



Monthly Discipline Disproportionality Report September 1- September 30, 2022

The following report is an update of activities to support a proactive approach to realizing accelerated outcomes in reducing disproportionality within Milwaukee Public Schools for the 2022-2023 school year. The monthly reporting associated with disproportionality for the 2022-2023 school year will focus on the following proactive approaches:

- Providing proactive supports & interventions
- Strengthening student, staff & community collaboration
- Reconceptualizing the role of school leaders within discipline
- Developing staff integration of Courageous Conversations about Race

Providing Proactive Supports & Interventions

All Discipline Champions received guidance and best practices on supporting the start of the year and addressing discipline disproportionality. Discipline Champions received the Culture, Climate & Alternatives to Suspension Toolkit, Directory of Support, Discipline Disproportionality Team Processes Guide, as well as some opening week community building activities to utilize with students.

Online self-paced modules are available to staff members and have been shared with Discipline Champions. Topics include six modules on aspects of discipline disproportionality, four modules on creating classroom culture through an antiracist lens, and four modules on Culturally Responsive Problem Solving for Teams. All modules include best practices, application examples and a check for understanding.

A meeting with school leaders and the Discipline Response Team was held at the 12 identified schools of support. School leaders received an overview of supports available and are completing a school climate and discipline diagnostic reflection with their school teams and creating an action plan within their School Improvement Plans. The Discipline Response Team will meet with school teams individually to discuss supporting their school-specific action plan.

The district Restorative Practices team met with schools who have a restorative practice coach to review their progress on school-wide implementation. These schools have district coaches 3 days a week. These school teams are completing a needs assessment and identifying priorities for the year.

The district Positive Behavior Interventions and Support (PBIS) team provided professional development to the Building Intervention Team (BIT) and PBIS Tier 1 teams on facilitating effective team meetings. The PBIS team collaborated with the Specialized Services Program Support Teachers (PST) and Violence Prevention Program (VPP) to redesign the all-day De-escalation professional development into “Navigating the Escalation Cycle” with updated best practices and strategies to support student behaviors prior to them escalating in the classroom.

The Violence Prevention Program (VPP) has expanded the School Community Partnership for Mental Health to have mental health support in 38 schools, which now includes the International Newcomer Center housed in Milwaukee Academy of Chinese Language (MACL).



The use of specific strategies for classroom managed behaviors are documented within Infinite Campus. Total documented strategies for September 2022 across all early start schools are included in the table below.

Strategy	Total
One on one conversation	6472
Parent Contact	3893
Redirection	3540
Support staff consultation	1488
Proximity Control	903
Planned ignoring	537
Move their seat	530
Restorative conversation	300
Buddy Classroom	297
Collect Property	245
Tangible Acknowledgement System	227
Recovery area (within room)	226
Brain Breaks	114
Engagement opportunities	110
Behavior Contract	81
Reflection sheet	80
Mindfulness	80
Rewind/Broken Record	78
Go Guardian	63
Independent work	55
Referral to BIT	55
Self-monitoring	36
Praise 5:1	36
Restorative Circle	19
Community Service	14
Secret Signal	13
VABB	5



All schools have a Building Intervention Team (BIT) in which team members ensure students in need of additional support are offered Tier 2 and Tier 3 interventions within the PBIS framework. Below are the numbers of Tier 2 and Tier 3 interventions provided year to date for the 2022-2023 school year.

Tier 2/Tier 3 Intervention	Students
Check-In/Check-Out (CICO)	397
Individualized CICO	81
Social Academic Instructional Group (SAIG)	109
Behavior Assessment/ Intervention Plan (BAIP)	13
FBA/BIP	50
Educational Wraparound and RENEW	17

Strengthening Student, Staff & Community Collaboration

Student Discipline Committees have been formed at all traditional middle and high schools, with at least one meeting held in September 2022. The September 2022 focus was team building as a student committee, outlining their work for the year and exploring topics they would like to discuss this year. The most common topics discussed were school policies and community building across the school.

Gender and Identity Inclusion continued to partner with Girls on the Run, Pearls for Girls and Welcoming Schools to provide programming and support in schools. The Girls of Color pilot program began weekly programming in identified schools. Three Gender Sexuality Alliance (GSA) advisor information sessions were held for staff members who were interested in becoming a GSA advisor.

