



**Monthly Disproportionality Report- Resolution with Office for Civil Rights (OCR)
August 1, 2021- August 31, 2021**

Below is an update of activities and benchmarks aligned to the action steps aligned to Resolution #05-14-5003 with the Office for Civil Rights. Action steps 1, 6, and 8 have met the criteria set forth by the Office for Civil Rights. All data and information on the remaining action steps are updated as of August 31, 2021.

Action Step 2- Early Identification of Students for Behavioral Difficulties and Early Intervention

Ongoing implementation of the behavioral multi-tiered system of support continues districtwide to identify students at risk for behavioral difficulties. All schools document behaviors and supports within PLP Classroom Behavior in Infinite Campus (IC). School Discipline Work Groups utilize this data to inform teacher practice, identify school-wide trends in behaviors, and to identify students at risk for early intervention.

The District Culture & Climate Toolkit was updated for the 2021-2022 school year. It contains a variety of best practices on supporting student behavior and promoting a positive classroom and school climate in which all students can learn. Updates for this school year contain specific best practices to address bias in the classroom, culturally responsive problem solving, building relationships with all students, and addressing the role of race in education.

September Benchmark & Timeline:

All schools identify a Building Intervention Team (BIT) to monitor implementation of Tier 2 and Tier 3 interventions within the PBIS multi-tiered system of support.

Action Step 3- Outreach to Students

All middle and high schools, totaling 30 schools, have a Student Discipline Committee and an identified school-based staff member serving as Student Discipline Committee facilitator. These committees will meet twice a month to discuss concerns with school climate and discipline, recommendations for the school and district, and look deeper into the role of race within MPS and Milwaukee. A Student Discipline Committee processes guide has been created and shared with all Student Discipline Committee facilitators to guide their work this school year. In addition, monthly virtual office hours are offered by the district discipline manager.

This school year, all Student Discipline Committees will identify one specific school-based practice or policy to address. Students will engage their peers in monitoring implementation and working with staff members on regular updates of student conversations surrounding school climate and culture. Students will attend a virtual Student Leadership Summit in the fall. Students will attend breakout sessions on the various student voice collection methods such as focus groups, interview, Flipgrid, human Likert scale, and mapping, among others as identified. Students will also attend cross-school groups to discuss various recommendations to increase collaboration across the district and provide opportunities for multiple perspectives.



September Benchmarks & Timeline:

All middle and high schools will identify their Student Discipline Committee student participant and facilitator and hold two meetings in September. Schools will submit evidence of meeting and discussion. The September focus is building a community with the students.

Action Step 4- Outreach to District Staff

All schools have identified a Discipline Champion who facilitates a Discipline Work Group that meets monthly to analyze disproportionality data, identify strategies, and identify specific professional development and support for staff members and students. The Discipline Work Group processes guide was shared with all Discipline Champions outlining the work and best practices of this team. The district discipline manager sends a weekly email to discipline champions containing best practices, supports, and articles for reflection.

During opening week, all discipline champions shared a variety of best practices and guidebooks to all staff members, including the District Climate & Culture Toolkit, Relationship Building Guide, Data Warehouse Guide, Courageous Conversations about Race protocols, documenting behavior data, Parent Rights & Responsibilities Handbook, and integrating the Five Universal Supports.

September Benchmark & Timeline:

Schools will hold at least one Discipline Work Group meeting in September and submit evidence of meeting and discussion that occurs at meeting.

Action Step 5- Outreach to Community Members

Throughout the year, we will hold four quarterly community conversations on a variety of topics. Community members, families, students and MPS staff members will be encouraged to attend to receive district updates regarding climate and discipline, as well as have opportunities to provide feedback and input on a variety of topics related to climate and culture.

In collaboration with a grant from WI Humanities Council - Project Community CARES, multiple opportunities for the community to engage in book studies, documentary viewing and discussion, as well as a “MKE Talks” event will be created for the greater Milwaukee and MPS community.

September Benchmark & Timeline:

Create schedule for four quarterly community conversations throughout the district.



Action Step 7- Staff Professional Development

The following is a sampling of professional development opportunities that are offered to all staff members for the 2021-2022 school year specifically addressing discipline disproportionality, bias and antiracism. All sessions are available in LMS as a self-paced module or available as a facilitated professional development at the school or department level.

