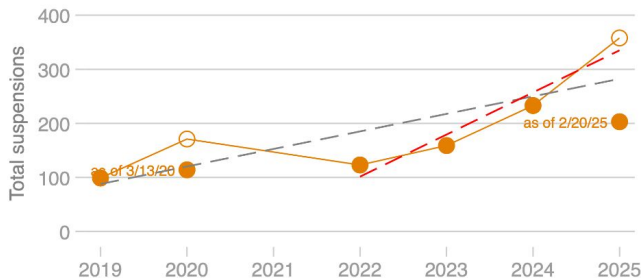
Elementary Buildings



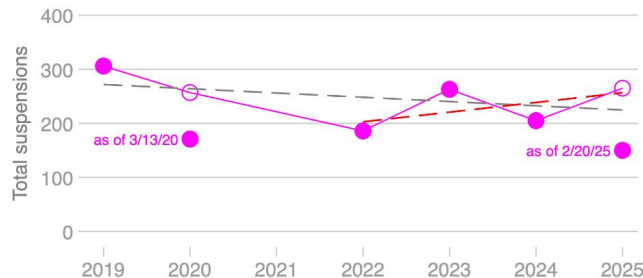
K-8 Buildings



Middle School Buildings



High School Buildings



Suspensions and Student Demographics

Question 2:

How are suspensions disaggregated among students by demographics?

Table 2. Proportion of Suspensions by Student Demographic Compared to Proportion of Population, 2018-19 through 2024-25

Demographic Group	2018-2019			2019-2020			2021-2022		
	Percent of suspensions	Percent of population	Percentage point difference	Percent of suspensions	Percent of population	Percentage point difference	Percent of suspensions	Percent of population	Percentage point difference
Asian	2.9	14.5	-11.7	2.7	14.4	-11.7	1.2	13.7	-12.5
Black/African American	47.7	13.8	+33.9	42.7	13.8	+28.9	56.6	14.4	+42.2
Hispanic/Latino	6.6	8.9	-2.3	8.3	9.1	-0.8	10.6	10.1	+0.5
Two or More Races	9.3	11.1	-1.9	13.9	11.3	+2.7	10.1	11.1	-0.9
White	33.5	51.4	-17.9	31.0	51.2	-20.2	21.5	50.5	-29.0
Female	25.1	48.9	-23.8	28.3	49.0	-20.7	32.8	49.3	-16.5
Male	74.9	51.1	+23.8	71.5	51.0	+20.5	65.8	50.7	+15.1
Economically Disadvantaged	64.2	25.0	+39.2	59.5	23.9	+35.6	61.7	24.3	+37.4
Not Econ Disadv	35.8	75.0	-39.2	40.5	76.1	-35.6	38.3	75.7	-37.4
English Learner	5.1	9.1	-4.0	3.8	9.1	-5.2	5.3	9.7	-4.4
Not English Learner	94.9	90.9	+4.0	96.2	90.9	+5.2	94.7	90.3	+4.4
Students With Disabilities	43.4	11.4	+32.0	39.3	12.1	+27.3	42.9	12.3	+30.6
Students Without Disabilities	56.6	88.6	-32.0	60.7	87.9	-27.3	57.1	87.7	-30.6

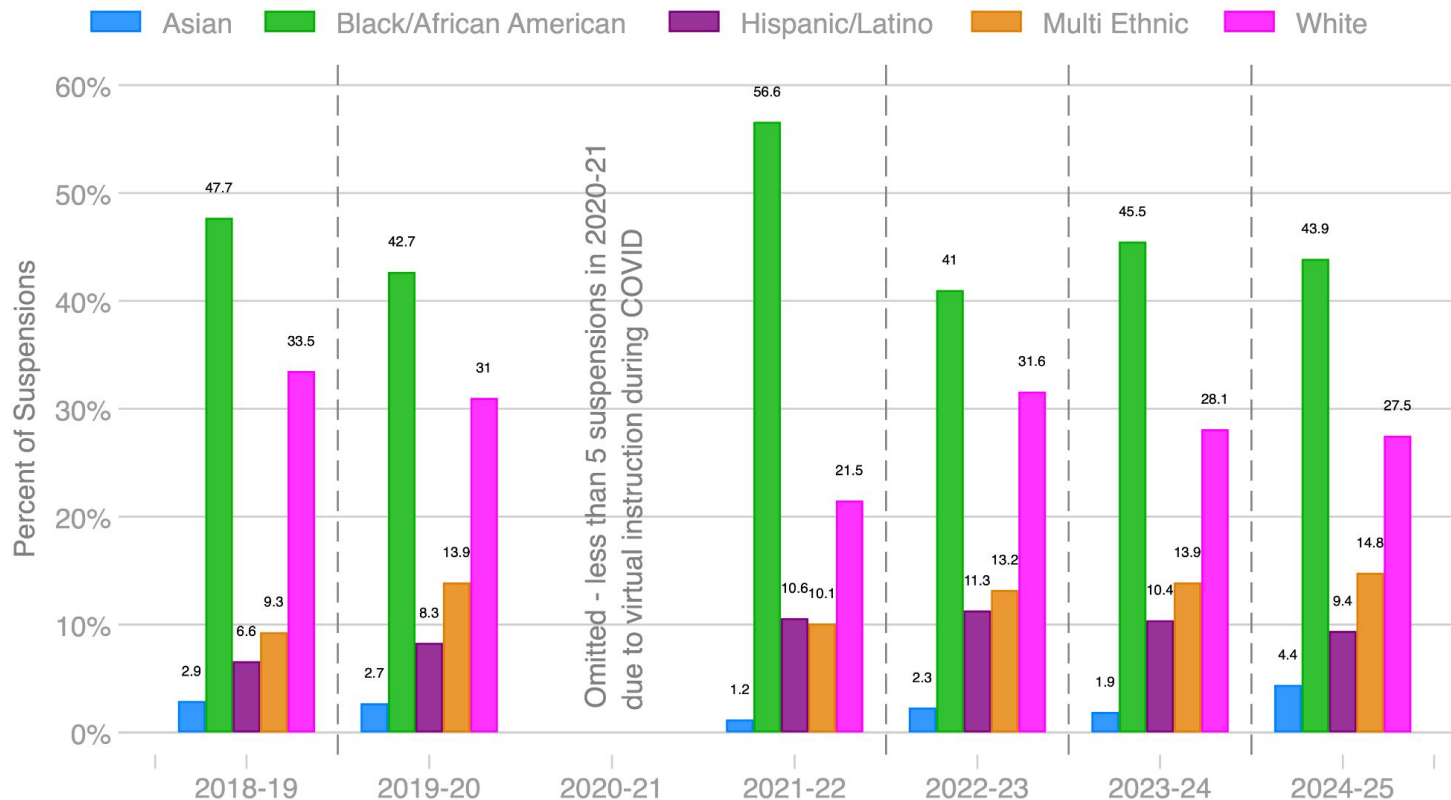
Source: PowerSchool SIS and mischooldata.org. Calculations are author's own. American Indian/Alaskan, Hawaiian/Pacific Islander, and Non-Binary student records have been excluded because there were less than 10 records in the analysis data.

