



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

Below you will find an update of activities and benchmarks aligned to the action steps aligned to Resolution #05-14-5003 with the Office of Civil Rights. All data and other information are updated as of January 31, 2021. Action steps 1, 6, and 8 are considered met pending feedback from the Office of Civil Rights.

Action Step 2- Early Identification of Students At-Risk 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 are documenting behaviors and supports within PLP Classroom Behavior in Infinite Campus. School teams utilize this data to inform teacher practice, identify school-wide trends in behaviors, and to identify students at risk for early intervention. Documentation of data indicates that staff members are working with students with behavioral difficulties without having to resort immediately to disciplinary practices.

As of January 31, 2021, there were 863 documented Tier 2 behavior interventions and 105 Tier 3 behavior interventions across the district.

January Benchmark & Timeline:

By January 31, 2021, documented Tier 2 interventions will increase by 10%, supporting students identified for early intervention.

Outcome:

Benchmark met. This is a 26% increase from 683 Tier 2 interventions and a 25% increase from 84 Tier 3 interventions on December 31, 2020.

February Benchmark & Timeline:

By February 28, 2021, documented Tier 2 interventions will increase by 10%, supporting students identified for early intervention.

Action Step 3- Outreach to Students

During January, middle and high schools held virtual Student Discipline Committee meetings with minutes and discussions submitted online.

January Benchmarks & Timeline:

By January 31, 2021, 100% of traditional middle and high schools will submit evidence validating that two virtual Student Discipline Committee meetings occurred in which specific student recommendations and student-interest topics were discussed.



Outcome:

Benchmark met.

Report Summary:

School committees continued their regular meetings, providing a space for students to share their concerns and recommendations with classroom climate, behaviors and discipline. In January school teams also conducted meetings specifically discussing the inauguration, antiracist education, Covid19, and other student interest topics. On January 26, Teaching Tolerance held a webinar on *Combatting Online Youth Radicalization* in which some staff facilitators attended and are working with the district discipline manager to create resources and mini lessons to use in upcoming Student Discipline Committee meetings.

February Benchmark & Timeline:

By February 28, 2021, 100% of traditional middle and high schools will submit evidence validating that two virtual Student Discipline Committee meetings occurred, at which specific student recommendations and student-interest topics were discussed.

Action Step 4- Outreach to District Staff

All schools have a Discipline Work Group that meets monthly to analyze disproportionality data, identify specific strategies, and identify specific professional development and support for staff members and students. The district discipline manager continues to send a weekly email to discipline champions containing best practices, supports, and articles for reflection.

January Benchmark & Timeline:

By January 31, 2021, 100% of MPS schools will submit evidence validating their Discipline Work Group met during the month.

Outcome:

Benchmark met.

Report Summary:

Discipline Champions receive a weekly email with updates, best practices, and articles for reflection to implement and share throughout their school community. After reviewing their school data, Discipline Work Groups identify specific strategies for implementation. Examples of some of these identified strategies include specific relationship building, engaging student voice, creating a structure in virtual learning for interventions with identified students, updating the school T-chart, and pre-correcting behaviors prior to transition.

February Benchmark & Timeline:

By February 28, 2021, 100% of MPS schools will submit evidence validating their Discipline Work Group met during the month.



Action Step 5- Outreach to Community Members

On Wednesday January 13, 2021, from 6:00-7:00 p.m., the district held its third of four community conversations discussing district climate and student voice. There were 20 MPS facilitators and 238 participants including administrators, school staff, families, and community members in attendance. January's focus was on the importance of positive student teacher relationships. A variety of best practices and activities to look for were shared with those in attendance. Afterwards a discussion occurred in the chat of best practice activities utilized across the district. The session was recorded, and all facilitators are following up on any questions not addressed. The final community conversation for the 2020-2021 school year is scheduled for Wednesday, February 10, 2021.

January Benchmark & Timeline:

By January 31, 2021, we will hold our January community conversations.

Outcome:

Benchmark met.

February Benchmark & Timeline:

By February 28, 2021, we will hold our final community conversation for the 2020-2021 school year.



