



## **Monthly Discipline Disproportionality Report May 1, 2022- May 31, 2022**

The following is an update of activities to support a proactive approach to realizing accelerated outcomes in reducing disproportionality within Milwaukee Public Schools for the 2021-2022 school year. The monthly reporting associated with disproportionality for the 2021-2022 school year will focus on the following proactive approaches:

- Promote and provide resources to schools on alternatives to suspension including the Alternatives to Suspension Toolbox.
- Work with schools to make certain counseling and support services are utilized.
- Analyze and evaluate individual school data related to suspensions to determine best course of action to address disproportionality.
- Continue and expand book studies.
- Form district committees to identify, develop, and implement strategies to reduce suspensions.

### **Promote and Provide Resources to Schools on Alternatives to Suspension**

All discipline champions receive a monthly Why Race Matters update from the District Discipline Manager focusing on specific best practices to support positive student behavior. The May monthly update focused on student voice in the classroom and continuing your personal journey with why race matters. All schools reviewed their implementation of the six best practices to address discipline disproportionality that have been highlighted throughout the year.

### **Ensure Counseling and Support Services are Utilized by Schools**

The District Discipline Disproportionality (3D) Leadership Team met on May 5, 2022, to look at best practices and supports for the 2022-2023 school year. The team began updating the Climate & Culture Toolkit, directory of support, universal supports for classroom climate, and relationship building guidebook. The toolkit will provide best practices for creating a positive climate starting with building a community with students, preventative and classroom redirection strategies, interrupting bias, and alternatives to suspension.

Through May 31, 2022, there have been over 930 meetings of school-based Discipline Work Groups using data to address school climate and culture.

Below are the year to date numbers of documented PBIS Tier 2 and Tier 3 interventions provided to students identified for additional support.

<b>Tier 2/Tier 3 Intervention</b>	<b>Students</b>
Check-In/Check-Out (CICO)	2,206
Individualized CICO	478
Social Academic Instructional Group (SAIG)	1,462
Behavior Assessment/ Intervention Plan (BAIP)	168
FBA/BIP	203
Educational Wraparound	53
RENEW	55



The use of specific redirection strategies for classroom managed behaviors are documented within PLP Classroom Behavior notes. The total documented strategies for all year to date through May 31, 2022, can be found below.

<b>Strategy</b>	<b>Total</b>
Acknowledge verbally or tangibly	30954
Brain breaks	192
Behavior contract	589
Buddy classroom	3233
Community service	187
Collect property	1699
Go Guardian	547
Independent work	412
Mindfulness	721
Move their seat	2834
One-on-one conversation	36208
Proximity control	5924
Praise 5:1	214
Parent contact	26713
Planned ignoring	5678
Redirection	19596
Recovery area (within room)	2114
Restorative conversation	3007
Secret signal	189
Support staff consultation	12489
Self-monitoring	265
Reflection sheet	977

The following alternatives to suspension were utilized by administrators within discipline events in May 2022.

<b>Alternatives to Suspension Utilized</b>	<b>Total</b>
Conference	143
Counsel	1624
Detention	107
Mediation	75
Referral to Building Intervention Team	9
Repairing Harm Circle	19
Restorative Conference	20



## Analyze and Evaluate Individual School Data Related to Suspensions to Determine Best Course of Action to Address Disproportionality

Below are all behavior events that led to an out of school suspension or a student services suspension across the district from May 1, 2022, through May 31, 2022, as documented in Infinite Campus. In May 2019, there were 2,968 suspensions compared to 3,135 suspensions in May 2022.

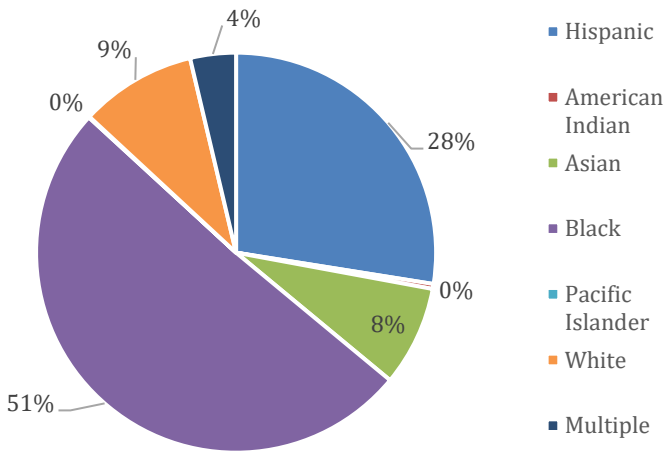
Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson				1		1		2
Assault	5			24		2		31
Battery	6	1		39		1	1	48
Bomb Threats				1				1
Bullying	8			22		2		32
Chronic Disruption or Violation of School Rules	97	9	7	571		27	9	720
Disorderly Conduct	132	10	23	594	1	28	13	801
Endangerment of Physical Safety/Mental Well-being	20		2	151		1	2	176
False Fire Alarms	2	1		2				5
Fighting	94	2	9	601	1	12	9	728
Gambling	2			4				6
Inappropriate Personal Property	8			19		1	1	29
Inappropriate use of electronic communication devices	15	1	1	49	1	1	1	69
Intent to Distribute Drugs/Alcohol/Meds				1				1
Leaving the Classroom Without Permission				3				3
Loitering				2				2
Other Substances/Materials	7			25		1		33
Personal Threat	7		1	43				51
Possession of Drug Paraphernalia	5			7			1	13
Possession of Stolen Property				2				2
Possession/Ownership/Use of Alcohol	1							1
Possession/Ownership/Use of Drugs	1			26				27
Possession/Ownership/Use of Gun	1			4				5
Possession/Ownership/Use of Weapon Other than Gun	10			22		1		33
Reckless Vehicle Use	1			2				3
Robbery				3				3



