



February 5, 2020

As of February 4, 2020, 51% of enrollment in Milwaukee Public Schools identify as Black and 74% of Personalized Learning Plan (PLP) Classroom Behavior notes, 80% of all behavior referrals, and 81% of all suspensions.

Resolution Agreement #05-14-5003 with the Office for Civil Rights (OCR) has 10 primary sections.

Requirement #1: Designation of a Responsible Employee

Jon Jagemann has been designated as the district discipline manager and his name and contact information is published online, in the 2019-2020 Parent/Student Handbook on Rights, Responsibilities, and Discipline and other district documentation.

Requirement #2: Early Identification of Students and Early Intervention

For the 2019-2020 school year, all staff members documented classroom managed behaviors that do not threaten staff or student safety in Infinite Campus under PLP Classroom Behavior. Standard Operating Procedure (SOP) documents and videos were created and all staff members were trained in this process as part of opening week professional development (PD). As of January 6, there are a total of 119,081 notes with 74.2% being written for Black students. The most common behaviors are leaving the classroom without permission, off task behavior, and disrespect to adults or peers. School Positive Behavioral Interventions and Supports (PBIS) and Building Intervention Teams meet monthly and use this data to adjust Tier 1 systems and identify students for further support. As of January 6, there were 4,422 documented behavior interventions in Infinite Campus.

Requirement #3: Outreach to Students

All middle and high schools have a Student Discipline Committee and an identified school-based staff member serving as Student Discipline Committee facilitator. As of January 6, 2020, school teams have met as follows:

Month	Schools with 0 meetings	Schools with 1 meeting	Schools with 2+ meetings
September	8	7	17
October	7	8	17
November	11	10	11
December	14	10	8

For second semester of the 2019-2020 school year, the district is collaborating with United Way, UW-Madison, and Ubuntu Research to pilot a student voice project out of Minneapolis Public Schools. Madison, Bradley Tech, South Division, North Division, Reagan, Milwaukee High School of the Arts, Golda Meir, and King



Middle School will be part of a pilot cohort. Student Discipline Committee facilitators will be trained by United Way in their Deliberative Dialogue protocols and the school staff will implement one practice around school climate as recommended by students. During February and March, this practice will be implemented, and student members of the Student Discipline Committee will be trained by Umbuntu to engage all students in collecting feedback and data from students in terms of implementation and outcomes. These pilot schools will then present their practices and results at the Student Leadership Summit in April. All schools will create recommendations in terms of policy and practice regarding climate and discipline to be presented to the MPS Senior Team and the Milwaukee Board of School Directors in May and June.

Requirement #4: Outreach to District Staff

All schools have identified a discipline champion, Tier 1 coordinator, and Building Intervention Team (BIT) coordinator. They facilitate Tier 1 and BIT meetings monthly and submit minutes electronically.

Schools have met as follows:

Month	Number of Tier 1 teams that met	% of Tier 1 teams that met	Number of BIT that met	% of BIT that met
September	112	84%	121	91%
October	114	86%	110	83%
November	100	75%	112	85%
December	77	58%	101	76%
January	33	25%	37	28%

One of the questions on the monthly minutes specifically asks schools to discuss disproportionality and next steps, as well as specific strategies to be implemented across the school.

Staff members completed an opening week check for understanding after participating in professional development. One of the questions asked was “what support do you need to promote positive school climate and discipline for all students?” Some of the most common support requested include:

- Training on strategies and practices
- Support from administration
- More communication within the school and district
- Smaller class sizes
- Enforcement of school/district policies and consistent consequences
- More opportunities for collaboration
- Time



- Relationship building, showing loving kindness to all
- Family engagement
- PBIS training and time to meet
- Positive energy and support

All PBIS Tier 1 and BIT facilitators receive a monthly email with updates and best practices. Discipline champions and identified Central Services teams also receive a monthly “Why Race Matters” newsletter with updates to district data, a best practice in addressing disproportionality, and a article and video to use to engage in conversations around race and racial equity in education. School teams are also encouraged to use our district resources page on Google for best practices regarding facilitating meetings.

