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PUBLIC SCHOOLS**

# School-Based Plans to Reduce Chronic Disruption Suspensions

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*Superintendent*



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# **School-Based Plans to Reduce Chronic Disruption Suspensions**

## *Presenters*

Jon Jagemann  
Student Services

Aaron Shapiro  
Principal at Bradley Tech

Valencia Tank  
Principal at Lancaster

Leon Groce  
Principal at Audubon

# *Five Priorities for Success*



# Chronic Disruption

- **Code of Conduct:** Engaging in conduct that is disruptive to the learning environment; engaging in behavior that interferes with the teacher's ability to productively teach; and has interventions that have been implemented over time and have not remediated the disruptive behavior.

	Referrals	% of all Referrals	Suspensions	% of all Suspensions
Chronic Disruption	7063	21.4%	2214	15.8%

# Supporting Chronic Disruption

- Behavioral t-chart
- Documenting behavior and strategy in Infinite Campus
- Tier 1 and Building Intervention Team (BIT)
- Tier 2 PBIS interventions
- Administrator alternatives to suspension

# Bradley Tech

- Mentoring services
- In classroom personnel
- Time for staff development and student supports
- New educator professional development for classroom management and organization

# Lancaster

- Defining sub-categories for chronic disruptions
- Capping classroom enrollment to 20:1
- Ongoing professional development for classroom management and organization
- Full-time behavior interventionist teacher
- Full-time community mentor services (Running Rebels, City Year, etc)

# Audubon

- Restorative Practices professional development for all staff
- Restorative Practices orientation for students and families
- Peer mediation, peer jury, repairing harm circles, and other restorative disciplinary actions
- Prioritize social-emotional needs & mental health support
- Reduced class sizes
- Classroom rejuvenated as appropriate learning spaces prioritizing all students' learning opportunities



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**Thank  
You!**