The Restorative Practices team has established five workgroups that will be leading efforts in 1) developing community partnerships and community schools 2) developing professional development, tools, and materials 3) supporting restorative practices high school elective course in schools 4) creating schoolwide implementation planning guide and 5) establishing a readiness cohort for schools interested in exploring restorative practices.

PBIS coaches regularly attend Building Intervention Team (BIT) and PBIS Tier 1 Team meetings to coach teams and support implementation fidelity of PBIS and behavior interventions. Schools have been identified to pilot Culturally Responsive Problem Solving within their teaming structure.

The Violence Prevention Program (VPP) provided Second Step professional, materials and resources to school Social Emotional Learning (SEL) Champions on Second Step materials and resources.

The department of Black and Latino Male Achievement (BLMA) identified students and began mentoring at 12 middle and high schools, as well as BLMA Buddies at 16 elementary schools.



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Reconceptualizing the Role of School Leaders within Discipline

All school leaders attended professional development on the Culture, Climate and Alternatives to Suspension Toolkit in September. The foci for the month was on the continuum of supporting school climate and integration of the five universal supports with a lesson plan in the classroom. Principals were introduced to a tool for teachers to integrate the five universal supports while planning an academic lesson. This tool helps teachers to plan out integration of the universal supports of co-create expectations, procedures and agreements with students, collectively teach and practice expectations, procedures and agreements with students, and develop systems for holding self and others accountable. School leaders shared this best practice tool with staff members at the school.

School leaders are submitting a monthly reflection on school data and their next steps as building leaders. School leaders are identifying their areas of strength and needed support. The Office of School Administration and Student Services collaborate bi-weekly on district and school data, specifically looking at school leader use of alternatives to suspension, when appropriate.

The restorative practices team is developing a leadership cohort and professional development for school leaders growing their understanding and integration of the principles and practices of leading restoratively.



Below are all behavior events that led to an out-of-school suspension or a student services suspension across the district from September 1, 2022, through September 30, 2022, as recorded in Infinite Campus.

In September 2022, there were 2,225 suspensions as of October 4, 2022. In September 2021 there were 1,601 suspensions recorded as of October 4, 2022. Please note in 2021 we reported there were 1,297 through September 28, 2021. There were additional student days of attendance in the month of September 2021, which additional suspensions were recorded.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson				8				8
Assault	1			25		2		28
Battery	3	1	2	27				33
Bullying	4	0	1	15	0	0	0	20
Chronic Disruption or Violation of School Rules	33	3	6	151			5	198
Disorderly Conduct	97	4	5	471		16	5	598
Endangerment of Physical Safety/Mental Well-being	23	2	1	242		2	1	271
False Fire Alarms				1				1
Fighting	80	3	7	551		14	8	663
Gambling				1				1
Gang Activity				2				2
Inappropriate Personal Property	2		1	19		2	1	25
Inappropriate use of electronics	2			23				25
Leaving the Classroom Without Permission	1			1				2
Other Substances/Materials	4		4	21		2		31
Personal Threat	6		1	32		3	2	44
Possession of Drug Paraphernalia	6			8			1	15
Possession/Ownership/Use of Alcohol				4				4
Possession/Ownership/Use of Drugs	12	3		36		2	1	54
Possession/Ownership/Use of Gun				6			1	7
Possession/Ownership/Use of Weapon Other than Gun	7		1	14			1	23
Possession/Use of Fireworks				2				2
Reckless Vehicle Use	1							1
Sexual Assault	1	1		11			1	14
Sexual Harassment	4			15		1		20
Substantial Environmental Disruption	11	1		32		2	1	47