Action Step 7- Staff Professional Development

The following is a sampling of professional development opportunities that were offered to staff members during January through the district’s Learning Management System (LMS).

Title	Audience	Enrollment
Brave Space for Race	Park View, Fratney, French Immersion	142
Bias in Discipline	Bryant, Hawthorne, Bethune, Story	130
Disproportionality Best Practice: Engaging Student Voice	All staff members	25
Disproportionality Best Practice: Interrupting Bias in Vulnerable Decision Points	All staff members	12
Disproportionality Best Practice: Talking about race	All staff members	23
De-escalation	All staff members	21
Equity in action: building relationships through culturally and linguistically responsive practices	All staff members	35
Equity in action: deep dive into building cultural competence	All staff members	16

In alignment with Resolution 05-14-5003 with the Office for Civil Rights and the Milwaukee Board of School Directors Resolution 1920R-005 and Resolution 2021R-010 regarding antiracism and Black Lives Matter, a three-year plan is underway to engage all MPS staff members and the community in professional development and discussion on antiracism and bias.

Mission: Provide professional development and ongoing support and best practice for staff members to work with students and the Milwaukee community to address race, work towards being antiracist through a series of professional development opportunities and the development of internal MPS facilitators to sustain the work.

Vision: Contribute to becoming a district and community that collaborates to address the role of race, and in which all staff, students and community members actively work towards being antiracist and interrupting bias.

Year 1: February 2021-June 2021

Summary: The first year of individuals identified for professional development will be all teachers, administrators, and support staff at traditional middle and high schools. These identified individuals will attend Virtual Courageous Conversation Exploration (VCCE).

A Courageous Conversations Cabinet will be created that will meet quarterly to monitor implementation goals and metrics, overall fidelity, and identify action steps throughout the district.



There will also be a creation of a cohort of 10 internal facilitators who will complete the two-part professional development from Courageous Conversations to become licensed and certified to conduct all professional development from Courageous Conversations within MPS.

Year 2: August 2021-June 2022

Summary: The second year of individuals identified for professional development will be all paraprofessionals from traditional middle and high schools, all new educators hired and assigned to middle and high schools, two cohorts of centralized services leaders, and remaining cohorts for elementary administrators, teachers, and support staff (counselors, social workers, psychologists). All identified individuals will attend Virtual Courageous Conversation Exploration (VCCE). The cohort of 10 individuals who began the certification process in Year 1 will continue in Year 2, completing Level 1 prior to the end of December 2021 and joining Level 2 in February 2022. Participants will complete Level 2 and be certified prior to August 2022.

Year 3: August 2022-June 2023

Summary: The third year of individuals identified for professional development will be all remaining MPS staff members including secretaries, nurses, social work aides, safety aides, centralized services staff members, etc. All identified individuals will attend Courageous Conversation Exploration (CCE). The cohort of 10 individuals who began the certification process in Year 1 will be certified to conduct professional development within MPS beginning in August 2022. Professional development will be offered throughout the school year for the identified staff members who have not attended prior. All new educators will attend CCE during their induction process.

Year 4 and Beyond

Summary: Each year going forward all new educators will attend Courageous Conversation Exploration (CCE) as part of their induction. MPS certified facilitators will offer professional development throughout the year, as well as integrate activities and best practices throughout all district professional development.

January Benchmark & Timeline:

Begin second cohort of staff members engaged with the Antiracist Lens Universal Supports professional development series.

Outcome:

Benchmark met.

February Benchmark & Timeline:

Increase enrollment in all self-guided professional development opportunities.