Table 2. Proportion of Suspensions by Student Demographic Compared to Proportion of Population, 2018-19 through 2024-25 (continued)

Demographic Group	2022-2023			2023-2024			2024-2025		
	Percent of suspensions	Percent of population	Percentage point difference	Percent of suspensions	Percent of population	Percentage point difference	Percent of suspensions	Percent of population	Percentage point difference
Asian	2.3	13.6	-11.4	1.9	13.6	-11.7	4.4	13.5	-9.1
Black/African American	41.0	13.5	+27.5	45.5	13.1	+32.4	43.9	12.6	+31.4
Hispanic/Latino	11.3	10.5	+0.8	10.4	10.8	-0.4	9.4	11.4	-2.0
Two or More Races	13.2	11.7	+1.5	13.9	12.1	+1.8	14.8	12.5	+2.3
White	31.7	50.4	-18.8	28.1	50.3	-22.2	27.5	50.0	-22.5
Female	30.8	49.2	-18.4	31.2	49.3	-18.1	27.5	49.5	-21.9
Male	67.3	50.8	+16.5	67.3	50.7	+16.6	71.9	50.5	+21.3
Economically Disadvantaged	64.2	26.6	+37.6	68.2	26.0	+42.2	67.7	25.8	+41.8
Not Econ Disadv	35.8	73.4	-37.6	31.8	74.0	-42.2	32.3	74.2	-41.8
English Learner	9.4	9.9	-0.5	8.6	10.1	-1.5	9.6	10.6	-1.0
Not English Learner	90.6	90.1	+0.5	91.4	89.9	+1.5	90.4	89.4	+1.0
Students With Disabilities	43.5	12.8	+30.7	52.3	12.8	+39.4	50.3	13.0	+37.3
Students Without Disabilities	56.5	87.2	-30.7	47.7	87.2	-39.4	49.7	87.0	-37.3

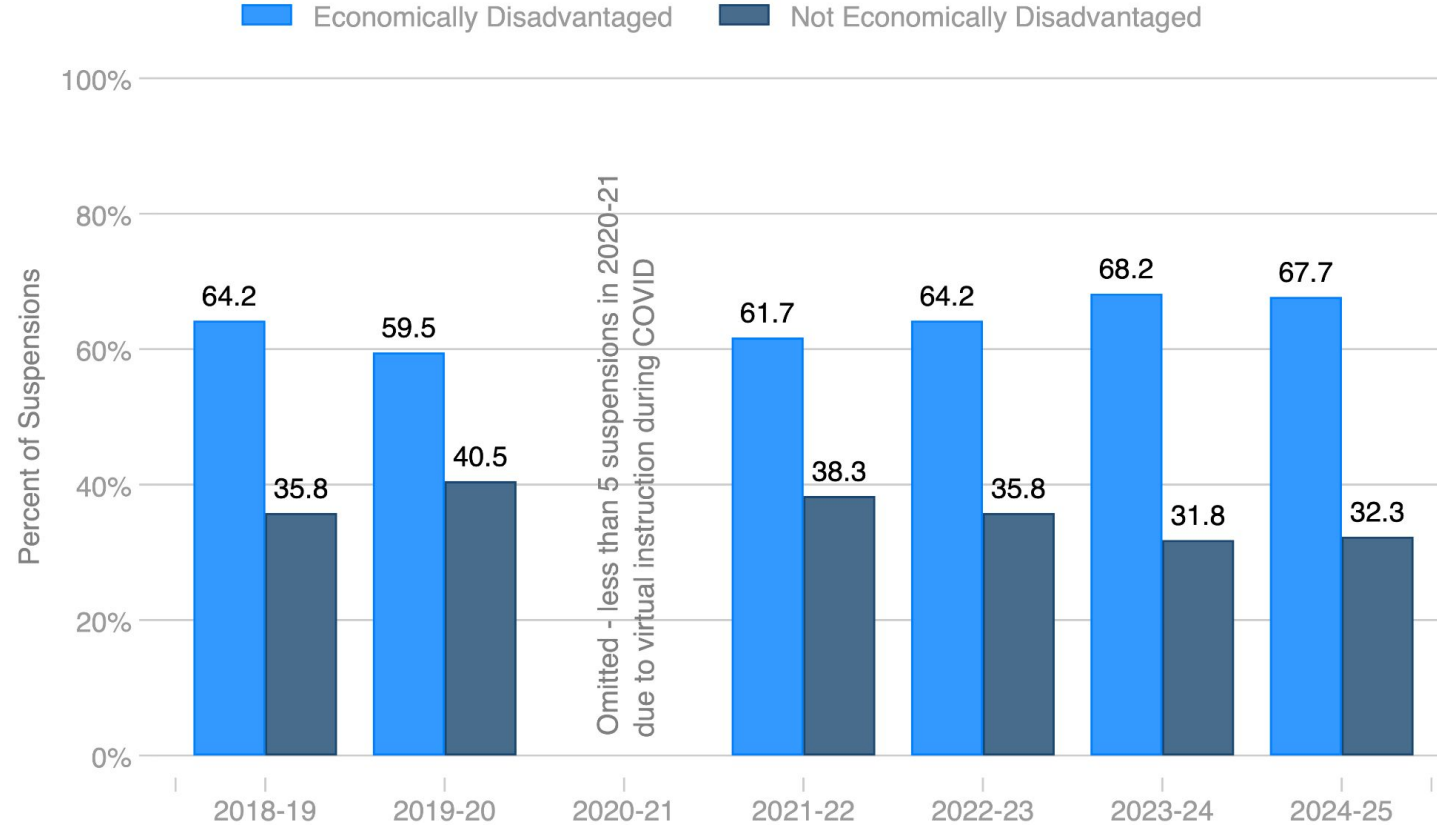
Source: PowerSchool SIS and mischooldata.org. Calculations are author's own. American Indian/Alaskan, Hawaiian/Pacific Islander, and Non-Binary student records have been excluded because there were less than 10 records in the analysis data.