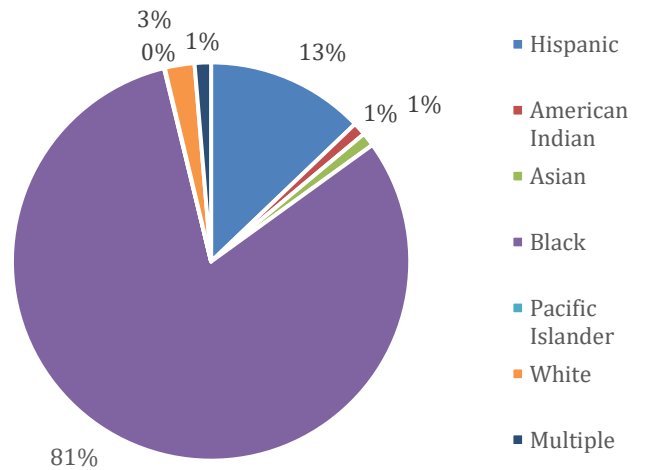
Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total
Sexual Assault	1			10				11
Sexual Harassment	3			10		1		14
Skipping Class	1			6				7
Substantial Environmental Disruption	26	1	4	120		2		153
Theft	3			16				19
Trespassing				3				3
Use of Tobacco, Including Chewing	5		2	20		3	1	31
Vandalism	5			11		1	1	18
Verbal Abuse/Profanity/Harassment	9			39		5	1	54
<b>Grand Total</b>	<b>475</b>	<b>25</b>	<b>49</b>	<b>2453</b>	<b>3</b>	<b>90</b>	<b>40</b>	<b>3135</b>

The following charts show district demographics and year to date disproportionality of suspensions through May 31, 2022.

**Student Demographics**



**Year to Date Suspension Events**





The following table displays suspension by grade level and race for May 2022.

Grade	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total for Grade
K4/K5	6			15				21
1	8			20				28
2	7			40		3		50
3	15			83		9	1	108
4	25		3	171		1	6	206
5	25		2	173		7	5	212
6	70	2	4	335	1	19	6	437
7	96	7	9	426	2	15	11	566
8	69	3	4	234		12	1	323
9	82	11	16	543		14	3	669
10	43	2	6	229		7	4	291
11	24		3	138			2	167
12	5		2	46		3	1	57

### Book Studies

Our District Equity Leadership Team (DELT) met with the Executive Director of Education from Courageous Conversations about Race (CCAR) on May 31, 2022, focusing on how we are engaging, sustaining, and deepening the conversation of race utilizing the tools of the CCAR Protocols.

In May additional sessions of CCAR Explorations for Central Services staff members were held with 92 staff members attending the seminar. Since March 2021, over 2,900 staff members have attended. There are additional sessions planned for June.

The book cohort reading “These kids are out of control- why we must reimagine classroom management for equity” completed their book study in May. School social workers completed their year-long professional learning communities reading Courageous Conversations about Race in small groups and making connections to their work with students and families throughout the district.



## **Form District Committee to Identify, Develop, and Implement Strategies to Reduce Suspensions**

Across all traditional middle and high schools, 226 meetings of the Student Discipline Committees were held where students talked about recommendations regarding school climate and other student-interest topics.

Focus groups were held at 8 schools discussing with students their thoughts and recommendations on school climate. The major themes of these discussion were:

- Relationships with adults and peers
- Course offerings, extracurricular opportunities, and instructional pedagogy
- Positive school climate
- Mental health supports
- School policies and facilities
- Balancing safety and discipline

### **Next Steps:**

A district-wide collaborative team is reviewing data, student and staff voice, analyzing what's working, identifying who can support, and coordinating resources to create a culture & climate plan for the 2022-2023 school year in alignment with district and school goals.

Holding additional sessions of Courageous Conversations about Race (CCAR) Explorations and CCAR Experience for staff members across the district.

CCAR Facilitators complete cohort and become certified facilitators and began to lead Explorations seminars throughout MPS.

End of year survey and recommendations collected from staff members across the district.

District Discipline Disproportionality Leadership Team end of year data assessment and action planning for 2022-2023 school year.

Update of Culture & Climate Toolkit to include additional best practice for supporting positive student behavior based upon data and student focus group input.