Title	Objectives
Defining Behaviors	Participants will learn about specific behavior definitions and possible strategies to define behaviors within their classroom.
Student Voice	Participants will be able to engage students in creation of classroom expectations and brainstorm additional instruction engagement strategies to engage students in school and classroom leadership.
Talking about Race	Participants will learn about the role of bias in their life and protocols to hold conversations on race. Participants will reflect on the role of race in their lives, school, community, and lives of their students.
Vulnerable Decision Points & Bias	Participants will be able to identify their biases and have specific strategies to interrupt their bias in the classroom.
Re-entry	Participants will learn about conversations to have with students after discipline occurs and specific interventions and supports to provide students.
Universal Supports through an Anti-racist Lens	Participants will understand what it means to move towards being anti-racist and be able to update their universal supports provided to all students through the understanding of why race matters.
Microaggressions in the Classroom	Participants will reflect further on their own biases and how they manifest themselves in school through microaggressions. Time will be spent defining and identifying microaggressions we have engaged in or witnessed in education.
Historical Context of Race in Milwaukee	Participants will examine how we define race, how race has historically been used in Milwaukee and America, and how the historical aspect of race continues to affect our communities.
Engaging Multiple Perspectives	Participants reflect on elements of their multi-cultural self and the identities of their colleagues and students while examining the role of privilege and how race affects the world around us daily.
Culturally Responsive Problem Solving	Participants will engage further with the WI DPI framework looking at reframing our use of unfounded, untrue and unalterable attributions when discussing students, families and the community.
Allyship & Antiracist Education	Participants will reflect on their comfort levels with addressing race and interrupting bias and racism when they are confronted with it throughout their day.



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Discipline Champions attended professional development on updates for the year and best practices available for students. All schools took time during opening week to present best practices and supports available to all staff members. Schools are submitting a sign in sheet and agenda from their professional development during opening week.

A three-year plan is underway to engage all MPS staff members and the community in professional development and discussion on antiracism and bias through attending Courageous Conversations about Race Exploration. During August 2021, six sessions were held which 363 staff members attended. Participants in August included middle and high school paraprofessionals, school psychologists, elementary principals and assistant principals, and special education supervisors, as outlined in the district 3-year plan.

The district will also be expanding this work further with specific opportunities for school and district leaders. All school principals will attend the Leadership Experiences and Administrative Development Series (LEADS). LEADS is a 6-part series, 2.5 hours per session, for district and school leaders to focus on integration of work into school practices. Discipline Champions and SSTs from schools that have attended Explorations will attend a Virtual Courageous Conversations Experience (Beyond Diversity) seminar. This will provide further engagement with the Courageous Conversations About Race Exploration protocols and framework to expand participants' understanding and application of the protocols.

September Benchmark & Timeline:

Expand enrollment in LMS courses identified. Host additional sessions of Courageous Conversations about Race Exploration for regular education and special education teachers at identified elementary schools as outlined on the district 3-year plan.



Action Step 9- Data Evaluation

Below are all behavior events that led to an out of school suspension or a student services suspension across the district from August 1, 2021, through August 30, 2021 as documented in Infinite Campus.

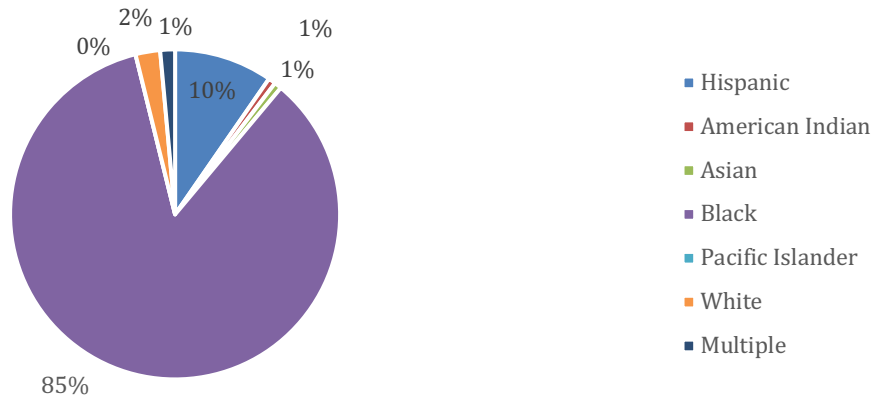
Row Labels	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson				1				1
Assault				3				3
Battery	4			14				18
Bullying				2				2
Chronic Disruption	1			9		1		11
Disorderly Conduct	5		1	42		1	1	50
Endangerment of Physical Safety/Mental Well-being	3	2		23		1		29
Fighting	22	1	1	166		2		192
Gang Activity				1			1	2
Inappropriate Personal Property				9				9
Inappropriate use of electronic communication devices			1	6				7
Intent to Distribute Drugs/Alcohol/Meds				2				2
Leaving the classroom without permission						1		1
Other Substances/Materials				7			1	8
Personal Threat	1			6			1	8
Possession of Drug Paraphernalia				2				2
Possession/Ownership/Use of Alcohol						1		1
Possession/Ownership/Use of Drugs				21		1		22
Possession/Ownership/Use of Gun				1			1	2
Possession/Ownership/Use of Weapon Other than Gun	2			14				16
Sexual Assault				3				3
Sexual Harassment						1		1
Substantial Environmental Disruption	1			3				4
Use of Tobacco, Including Chewing	1			7		1	1	10
Vandalism				5				5
Verbal Abuse/Profanity/Harassment				6				6
Grand Total	40	3	3	353		10	6	415