Percent of Suspension by Race/Ethnicity, 2018-19 through 2024-25

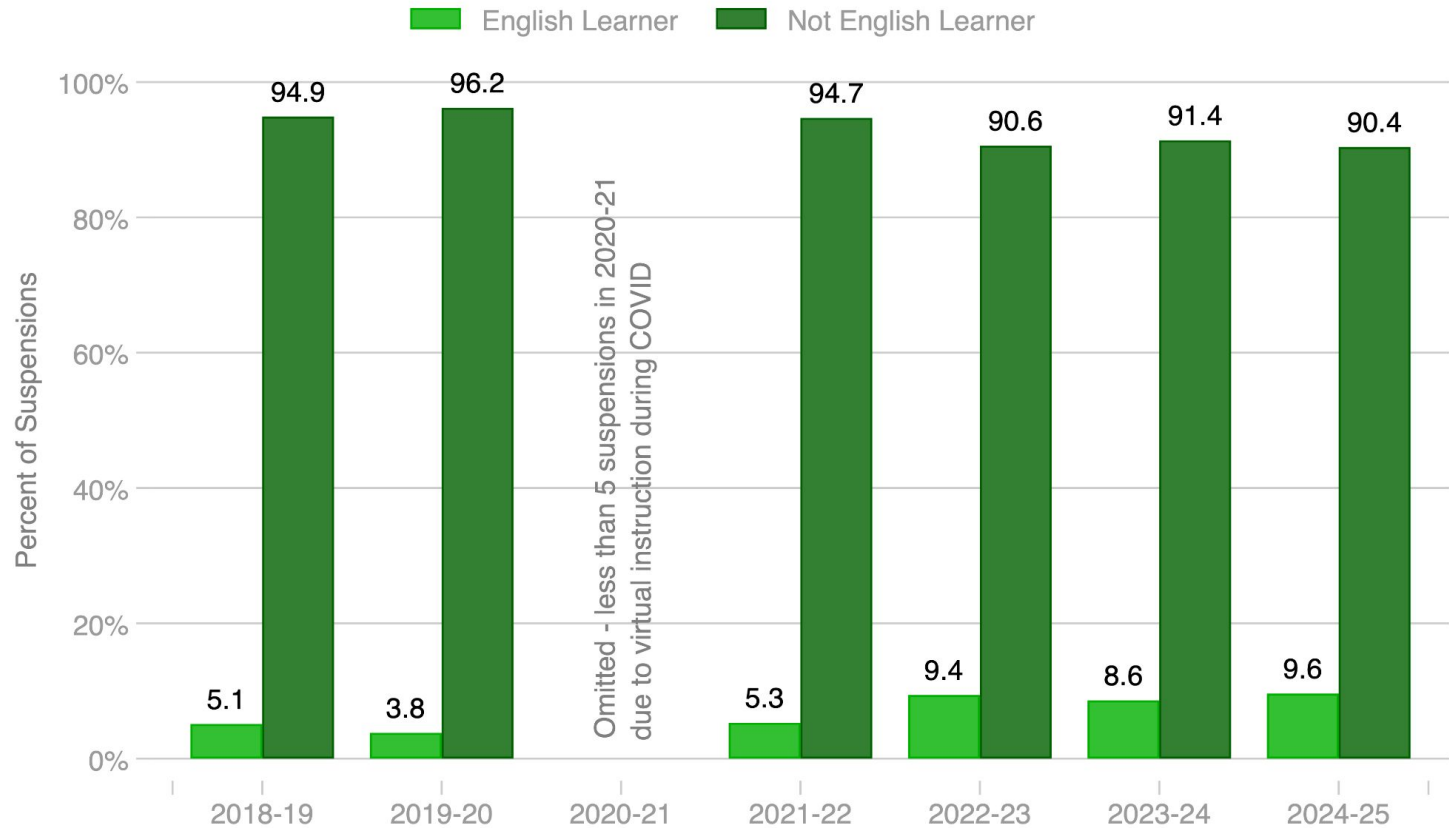


American Indian/Alaskan and Hawaiian/Pacific Islander not included because they made up less than 1% of all suspensions