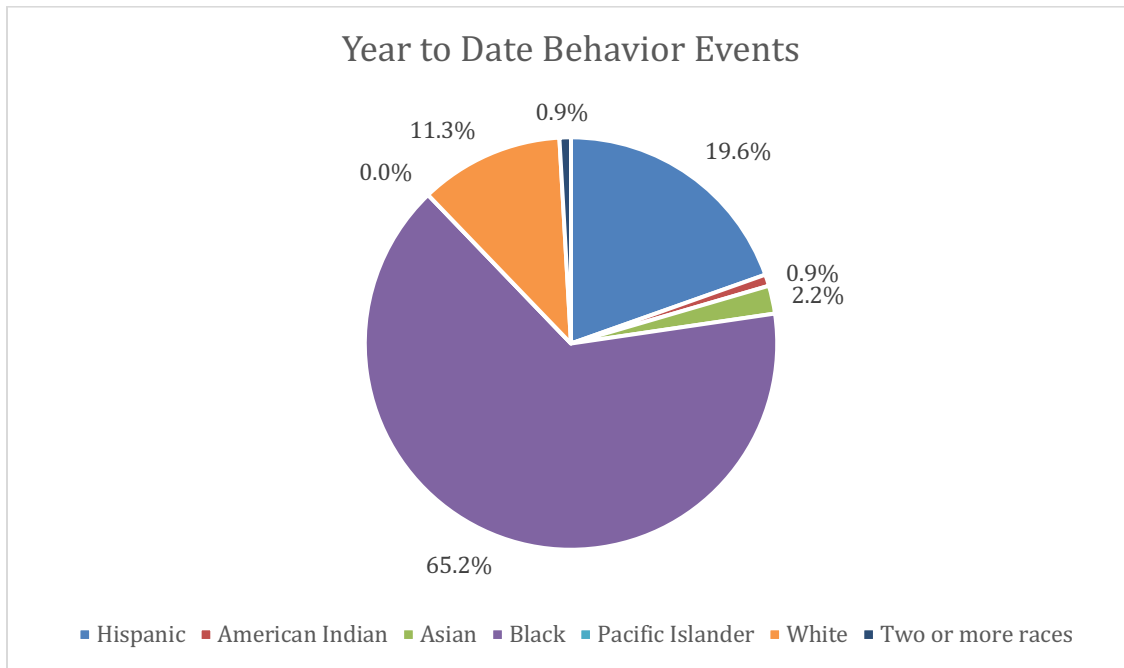
Action Step 9- Data Evaluation

Below are all behavior events and administrator resolutions documented across the district from January 1, 2020, through January 31, 2020. There were 29 referrals in which 29 events were found. As of January 31, 2020, there have been 227 behavior events year-to-date, as compared to 31,509 behavior events year-to-date during the 2019-2020 school year.

Behavior Event	Hispanic	American Indian	Asian	Black	Pacific Islander	White	2+ Races	January Total	December Total	Year to date	Administrator Resolution Used
Bullying Due to Sex										1	
Bullying Reason Unknown											
Bullying Other Reason											
Chronic Disruption	3		1	1		2		7	9	60	2,9,13,18
Disorderly Conduct	1			1				2	1	15	18
Endangerment of Physical Safety/Mental Well-being				1				1		2	17
Inappropriate Dress											
Inappropriate Personal Property											
Inappropriate use of electronic communication devices	2			9		1		12	12	96	1,2,4,9,10,13,17,18
Other Substances/Materials											
Personal Threat				3				3		6	9
Possession/Ownership/Use of Drugs				1				1		2	18
Possession/Ownership/ Use of a Gun										4	
Possession/Ownership/Use of Weapon Other than Gun										2	
Sexual Assault										1	
Sexual Harassment										1	
Substantial Environmental Disruption									1	8	
Use of Tobacco, Including Chewing										3	
Vandalism			1					1	1	2	18
Verbal Abuse/Profanity/Harassment				2				2	3	19	18
Grand Total	6		2	17		4		29	28	230	



Resolution	Key Code	Resolution	Key Code
Alternative Virtual Instruction	1	Police Involvement	10
Conference	2	Preliminary Expulsion Hearing	11
Counsel	3	Referral- BIT	12
CS Conference Scheduled	4	Referral School Social Worker/ School Psychologist	13
Handled at Local Level	5	Remain Present School	14
IEP Review	6	Suspension	15
Investigative Review	7	Suspension Pending	16
Alternative School Reassignment	8	Virtual Discipline Process	17
Parent Contact	9	In process	18



Action Step 10- Implementation Plan

On January 5, 2021, the District Discipline Disproportionality Leadership Team met and discussed school data and Discipline Work Group meeting minutes. Specifically, the team discussed supporting school teams understanding data analysis, student and staff member supports needed, the role of bias and race, virtual learning engagement, and the upcoming community conversations.