We have offered three Why Race Matters PD sessions for members of teams (with 70 total participants) to understand how to look at data through the lens of race and actionable next steps. There are an additional four dates planned in February and March for school teams to attend. A district Restorative Practices (RP) Team of a supervisor and four coaches was created. This team is currently training all school leaders.

Requirement #5: Outreach to Community Members

The district held eight Community Conversation meetings during the fall of the 2018-2019 school year. The number of parents in attendance did not exceed 96 for the entire series. The District Advisory Council (DAC) invited the district discipline manager to two fall meetings, and there was an average of 72 participants. During each meeting, parents were asked how the district can continue to gather more community input. A summary of their recommendations is below:

- Publish the minutes of the school committee meetings for parents.
- Partner with community organizations, neighborhood associations and churches such as Milwaukee Inner-city Congregations Allied for Hope (MICAH) to get more community input.
- Condense the resolution to bullet points to make it easy to understand for parents.
- Utilize social media (Facebook and Twitter) for parental outreach.
- Advertise events on Black talk radio.
- Host Saturday sessions.
- Host check-in sessions to provide updates on the resolution and how it is being carried out.
- Address childcare, transportation, and food needs for parents with children.

MPS will be holding Community Conversations on January 25, January 27, February 8, and February 12. We are working with Department of Communications and Department of Strategic Partnerships & Customer Service to advertise these dates. At the Community Conversations there will be a brief overview of the district’s history with disproportionality and updates on previous recommendations.



Requirement #6: Policies, Practices, and Procedures

Updates to the 2019-2020 Parent/Student Handbook on Rights, Responsibilities, and Discipline Student Rights and Responsibilities were made based on community and student feedback. An Administrator's Addendum was created with further definitions of behaviors and appropriate administrator resolutions for specific behaviors. Updates to administrative policy are still in process.

Requirement #7: Staff Training

During opening week of schools all discipline champions were required to conduct PD on school climate and discipline as outlined in the resolution agreement. Schools were required to submit the agenda and sign-in sheet from the session, with 125 of the 132 submitting this evidence and 4,759 of the 7,829 MPS staff members completing the check for understanding.

Across the district, there are a variety of PD opportunities on the topic of classroom management including restorative practices, de-escalation, Crisis Prevention Institute (CPI), and Classroom Organization and Management Program (COMP). As of January 6, 2020, 210 individuals have attended restorative practices PD; 74 attended COMP; 85 attended de-escalation; and, 153 enrolled in CPI.

Classroom management modules, best practices, and various strategies are provided to staff members and schools on mConnect, and a monthly newsletter is shared with discipline champions. The district Climate & Culture Toolkit was created and was rolled out to principals on December 18, 2019: (<http://tinyurl.com/mpsclimatetoolkit>). In January 2020, during the Ambitious Instruction PD week there were 90-minute sessions on "Culture and Climate- Conversations about Race" and "Classroom Management."

On February 18 and 27, there will be "The Role of Race in Classroom Climate" PD offered from 4:30 p.m. - 6:30 p.m. at North Division. This is a new PD opportunity, with protocols for engaging student voice in the classroom through conversations about race, as well as specific research-based practices that teachers can use in the classroom to address disproportionality.

Requirement #8: Data Collection

Beginning in March 2018, the district has been collecting and analyzing data regarding referrals for student behavior resulting in infractions.

Requirement #9: Data Evaluation & # 10 Response to Data Evaluation

On a weekly basis, all disproportionality data is updated for Central Services teams and Regional Leadership Teams and the first week of each month, school-level disproportionality is emailed to Regional Leadership Teams with a best practice idea to address disproportionality.



As of February 4, 2020, MPS has the following disproportionality with discipline data:

- Black student enrollment: 51%
- Black student % of PLP Classroom Behavior: 74%
- Black student % of Behavior Referrals: 80%
- Black student % of Suspensions: 81%
- Black student % Suspension- Referral to Student Services: 84%
- Black student % Behavior Interventions: 72%
- Black student Behavior Referral Risk Ratio of 4
- Black student Suspension Risk Ratio of 5.125