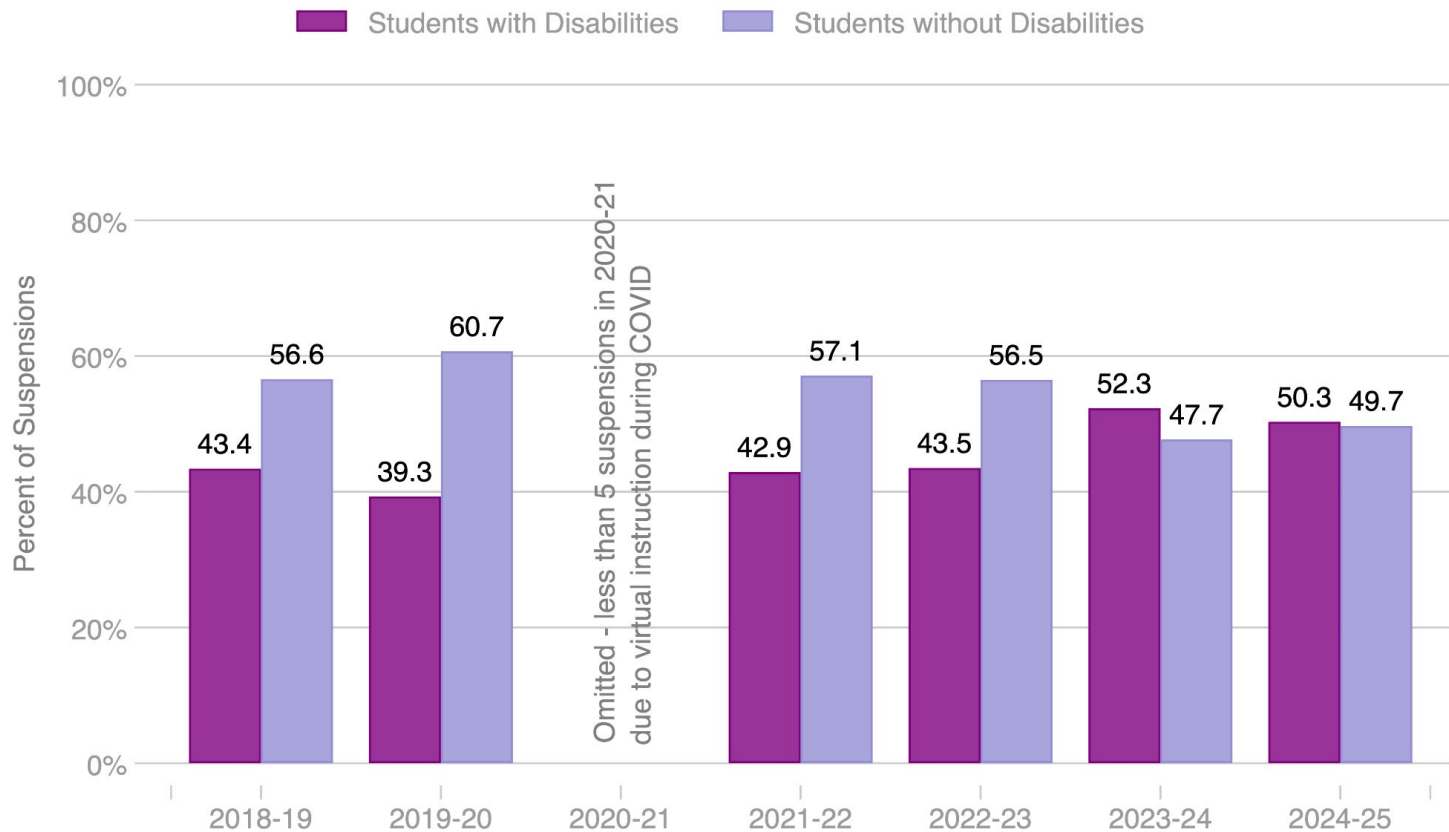
Percent of Suspensions by Economic Disadvantage, 2018-19 through 2024-25



Percent of Suspensions by English Learner Status, 2018-19 through 2024-25



Percent of Suspensions by Disability Status, 2018-19 through 2024-25



Common Reasons Suspensions are Assigned

Question 3:

**What are the most common reasons for student suspensions?
Has this changed over time?**

Most Common Suspension Reasons, 2018-19 through 2024-25 - Panel 1

2018-2019		2019-2020 (partial year)		2021-2022	
Reason	Count	Reason	Count	Reason	Count
Alcohol/Drug Activity	106	Physical aggression	85	Fighting	88
Fighting	82	Fighting	72	Physical aggression	52
Tobacco Use/Possess	48	Physical assault	52	Alcohol/Drug Activity	48
Physical aggression	39	Disruptive Conduct	42	Disruptive Conduct	37
Disruptive Conduct	34	Alcohol/Drug Activity	38	Tobacco Use/Possess	26
Physical assault	32	Insubordination/Open Defiance	27	Physical assault	25
Insubordination/Open Defiance	24	Truancy	13	Insubordination/Open Defiance	16
Persistent Disobedience	17	Tobacco Use/Possess	12	Verbal Assault	10
Instigation, Provocation	15	Theft	8	Inappropriate Images	7
Consensual sex misconduct	14	Unwelcome physical contact	7	Possess Other Weapon	7
				Unwelcome physical contact	7

Most Common Suspension Reasons, 2018-19 through 2024-25 - Panel 2

2022-2023		2023-2024		2024-2025 (YTD)	
Reason	Count	Reason	Count	Reason	Count
Fighting	102	Physical aggression	113	Physical aggression	88
Alcohol/Drug Activity	80	Fighting	106	Fighting	68
Physical aggression	68	Disruptive Conduct	96	Disruptive Conduct	42
Disruptive Conduct	49	Physical assault	54	Alcohol/Drug Activity	37
Physical assault	49	Alcohol/Drug Activity	37	Physical assault	34
Insubordination/Open Defiance	32	Insubordination/Open Defiance	29	Insubordination/Open Defiance	26
Tobacco Use/Possess	20	Tobacco Use/Possess	15	Tobacco Use/Possess	18
Threats of Weapon	12	Theft	12	Instigation, Provocation	6
Unwelcome physical contact	9	Instigation, Provocation	9	Theft	6
Persistent Disobedience	8	Inappropriate Use of Internet	8	Threats of Weapon	6
		Indecent Gesture	8		
		Unwelcome physical contact	8		
		Violation harassment	8		

