



Monthly Discipline Disproportionality Report February 1, 2022- February 28, 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. This work is aligned to Resolution #05-14-5003 with the Office for Civil Rights. 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. February's monthly update focused on microaggressions, specifically how to identify them and how to address microaggressions when we see them in ourselves and others.

Multiple departments collaborated on creating a short video covering the five best practice universal supports for all educators newly placed in a classroom without classroom management experience. This video is available to all staff members to get an overview of best practices regarding classroom management as well as access a link with additional professional development opportunities and best practice strategies.

Ensure Counseling and Support Services are Utilized by Schools

The District Discipline Disproportionality (3D) Leadership Team met on February 3, 2022, to discuss student focus group questions and procedures at the schools with the highest number suspensions. The team is currently visiting schools and conducting student focus groups as part of a larger root cause analysis of school climate, culture discipline systems at the schools.

In February, the PBIS coaches worked with schools to identify students who may need further, more intentional Tier 1 support. PBIS Coaches also worked to help identify students who may need Tier 2 or Tier 3 support based on documented classroom data. PBIS Coaches work with Behavior Intervention Teams (BIT) to ensure students are matched with appropriate interventions, ongoing progress monitoring is occurring and documented, and that interventions are adjusted/modified and aligned to data.

Through February 28, 2022, there have been over 600 meetings of school-based Discipline Work Groups. Looking at February minutes submitted some recommendations submitted included more opportunities to talk about racial equity, sharing specific classroom strategies, assessing staffing levels, time to collaborate, and intervention systems among other topics.



The MPS Culture & Climate Toolkit outlines specific strategies for schools and individual staff members to utilize to support positive behaviors and school climate. 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 February 28, 2022, can be found below.

Acknowledge verbally or tangibly	20027
Brain breaks	557
Behavior contract	406
Buddy classroom	1768
Community service	110
Collect property	1116
Go Guardian	408
Independent work	260
Mindfulness	521
Move their seat	1979
One-on-one conversation	25058
Proximity control	4144
Praise 5:1	157
Parent contact	17610
Planned ignoring	3509
Redirection	12827
Recovery area (within room)	1379
Restorative conversation	1978
Secret signal	104
Support staff consultation	7619
Self-monitoring	177
Reflection sheet	569



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 February 1, 2022, through February 28, 2022, as documented in Infinite Campus. There were 2734 suspensions in February 2022, compared to 2923 suspensions in February 2020.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson	1			1				2
Assault	5			17				22
Battery	8			68				76
Bullying	3			12		2	1	18
Burglary								
Chronic Disruption or Violation of School Rules	66	5	5	492		9	7	584
Disorderly Conduct	90	6	16	496		19	6	633
Endangerment of Physical Safety/Mental Well-being	9	2		108		2	1	122
False Fire Alarms	4			1				5
Fighting	75	5	5	613		20	8	726
Gambling				18				18
Inappropriate Personal Property	5	1		20		4		30
Inappropriate use of electronic communication devices	10		1	49				60
Intent to Distribute Drugs/Alcohol/Meds		1		2				3
Leaving the Classroom Without Permission	2		1	5		1	1	10
Loitering				2				2
Other Substances/Materials	2		1	30		1	2	36
Personal Threat	8			52		1		61
Possession of Drug Paraphernalia	2		1	9				12
Possession of stolen property	1							1
Possession/Ownership/Use of Alcohol				1				1
Possession/Ownership/Use of Drugs	5		1	19		1	2	28
Possession/Ownership/Use of Gun	1			2				3
Possession/Ownership/Use of Weapon Other than Gun	2			19		2	1	24
Possession/Use of Fireworks								
Reckless Vehicle Use				1				1
Robbery				2				2



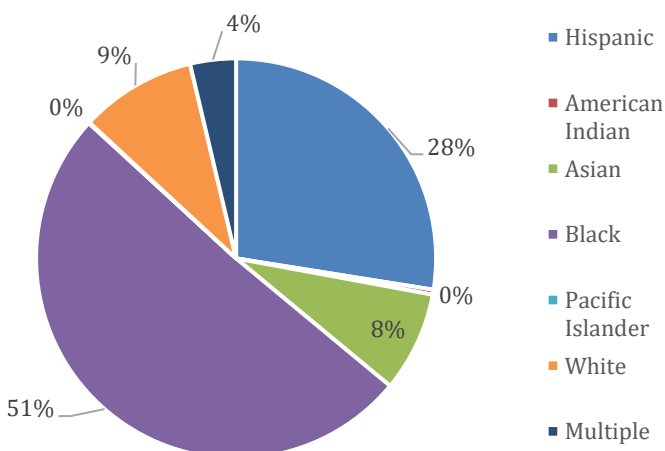
Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Sexual Assault				6				6
Sexual Harassment	3			7				10
Skipping Class								
Substantial Environmental Disruption	51	2	2	82		4		141
Theft	3			5				8
Trespassing				2				2
Use of Tobacco, Including Chewing	8	2		21		3		34
Vandalism	3			13		1		17
Verbal Abuse/Profanity/Harassment	8			25		2	1	36
Grand Total	375	24	33	2200		72	30	2734