Cohorts of staff members reading Glenn Singleton’s *Courageous Conversations About Race* held two additional meetings covering a chapter of the book and completing related activities at each session. There are currently 32 administrators and 16 central services staff members participating in the cohorts. January’s sessions focused on inviting others to the conversations, creating a working definition of race, and practicing using the Courageous Conversation Compass while engaged in conversations on race.



Two cohorts of school-based staff members reading Ibram X. Kendi's book *How to be an Antiracist* held an additional two meetings and discussed specific activities educators can engage in towards becoming antiracist. A discussion was held around topics laid out by Ibram X. Kendi including the role of empathy, the role of policies causing disparities between racial groups, and how society manufactures fear of Black bodies.

Milwaukee French Immersion School started a six-session series on race and disproportionality. They have identified 10 school facilitators who meet with the district discipline manager to review each session and then facilitate the session with a small school-based group. La Escuela Fratney has started a six-session series on race and disproportionality facilitated by the district discipline manager and monthly "chat and chew" sessions for staff members to attend over lunch to discuss various topics of race in education.

A formal collaboration and contract between Milwaukee Public Schools and Glenn Singleton's Courageous Conversations to provide a variety of professional development has been approved. A three-year plan is under development to engage all MPS staff and community members in the professional development, as well as have a cohort of 10 staff members trained as trainers of the professional development going forward. For the remainder of the 2020-2021 school year, all teachers and support staff at traditional middle and high schools will attend an all-day session *Virtual Courageous Conversations Exploration*. This session is designed to guide participants to consider race, its construction and impact in their lives, workspaces, and the marketplace. Participants will learn more about the three components of the Courageous Conversation™ Protocol. During the 2021-2022 school year the focus will be on identifying elementary schools to attend the *Virtual Courageous Conversations Exploration*, as well as provide additional support and coaching to staff in middle and high schools who have attended the *Virtual Courageous Conversations Exploration*. The cohort of district facilitators will begin self-paced modules towards becoming licensed facilitators in May and will be fully licensed to provide any of the professional development within the district starting in August 2022. An MPS Courageous Conversations Cabinet will be created to identify the mission, vision, and goals of the work within MPS, as well as monitor overall implementation and needed ongoing support.

During February, the school social work and school psychologist departments are hosting a viewing and discussion of *Pushout: The Criminalization of Black Girls in Schools*. Individuals will watch the documentary, review some district-wide data, and engage in breakout room discussion identifying next steps for themselves in their roles.

Additional self-paced and school facilitated professional development has been created, including a session on the historical framework of race in Milwaukee and America, as well as understanding multiple perspective and the role of race in our lives.

The Wisconsin (WI) Disproportionality Network is offering an Educational Equity Leadership Series with a variety of local and national speakers on a variety of topics on race and equity. All opportunities are offered by the WI Disproportionality Network for all educators throughout the state. Each session includes a presentation followed by an online discussion by participants. The first two sessions offered were: *The Essence of Racial Equity Lens*, which 32 MPS staff members attended, and *The Roots of Whiteness*, which 33 MPS staff members attended.



**MILWAUKEE
PUBLIC SCHOOLS**

Office of School Administration
Department of Student Services
5225 W. Vliet Street
Milwaukee, WI 53208
(414) 475-8448 • mps.milwaukee.k12.wi.us
Fax (414) 475-8626

January Benchmark & Timeline:

Complete 6-part series with Parkview staff members on the role of race in my life and creating an antiracist classroom community.

Outcome:

Benchmark met.

Begin 6-part series with Milwaukee French Immersion School staff members on *Brave Space for Race* meeting twice per month, with two sessions held in January.

Outcome:

Benchmark met.

February Benchmark & Timeline:

Facilitate documentary viewing and discussion of *Pushout: The Criminalization of Black Girls in Schools* with school psychologist and school social worker departments.