Most Common Suspension Reasons by Level, 2018-19 through 2024-25 - Panel 1

	Elementary		Middle		High	
2018-19	Physical aggression	21	Fighting	26	Alcohol/Drug Activity	102
	Disruptive Conduct	14	Tobacco Use/Possess	15	Fighting	54
	Insubordination/Open Defiance	9	Physical aggression	10	Tobacco Use/Possess	33
	Physical assault	9	Disruptive Conduct	9	Physical assault	19
					Consensual sex misconduct	14
					Persistent Disobedience	14
2019-20	Physical aggression	56	Fighting	31	Alcohol/Drug Activity	36
	Physical assault	37	Disruptive Conduct	19	Fighting	33
	Disruptive Conduct	17	Physical aggression	15	Insubordination/Open Defiance	13
	Fighting	8	Physical assault	7	Physical aggression	13
	Insubordination/Open Defiance	7	Insubordination/Open Defiance	6	Tobacco Use/Possess	12
2021-22	Physical aggression	30	Physical aggression	21	Fighting	58
	Fighting	11	Fighting	18	Alcohol/Drug Activity	41
	Physical assault	11	Disruptive Conduct	15	Tobacco Use/Possess	17
	Tobacco Use/Possess	7	Alcohol/Drug Activity	7	Disruptive Conduct	16
	Disruptive Conduct	6			Insubordination/Open Defiance	13
	Unwelcome physical contact	6				

Most Common Suspension Reasons by Level, 2018-19 through 2024-25 - Panel 2

	Elementary		Middle		High	
2022-23	Physical aggression	50	Fighting	37	Alcohol/Drug Activity	75
	Physical assault	27	Disruptive Conduct	13	Fighting	57
	Disruptive Conduct	11	Physical aggression	10	Disruptive Conduct	25
	Fighting	8	Physical assault	10	Insubordination/Open Defiance	23
	Threats of Weapon	7			Tobacco Use/Possess	16
2023-24	Physical aggression	74	Fighting	46	Fighting	48
	Disruptive Conduct	31	Disruptive Conduct	37	Alcohol/Drug Activity	33
	Physical assault	26	Physical aggression	31	Disruptive Conduct	28
	Fighting	11	Insubordination/Open Defiance	13	Physical assault	12
	Insubordination/Open Defiance	8	Physical assault	13	Instigation, Provocation	9
2024-25	Physical aggression	46	Fighting	35	Fighting	29
	Physical assault	18	Physical aggression	30	Alcohol/Drug Activity	26
	Disruptive Conduct	7	Disruptive Conduct	21	Disruptive Conduct	14
			Insubordination/Open Defiance	14	Tobacco Use/Possess	12
			Alcohol/Drug Activity	7	Physical assault	9

AAPS Suspension Summary

Suspensions over 2018-19 through 2024-25

- Overall, the number of suspensions assigned over the analysis period shows an increasing trend, driven by elementary and middle level increases.
- High school suspensions show a decreasing trend.
- With the exception of K-8 buildings, all levels and the district overall have a steeper increasing trend line in the post-COVID closure period.
- Suspensions are disproportionate across the six year analysis period, with Black/African American students, Economically Disadvantaged students, Students with Disabilities, and male students.

Suspensions over 2018-19 through 2024-25

Over the analysis period, the primary reasons for student suspensions fall into the broad categories of the following:

- fighting, physical aggression, physical assault
- alcohol/drug activity, tobacco use
- disruptive conduct/insubordination

These reasons have not changed significantly over the six year analysis period. With the exception of alcohol/drug/tobacco use not being prevalent at the elementary level, there are not drastic differences between levels.

Tiered Supports at a Glance

Multi-Tiered System of Supports (MTSS)



Multi-Tiered System of Supports

“MTSS is something to help organize the adults and their implementation of best practices within classrooms and schools. MTSS is not about organizing kids as much as it is about organizing what we do for and with kids and their families.” - Dr. George Sugai, Professor Emeritus, University of Connecticut



Data to Inform “Student Well-Being”

A more complete understanding...

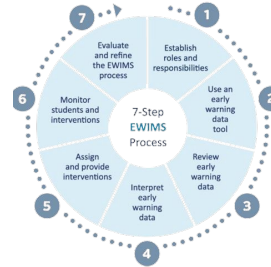
Beyond Attendance & Behavior

- Mental Health
- Climate & Community
- SEL Competencies

Evidence-based

Lead-data vs. Lag-data

Amplify Student Voice



Early Warning Indicators



Social, Academic, & Emotional Behavior Rating Scale (SAEBRS)



Social Emotional Competencies

Data to Inform Supports

Attendance

Behavior

SEL Competencies

“Climate & Community”

