



Monthly Discipline Disproportionality Report October 1, 2021- October 31, 2021

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. This work is aligned to Resolution #05-14-5003 with the Office for Civil Rights. The monthly reporting associated with disproportionality for the 2021-22 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

A district-wide directory of climate and behavior supports available to schools and students has been created listing available supports, a description, their availability, and contact information for more information. This directory has been shared through Thursday Updates and emailed to all school discipline champions.

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 October update focused on classroom strategies including holding a one-on-one conference, mindfulness, using “start” requests instead of “stop” requests, and praising positive choices.

A practice shared with schools from the Culture & Climate Toolkit is the 2X10 strategy. Within the 2X10 strategy, a staff member identifies a student who may be struggling in the classroom or other setting and could benefit from increased community building. Once identified, staff members set aside two minutes a day for ten days straight to meet with and talk to the student about any topic they choose and are interested in. This time is used to ensure the student feels connected and valued in the school community. The strategy also allows for the staff member to learn more about the student and make connections to the student’s interests within academic instruction.



Ensure Counseling and Support Services are Utilized by Schools

The District Discipline Disproportionality (3D) Leadership Team met on October 7, 2021, to review September discipline data by race, behavior, and school. The team met and examined September discipline data by school, race, grade level, type of behavior, and response to behavior. Reviewing and discussing this data through small group discussion allowed the team to create next steps from their specific locus of influence.

Next steps:

- Support schools with PBIS professional development.
- Determine next steps for 15 schools participating in the Restorative Practices cohort by utilizing school specific data.
- Engage school and district level communities in conversations.
- Support schools in accomplishing School Improvement Plan (SIP) Goal 7: *During the 2021-22 school year, our school will significantly reduce the racial/ethnic disproportionality in referrals, identifications and disciplinary procedures through the use of equitable practices (e.g., culturally responsive and linguistically responsive practices, restorative practices) as part of a multi-tiered system of support.*

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 October 1, 2021, through October 31, 2021 as documented in Infinite Campus. There were 2,420 suspensions in the month, compared to 2,710 suspensions in October 2019.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson				2		1		3
Assault	2			34			2	38
Battery	15		7	54		4		80
Bullying	3			13				16
Chronic Disruption or Violation of School Rules	37	3	2	297		14	2	355
Disorderly Conduct	87	8	4	385		22	5	511
Endangerment of Physical Safety/Mental Well-being	15	3	3	155		5	1	182
False Fire Alarms				4				4
Fighting	79	4	2	552		10	6	653
Gambling				28				28
Inappropriate Personal Property	5			7		2	1	15
Inappropriate use of electronic communication devices	6		1	24		1		32



	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Intent to Distribute Drugs/Alcohol/Meds				2				2
Leaving the Classroom Without Permission				4			1	5
Loitering				20		2		22
Other Substances/Materials	2		2	31		1		36
Personal Threat	3	1		66		3	1	74
Possession of Drug Paraphernalia	1		1	10				12
Possession/Ownership/Use of Alcohol	2							2
Possession/Ownership/Use of Drugs	9	1		35		1	2	48
Possession/Ownership/Use of Gun				2				2
Possession/Ownership/Use of Weapon Other than Gun	8			20	1	1		30
Possession/Use of Fireworks				1				1
Reckless Vehicle Use				3				3
Sexual Assault	2			15	1	1	2	21
Sexual Harassment	2	1		19		1		23
Skipping Class	2	1		8				11
Substantial Environmental Disruption	16	3	1	76		2	3	101
Theft	1	1		5		2		9
Trespassing				9				9
Use of Tobacco, Including Chewing	8	1		19		1	3	32
Vandalism	2	2		20		1		25
Verbal Abuse/Profanity/Harassment	3			31			1	35
Grand Total	310	29	23	1,951	2	75	30	2,420

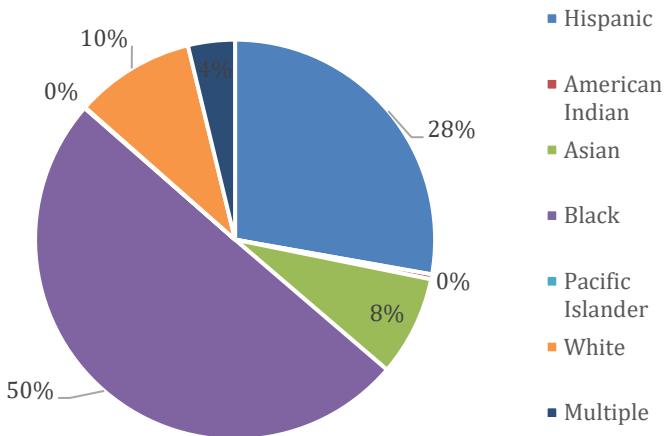


The following alternatives to suspension were utilized by schools when handling discipline events.