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

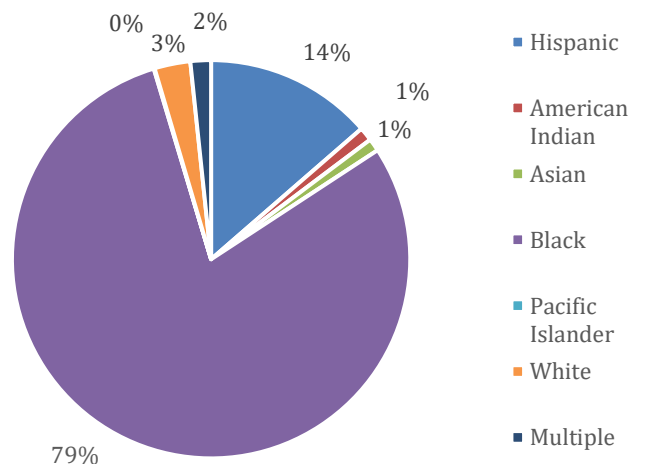
Alternatives to Suspension Utilized	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Conference	31	2	1	112		6	3	155
Counsel	181	20	12	935		41	16	1205
Detention	11		1	57		6	1	76
Mediation	1			61		3	2	67
Referral BIT	5	1		3		1		10
Repairing Harm Circle	1			4		1		6
Restorative Conference	8			6				14

The following charts show district demographics and year to date disproportionality of suspensions through February 28, 2022.

Student Demographics



Year to Date Suspension Events





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

Grade	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Total for Grade
K4/K5	4			8				12
1	1			9			1	11
2	2	1		26		1	1	31
3	7		1	59		3	1	71
4	9	1		77		2	1	90
5	11	2	1	94		5		113
6	33		4	233		12	3	285
7	35	2	2	285		9	3	336
8	48	4	2	320		5	8	387
9	109	6	11	497		14	4	641
10	34	5	7	215		8	2	271
11	26	2	2	147		3	1	181
12	13		2	72		3	2	92



Book Studies

On February 11, 2022, the second Leadership Experiences and Administrative Development Series (LEADS) with Courageous Conversations About Race (CCAR) occurred with all SSTs, Community Schools Coordinators, and central services coaches totaling over 100 individuals. This is a six-part series developing a deeper understanding of the CCAR framework and integrating the framework into our practices. The February session focused on our understanding of the racial context throughout history and the present as well as utilizing the Above/Below the Line tool to understand what we know and what we don't know in terms of the racial context we are living within.

A district-wide cohort reading Pushout completed its final reflection session discussing the primary themes of the book including proactive supports for Black girls in schools, strong student-teacher relationships, school-based wraparound services, and professional development for staff. On February 15, 2022, all school nurses engaged in viewing the documentary Pushout followed by small group discussions around implications for their work. Time was spent discussing themes of safe spaces for Black girls, relationship building, proactive supports, and school-wide wraparound support for Black girls.

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

The City-Wide Discipline Committee met throughout February to begin to look at focus group feedback regarding the code of conduct and begin looking at making specific recommendations regarding the code of conduct. This committee will meet four times prior to make recommendations regarding the code of conduct.

Across all traditional middle and high schools there have been over 160 meetings of the school-based Student Discipline Committee. Looking specifically at February some of the recommendations from students include assessing staffing, engaging students in conversation throughout the suspension process, creation of more student clubs, engaging students in updating cell phone policy, and extending passing time, among others.

The next quarterly Community Conversation will occur on May 4, 2022, at 6:00 p.m.

Next Steps:

Additional Courageous Conversations About Race LEADS and DELT series for school and district leaders.

Collaborate with schools with highest number of suspensions towards root cause analysis and next steps to support students and school climate.

Complete City-Wide Discipline Committee and make recommendations for the 2022-2023 code of conduct.

A book cohort starting in March reading Richard Milner's "These Kids Are Out of Control: Why We Must Reimagine Classroom Management for Equity."