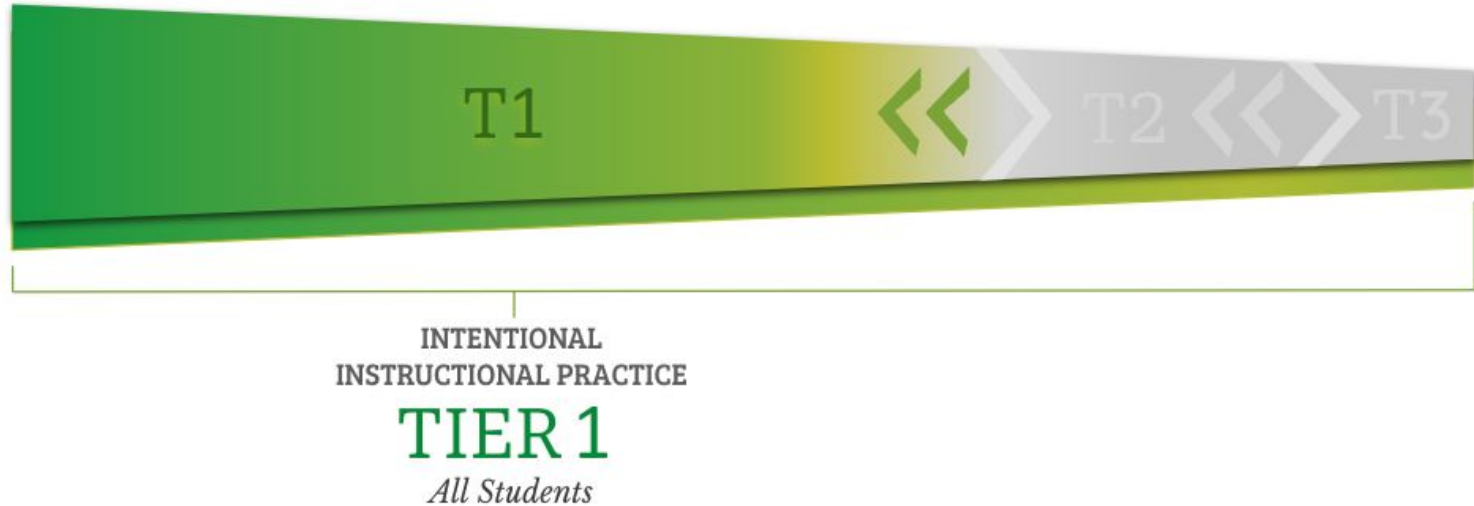
Mental Health



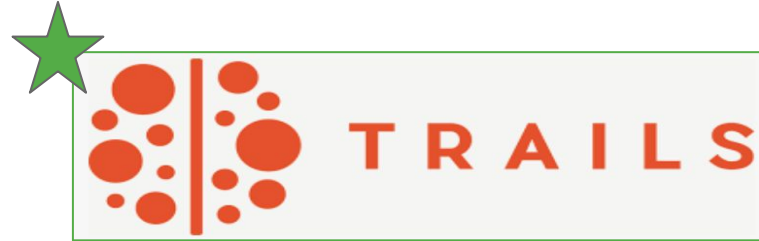
Social-Emotional-Behavioral Well-Being

T1			T2			T3		
INTENTIONAL INSTRUCTIONAL PRACTICE TIER 1 <i>for All Students</i>			TARGETED INTERVENTIONS TIER 2 <i>for Some Students</i>			INTENSIVE INTERVENTIONS TIER 3 <i>for Few Students</i>		
Curriculum and Plans								
<ul style="list-style-type: none"> → Social-Emotional Learning (Curriculum) → MI Model for Health Curriculum → Rhithm 			<ul style="list-style-type: none"> → Tier 2 Positive Behavior Supports Plans → Self-Monitoring Plans → Break Cards/Plans 			<ul style="list-style-type: none"> → Tier 3 Positive Behavior Plans → Emergency Intervention Plans → Safety Plans/Threat Response Plans/Re-entry Plans 		
Strategies and Tools								
<ul style="list-style-type: none"> → AAPS Framework for Equitable Instruction (CRT, UDL, SIOP, Active...) → Positive Behavior Supports & Behavior Science (management) → Social-Emotional Learning (Schoolwide) → Restorative Practices → Trauma Informed Practice → Mental Health 1st Aid 			<ul style="list-style-type: none"> → Check-in, Check-out Protocols → Behavior Contracts & Reward Systems → Mentors & Positive Peers → Small Groups that may focus on: <ul style="list-style-type: none"> • Social Skills • CBT • Depression • Anxiety 			<ul style="list-style-type: none"> → Functional Behavioral Analysis → C-STAG/threat assessments → Columbia/suicidality risk assessments 		
Additional Supports, Collaboration, and Learning								
<ul style="list-style-type: none"> → Classroom Teachers and Core Team → Schoolwide DEI Efforts (e.g. Anti-bullying, campaigns, "Start with Hello", Champion Mindset, Peer to Peer, etc.) → Extracurricular activities → Community Partnerships 			<ul style="list-style-type: none"> → School Support Team → Community Partnerships 			<ul style="list-style-type: none"> → District Support Team → Community Partnerships → Service Referrals: Care Solace, Bridge Team, Psych Emergency Services, & CMH 		

Tier 1- Universal - for ALL



Tier 1- Universal- for ALL



- Foundational Lens/Mindset
 - Culturally Responsive
 - Trauma Informed Practice
 - Mental Health 1st Aid
- Teaching & Learning Resources
 - ★ SEL Curriculum
 - Restorative Practices
 - Positive Behavior Supports
 - Behavior Science

- Teaches the “CASEL 5”
 - Self-awareness
 - Self-management
 - Social awareness
 - Relationships
 - Responsible Decision Making
- Via Cognitive Behavior Theory & Mindfulness

Tier 2 - Targeted for SOME



Provided by...

Counselors
Social Workers
Psychologists
Principals
Teachers
Community Partners

- Groups-Eg. Social Skills,CBT, Anxiety, Depression, etc.
- Self-Monitoring Plans
- Check-in, Check-out
- Behavior Contracts & Reward Systems
- Break Cards/Plans
- Tier 2 Positive Behavior Support Plans
- Mentors & Positive Peers
- Community Partnerships

Tier 3- Intensive for FEW



Provided by...

Counselors
Social Workers
Psychologists
Principals
Community Partners

- Functional Behavioral Analysis
- Tier 3 Positive Behavior Support Plans
- C-STAG/threat assessments
- Columbia/suicidality risk assessments
- Emergency Intervention Plans (EIP)
- Safety Plans/Threat Response Plans
- District Support Team
- Community Partnerships
- Referrals: Psychiatric Emergency Services, Community Mental Health, Care Solace, Bridge Team

**Intervention
/Supports**

Students in Special Education and Disproportionality

How School Teams Support Students with IEPs and 504 Plans



Positive Behavioral Interventions & Supports

A proactive approach to addressing challenging behaviors that teaches positive behavior skills.



Behavior Intervention Plan

A written plan that identifies behaviors of concern and how they will be addressed.



Functional Behavior Assessment/Analysis

A process for collecting data and analyzing the reason why a challenging behavior is occurring.

Additional District Supports

Board Certified
Behavior
Analyst

3 Teacher
Consultants
from WISD

ASD Teacher
Consultant

CI Teacher
Consultant

What happens when students with disabilities are disciplined?

Disciplining Students with Disabilities



Disciplining Students with Disabilities

Emergency removals or informal suspensions count as a disciplinary “removal” for students with disabilities.

Students eligible for services under the IDEA and Section 504 are subject to discipline under those laws.

Disciplining Students with Disabilities

10 Day Rule

All students are subject to AAPS Rights and Responsibilities, regardless of the student's disability.

- Students with disabilities have **additional protections**.
- After 10 days of suspension during a school year –either consecutive or for a pattern of behavior the district must hold a **Manifestation Determination Review** (MDR) Meeting within 10 school days of the removal.