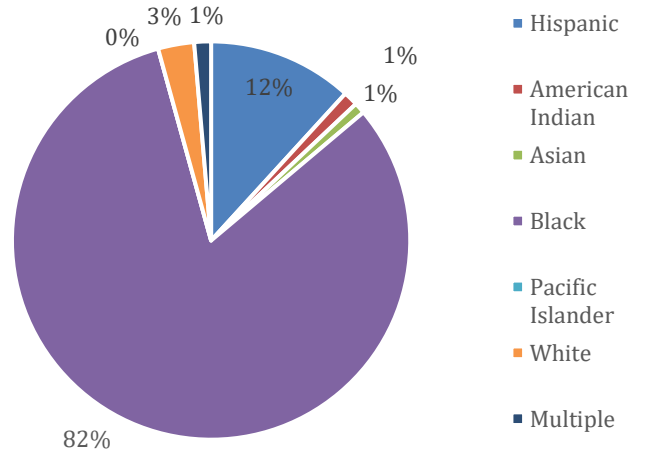
Alternatives to Suspension Utilized	Hispanic	American Indian	Asian	Black	Pacific Islander	White	2+ Races	Total
Conference	37	1		140		6	4	188
Counsel	209	14	15	893		30	19	1,180
Detention	9	1	2	66		3	2	83
Mediation	9	1	1	69	1	4	1	86
Referral BIT	7			10				17
Repairing Harm Circle	2	3		10		1		16
Restorative Conference	4			9				13

The following charts show district demographics and year to date disproportionality of suspensions through October 31, 2021.

Student Demographics



Year to Date Suspension Events





Continue and Expand Book Studies

All school social workers attended the one-day seminar *Courageous Conversations about Race* Exploration in October, and are beginning a year-long book study as part of their Professional Learning Community (PLC) reading and discussion of Glenn Singleton’s “*Courageous Conversations about Race*.” A variety of groups have begun a book cohort with Ibram X. Kendi’s “*How to Be an Antiracist*.”

All newly hired school psychologists and school social workers will be viewing Monique Morris’ “*Pushout: The Criminalization of Black Girls in School*” on November 15, 2021, followed by discussion and identifying next steps in their role. At the conclusion, all participants will have the opportunity to join a book cohort beginning in January.

The first meeting of the District Executive Equity Leadership Team (DELT) occurred with the Executive Director of Education at *Courageous Conversations about Race*. These meetings will occur every six weeks throughout the school year.

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

The Fall Student Leadership Summit was held October 19, 2021, engaging student discipline committees from the 30 traditional middle and high schools. There were a total of 186 student participants at the summit who engaged in their choice from a variety of topics presented in 11 breakout rooms. Students completed a survey after the summit on their individual and school next steps, as well as ideas for upcoming student summits.

Students completed a summit survey regarding topics and next steps. Some of the top topics students want to discuss going forward include planning for college, student leadership, mental health, bullying awareness, discipline policies and practices, role of race, and jobs and internships. Feedback from breakout sessions indicated that over 85% of students agreed or strongly agreed that sessions engaged their interest, provided opportunities for student voice, and provided them clear next steps. Students were also surveyed about their next steps after attending the summit with top responses being to continue these conversations back at school, talking with peers, continuing their own understanding of the topic/research further, and work with staff members at their school on next steps.

The Community Conversations series began in October, engaging MPS community members from across the city in breakout rooms discussing what excites them about this work and what recommendations they have for us to address discipline. Some of the topics discussed were support services for students, engaging student voice in conversation, increasing clubs, sports and other extra-curriculars to engage students, and providing strategies and support to teachers.



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Committees to look at the district code of conduct and action levels will begin meeting in November. There will be focus groups held for school leaders, teachers, students, parents, and the community. Invitations have begun to go out to individuals, with focus groups starting this week. Committees will be looking at the district code of conduct, behavior definitions and disciplinary levels for all behaviors. The December 1, 2021 Community Conversations will be centered on looking at the code of conduct and action levels. Recommendations will be compiled throughout the year in each of the focus groups and presented formally later in the school year for potential adoption for the 2022-2023 school year.

Next Steps:

As Student Discipline Committees continue to meet and take their experiences at the Student Summit back into their schools, traditional middle and high schools will begin to implement.

The Wisconsin Disproportionality Technical Assistance Network is beginning their 2021-2022 Educational Equity Leadership Series with live webinars on Thursdays throughout the year. These opportunities are open to all educators in the state and have been advertised throughout MPS.

Continue sessions of DELT and Courageous Conversations about Race Exploration for teachers at identified elementary schools.