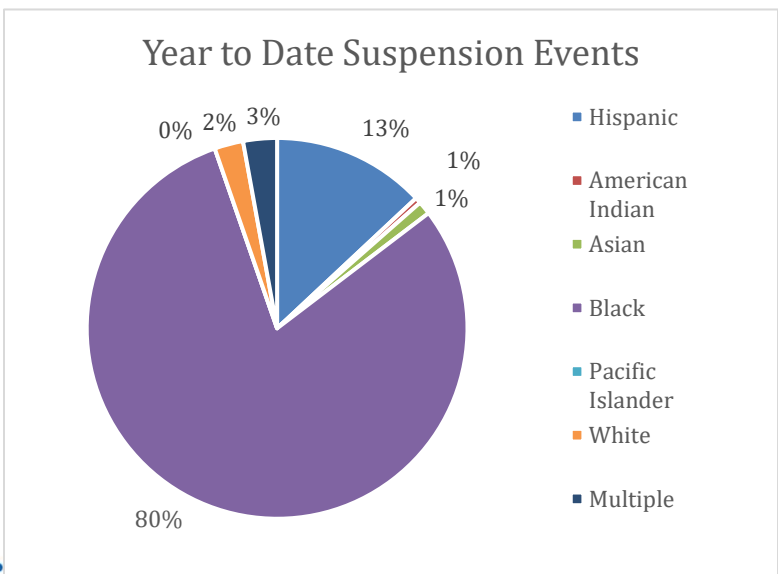
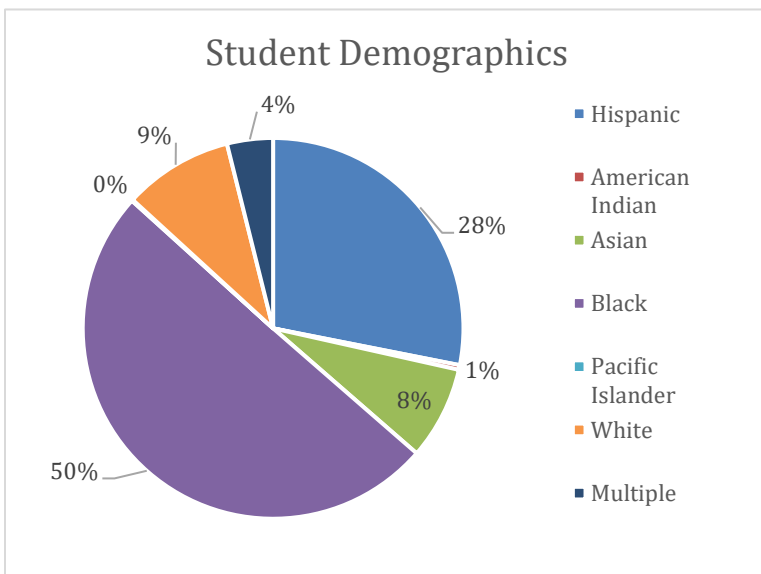
Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Theft		1		7			1	9
Trespassing	3			5		1		9
Use of Tobacco, Including Chewing	6			22		3		31
Vandalism	2			7				9
Verbal Abuse/Profanity/Harassment	6			21		2	1	30
Grand Total	315	19	29	1780		52	30	2225

Total Suspension Events by Grade Level:

K4-K5	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
3	6	12	23	51	90	169
7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	
251	307		664	344	197	108

The following alternatives to suspension were utilized by administrators throughout September 2022.

Alternatives to Suspension Utilized	Total
Conference	163
Counsel	1033
Detention	44
Mediation	132
Referral to BIT	10
Referral to Support Staff	31
Repairing Harm Circle	17
Restorative Conference	51





Develop Staff Integration of Courageous Conversations about Race

In September, two sessions of Courageous Conversations about Race Exploration were held with specialized services and school secretaries. A schedule has been created for cohorts of elementary teachers to attend the session after school on three consecutive days facilitated by a district Courageous Conversations about Race certified facilitator. During all district professional development days and records days, multiple seminars will be offered for various identified staffing groups.

The MPS Success Center and Gender & Identity Inclusion are hosting a book study reading, “The 57 Bus.” Participants will be meeting throughout the year to discuss applications to our work in MPS. Staff from the Department of Gender & Identity Inclusion are hosting a 6-part workshop series, “The Miseducation of Girls of Color”, designed to give insight to the current state of girls of color across the country and to dive into how educators can break their biases and support the unique needs of girls of color.

Next Steps:

In October, there will be additional sessions of Courageous Conversations about Race held for elementary regular education and special education teachers.

The District Equity Leadership Team (DELT) will meet to continue to build racial equity and collaboration throughout the district.

The Fall Student Leadership Summit will be held on October 25, 2022, with students from all traditional middle and high schools attending and participating in various breakout sessions highlighting student recommendations on a variety of topics.

The Wisconsin Disproportionality Network will be offering their Fall Equity Series on October 27, 2022, with a variety of national and local speakers.

The first quarterly Community Conversation will be held on November 9, 2022, from 5:30-6:30 for members of the MPS and Milwaukee community to engage in conversations.

Presentation of best practice highlights from the Culture, Climate and Alternatives to Suspension Toolkit to all school leaders at the Principal Leadership Institute. The October highlights will be proactive strategies within a multi-tiered system of support (PBIS) including the use of start statements and teaching procedures with pre-correction.