Manifestation Determination Review (MDR)

Manifestation Determination Review (MDR) asks 2 questions:

1. Was the behavior substantially and directly related to the student's disability? *Yes or No*
2. Was the behavior a direct result of the school's failure to implement the student's IEP? *Yes or No*

If the team answers **YES**, to **either** question, the student can no longer be removed and must be returned to the school setting.

If the team answers **NO**, to **BOTH** questions, the student can be removed in accordance to the AAPS Rights & Responsibilities handbook.

Alternatives to Suspension

Alternatives & Proactive Measures to Reduce Suspension

Alternatives To Reduce Suspension

- Forsythe is piloting the American Lung Association's *Intervention Nicotine Dependence: Education, Prevention, Tobacco and Health* (INDEPTH)
- Drug Counseling Community Supports
- Administrative Conferences
- Restorative Measures
- Alternative Lunch Spaces
- Parent/Guardian Meetings with Administrators and School Staff
- Detention
- Community Center Engagement/Support

Proactive Measures

- Restorative Measures
- Community Center Engagement/Support
- The implementation of Safety Plans and/or Behavior Contracts
- Space in the school to redirect, reflect
- Leadership Groups that promote responsible behavior and community
- Logical consequences
- Daily Affirmation Announcements
- Grade Level Assemblies
- Placement Options

Level Spotlights

High School Spotlight

Skyline High School



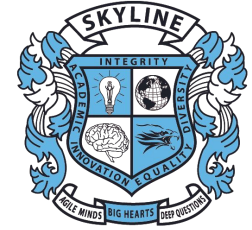
Student Supports In AAPS

Restorative Practice at Skyline

Restorative Practice is an approach to building community and responding to conflict or harm through inclusive, collaborative processes that promote healing, accountability, and positive relationships.

Rooted in restorative justice, restorative practices extend beyond the justice system into schools, workplaces, and communities. In educational settings, restorative practices aim to foster a sense of belonging, mutual respect, and responsibility among students and staff. Rather than focusing on punishment, this approach emphasizes understanding the impact of one's actions, making amends, and restoring relationships.

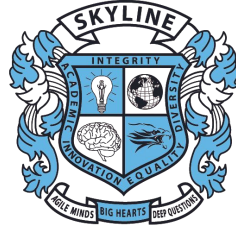
Restorative Practices



An alternative method used in place of disciplining students that seek to balance the process between being too forgiving and too punitive. The goal is to work with students (the victim and the accused) to come to a solution rather than handing down a punishment.



Key components of restorative practice include:



- **Restorative conversations:** Informal or structured discussions to address issues, clarify harm, and promote mutual understanding.
- **Circles:** Community-building or problem-solving gatherings where everyone has a voice and equal opportunity to share.
- **Restorative conferences:** Formal meetings involving those affected by an incident, focusing on accountability and repair.
- **Focus on relationships:** Emphasizing connection, empathy, and proactive relationship-building as central to maintaining a positive environment.



Restorative practices contribute to safer, more supportive school climates by reducing disciplinary issues, strengthening student-teacher relationships, and promoting social-emotional growth.

The Process:



- Students in conflict can refer themselves or be referred by friends, teachers or administrators.
- Students returning from suspension are asked to participate in a re-entry circle.
- SkySquad students set-up the room and escort participants from their class.
- Participants have a pre-conference w/ SkySquad and advisors to make sure their participation is voluntary and constructive.
- Immediately following the circle, practitioners de-brief and reflect with advisors.
- A survey is administered and reviewed post meeting.
- Ongoing check-ins are determined as needed.

SkySquad



Restorative Practice Student Lead Team

A group of students that work with the school's administration to try and resolve conflicts or issues before drastic measures are taken such as suspension or expulsion. They use restorative practices not to pick sides but to be a non-biased party in the resolution of the conflict.

- Student conflicts
- Teacher/student conflicts
- Classroom circles
- Community building circles



Who is SkySquad?

- Practitioners must represent all aspects of our school community
- Chosen and interviewed by current SkySquad members
- Must demonstrate a passion to think differently and critically
- Embrace their role as change agents and peacekeepers
- Brave and courageous enough to be vulnerable and empathetic

Ms. Bass, School Counselor
Ms. Schimmel, School Counselor
Marlene Alcantara-Luna
Karma Bailey
Brandon Broulette
Johnnae Foster
Malcolm Jemison-Blais
Anneliese Johnson

Vedha Kakarla
Kwese Kwakye
Johan Landis Lewis
Sami Munoz-Soto
Maya Neblett
Marc Ordonez
Parker Razelun

Isaiah Thomas
Ty Tyson
Diya Venkat
Maggie Wancier
Stephanie Wang
Olivia Watters
Ashton Woods



Focus Friends Mentorship

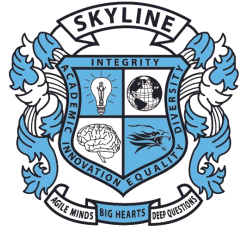


SkySquad runs a mentor/mentee program:

- SkySquad members each take a focus friend under their wing.
- A SkySquad member is a familiar face and supportive friend in our large building.
- Mentors play the part of an older sibling.
- The goal is to make the transition to high school successful and provide an ongoing support network for students.



SkySquad Reflections



- What has SkySquad meant to us personally and to the school community?
- What are some points of pride?



High School Spotlight

High School Deans

High School Deans

Supporting Student Connections

- Maintain a positive & safe school climate
- Meet with students to help them with reflection and decision making
- Assist students with making a plan for better choices
- Mediate conflicts between students (or between student & staff) to avoid circumstances that might lead to discipline
- Lead Restorative Circles



High School Spotlight

High School Deans

Academic Support

- Collaborate with teachers & counselors to monitor student progress
- Meet with students who are struggling academically to develop plans for improvement and student success
- Encourage students to stay engaged in their learning and take advantage of support resources (tutors, learning center, writing center)
- Meet with students with chronic attendance issues



High School Spotlight

High School Deans

Social-Emotional Support

- Provide individual check-in's for students going through personal, social and/or academic challenges
- Work closely with school counselors & mental health professionals, including (RAHS) Regional Alliance of healthy schools. (Pioneer specific) and the Reset Room.
- Help students build confidence, resilience, & self-advocacy skills
- Provide students with community resources