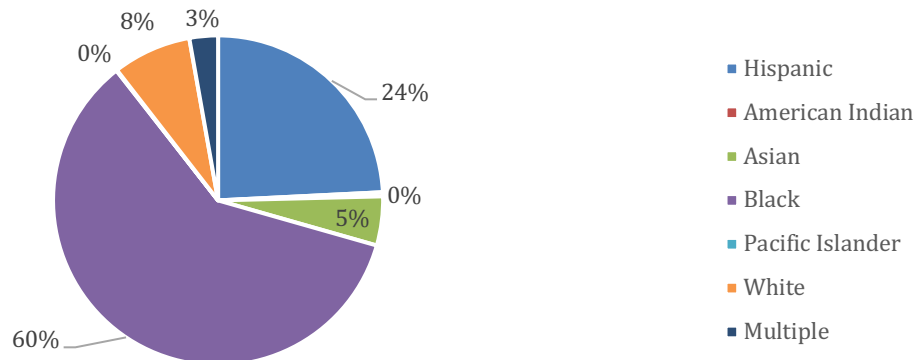
Looking at all behavior events in August, the following alternative to suspensions were documented as resolutions in Infinite Campus.

Behavior Event	Hispanic	American Indian	Asian	Black	Pacific Islander	White	2+ Races	Total
Conference	2		1	10			1	14
Counsel	8			77		3	1	89
Detention	1			3				4
Mediation	4			9				13
Repairing Harm Circle	2			1		1		4
Restorative Conference	2			6		2	1	11

Year to Date Suspension Events



Student Demographics





Action Step 10- Implementation Plan

The District Discipline Disproportionality Leadership Team has begun to meet monthly to discuss school data and Discipline Work Group meeting minutes. The team has been expanded to include membership from Specialized Services, school psychologists, school social workers, school counselors, Violence Prevention Program, 53206, Community Schools, Research, Assessment & Data, PBIS, restorative practices, Equity, Access & Inclusion, Black & Latino Male Achievement, Bilingual Multicultural Education, and Student Services. The August meeting focused on team building and planning for the 2021-2022 school year.

All schools have identified at least one of the six research based best practices to address discipline disproportionality to focus on within their school improvement plan. These six best practices include: define behaviors, engage student voice, talk about race, address bias in vulnerable decision points, re-entry of students after discipline, and universal supports through an antiracist lens. Best practices and PD modules for all six best practices have been created and shared through Discipline Champions.

Through a grant with McCathey Dressman Education Foundation, a variety of book cohorts will be offered throughout the year including *Courageous Conversations about Race*, *Pushout*, *How to Be an Antiracist*, and others as identified by interest. All school social workers are engaging in a year-long book study of *Courageous Conversations about Race* as part of their department professional learning community.

Through a grant with the Wisconsin Humanities Council, a variety of community viewings of documentaries and book studies will occur as well as a MKE Talks presentation by a variety of Milwaukee community members discussing their journey with racial equity.

The ten identified *Courageous Conversations about Race* Practitioners have completed their cohort including a book study, 8 modules, and 3 webinars. All practitioners are now engaged with 3 months of coaching from a *Courageous Conversations about Race* Equity Transformation Specialist as they embed this framework throughout their work in MPS.

Going forward, the monthly reporting associated with disproportionality for the 2021-22 school year will focus on the following areas:

- Promoting and providing resources to schools on alternatives to suspension including the alternatives to suspension toolbox, which will be updated
- List of support services for students created and provided to schools
- Data analyzed by school staff to determine best course of action to address disproportionality
- Book study opportunities expanded
- Committee to review identify, develop, and implement strategies to reduce suspensions

September Benchmark & Timeline:

The District Discipline Disproportionality Leadership Team will create a mission and vision for their work during the 2021-2022 school year.



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Alternatives to suspension toolbox shared with all Discipline Champions with specific schools and staff members ide notified for professional development and coaching.