High School Spotlight

High School Deans

Student Engagement

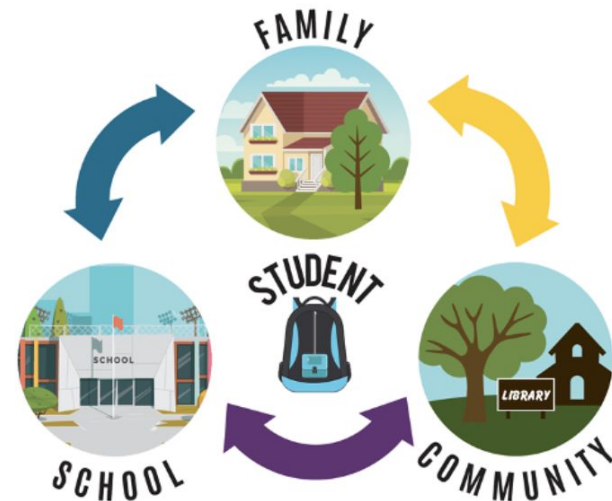
- Build relationships with students to foster trust and connection
- Connect with students during arrival/dismissal, lunch, hallways, transitions, and other unstructured times
- Engage with students during extracurricular and after school activities
- Support student voice initiatives to include clubs, leadership opportunities etc.
- Advocate for all students, with a focus on students who are disconnected or disengaged from the learning environment
- Promote a school culture where every student feels seen, heard and valued
- Targeted interventions such as Girls group and Boys Group
- Assist 8th grade students with the transition process to high school to build community prior to their 9th grade year

High School Spotlight

High School Deans

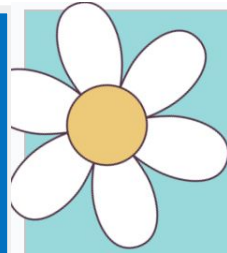
Family & Community Communication

- Act as a liaison between home and school
- Partner with families to support student growth
- Connect families with community resources
- Communicate with families regarding supporting students when there are concerns



Student Agency & Community Partners

Middle School Spotlight



Student Supports at Tappan

ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.



Bryant & Hikone
Community Centers



Empowering Students
Tutoring Group



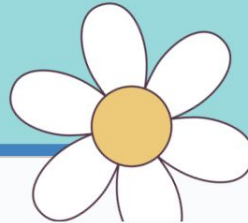
Leadership



Check & Connect
CORD USA



Girls' Group



Student Supports and Interventions at Mitchell Elementary

Elementary Spotlight



Ann Arbor International Baccalaureate

Mitchell's intentional transformation is due to work surrounding:

- Student engagement and leadership
- Meaningful connection through relationships
- Commitment to well-being
- Dedicated educators and adults



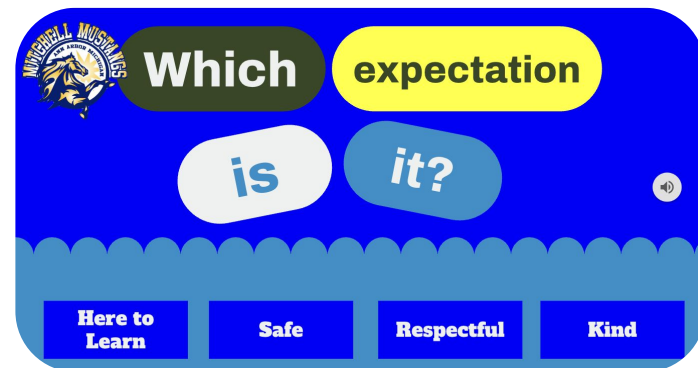
Elementary Spotlight



Ann Arbor International Baccalaureate

Mitchell School Reset

- Re-established our school culture through the Mitchell Expectations
- Launched fun and consistent assemblies to engage the whole school
- Videos reinforce expectations without disrupting student routines
- Emphasis on daily positive messaging



Mitchell School Culture Shifts

- Revived and expanded student partnerships across campus
- Reinstated student leaders for active school involvement
- Student-led announcements, school projects, and campus improvements

Elementary Spotlight



Ann Arbor International Baccalaureate



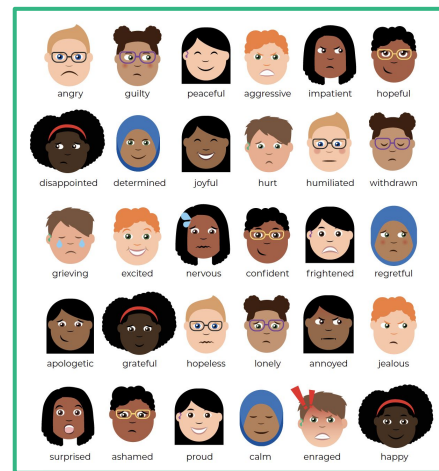
Elementary Spotlight



Ann Arbor International Baccalaureate

Supporting Well-Being

- Launched a new *Reset Room* — a calming space for student reflection
- Ongoing training for staff to ensure consistent, compassionate support



Moving Forward

Behavior is Communication

How do we create safe spaces where students feel connected, valued and supported-leading to increased belonging, connectedness and engagement with decreased suspensions?

What We're Doing Now and Next

Strengthening Supports and Reducing Suspensions

Establish a work team (district and building leadership, teachers, staff, students, parents/caregivers, and community partners) to develop an action plan with goals and strategies to:

- Reduce suspensions and disproportionality amongst black students, male students, students with disabilities, and students who are economically disadvantaged
- Train and develop administrators in alternatives to suspension
- Expand tiered supports and restorative practices districtwide
- Use data to identify patterns and respond with equity
- Continue partnerships with community organizations to expand resources
- Identify recommended policy adjustments

Our Commitment

Moving Forward with Intention

Every student deserves to:

- ✓ Feel connected, valued and seen
- ✓ Learn in a safe, joyful and welcoming environment
- ✓ Get the support they need to make positive choices
- ✓ Be present and engaged in school everyday



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Student Suspension and Supports in the Ann Arbor Public Schools

Board of Education
April 23, 2025