



## **Enhancing Educational Communities and School Climate November 2024**

A primary goal of Milwaukee Public Schools (MPS) is to reduce discipline disproportionality across the district. This November report will address work from a variety of departments through October 31, 2024.

*PACE Committee members and constituents have inquired about district wide equitable practices that are suggested or identified to assist schools in developing, creating, and implementing equitable practices as part of a multi-tiered system of support.*

### **Equitable Practices as Part of a Multi-Tiered System of Support**

All classrooms and schools are focusing on the five components of school climate which are:

- Relationships and community
- Expectations and procedures
- Skill development
- Accountability systems
- Systems of acknowledgement

MPS been focusing on six research-based best practices to address discipline disproportionality.

- Define and categorize behaviors
- Talk about race
- Engage student voice
- Interrupt bias when making decisions during vulnerable decision points
- Re-entry of students after discipline
- Universal supports through an anti-racist lens

All schools utilize a variety of classroom management practices, with the following equitable practices that have been shared throughout the district:

- Validate/affirm and build/bridge
- Elevating student voice and cultural practices throughout the classroom
- Co-creation of expectations and procedures with students
- Connecting classroom practices to student realities through the use of a personal matrix
- 2X10 intervention providing identified students a brief 2-minute intervention for 10 days straight
- Connection before correction

All district schools have been implementing Positive Behavior Intervention and Supports (PBIS) as the research-based multi-tiered system of support. National research on PBIS emphasizes five inter-related elements of equity, systems, data, practices, and outcomes. Approaches such as restorative practices, trauma sensitive schools, social emotional learning, mindfulness, culturally responsive practices, and anti-racism are also integrated within PBIS.

*PACE Committee members and constituents have inquired about on-going professional development with discipline disproportionality and anti-racism/anti-bias.*

### **Professional Development**

Throughout the school year a variety of professional development opportunities from a variety of departments for school staff members are offered.

- Restorative Practices and Racial Justice series
- Historical Trauma
- Belonging Before Learning (Principal Leadership Institute and Teacher Institute)
- Connection Before Correction Teacher Institute series
- Regulation and Co-regulation
- Crisis Prevention Institute (CPI) and De-escalation
- Classroom Organization and Management Program (COMP)
- Bullying Prevention
- Youth Mental Health First Aid
- Restorative Leadership
- Restorative Practices Partnership Team Retreat
- Second Step and Devereaux Student Strengths Assessment (DESSA)

*PACE Committee members and constituents have inquired about ensuring continued Courageous Conversations about Race implementation with opportunities to engage in uplifting racial equity.*

### **Courageous Conversations about Race and District Equity Leadership Team**

For the 2024-2025 school year, all newly hired teachers and paraprofessionals attend a week-long New Educator Institute, with day two fully dedicated to Courageous Conversations About Race (CCAR) Exploration. In addition, sessions have been scheduled for newly hired international teachers, facilities staff, and safety aides.

Implementation is looking to intensive and become more intensive through monthly sessions of the Courageous Conversations Continued Learning series and Courageous Conversation Luncheons. Each month all climate equity liaisons receive an email with case studies, example conversations, strategies to integrate the framework, and articles and videos to stimulate conversation. Sessions of Beyond Diversity will be held in November for staff members looking to continue their journey with the framework.

At the September District Equity Leadership Team (DELT) meeting, members identified areas of focus for the school year and collaborated with the Department of Research, Assessment, and Data (RAD) to evaluate the work throughout the year. Some areas of focus include:

- Messaging district-wide opportunities for individuals to expand their knowledge, skill, will, and capacity for systemic racial equity.
- Increasing racial consciousness of staff members.
- Creating “push-in” models of supporting schools in racial equity.
- Integrating CCAR protocols into district workgroups such as strategic planning, facilities planning, high school enrollment, and other groups.
- Creation of a personalized “implementation model” for individuals interested in continuing their personal journey in unpacking and addressing antiracism.
- Creation of a template for school staff members to utilize framework with students within classroom instruction.

*PACE Committee members and constituents have inquired about equitably supporting schools as part of the Teaming in Equitable Education Coaching and Holistic Support (TEECHS) collaboration.*

### **Supporting Schools**

For the 2024-2025 school year, all schools are organized into tiers of support based on disciplinary data. The following rollout plan has been established:

- A problem of practice, root cause, and theory of action was identified for the district’s approach to supporting schools.
- An introductory webinar and follow-up professional development was provided for all central service staff members identified to support schools.
- A meeting was held with all principals looking for feedback on our approach.
- A staff meeting was held at schools with staff members sharing what is working well at the school, as well as what additional support they need.
- Collaborative calibration utilizing the Goals-Reality-Obstacles-Way forward (GROW) method to identify the next steps of support and collaboration for schools.
- Schools will get coaching support from a variety of district teams aligned to their identified needs.

*PACE Committee members and constituents have inquired about continued efforts to engage students and community members in district climate and discipline disproportionality.*

### **Stakeholder Engagement**

For the 2024-2025 school year, all traditional middle and high schools are continuing with their Student Discipline Committee. Student Discipline Committee members at these schools attended the Student Leadership Summit in October to kick off their work for the year. Students discussed school and district data, previous recommendations, and learned about best practices for student-led research.

Student Discipline Committees are identifying a school problem of practice and a plan to research the problem of practice throughout the year. Each student committee will be attending the Spring Student Leadership Summit in April to present their findings from the year and recommendations to the district. Feedback from the summit is being compiled within a collaboration between RAD and Marquette University.

Students from restorative practices courses attended “The Union of Restorative Justice, Healthcare, and Street Outreach: A Healing Approach to Preventing Gun Violence” at Marquette University. Students watched a new documentary on gun violence, reviewed citywide data, learned more about preventative measures, and drew connections to the work around restorative practices in their coursework.

Throughout the year, conversations will be held with constituents and community members regarding feedback on the work being conducted districtwide and our bi-monthly PACE report. Feedback from these conversations will be brought back to PACE presentations.

*PACE Committee members and constituents have inquired about restorative practices implementation, integration into existing frameworks, and messaging districtwide.*

### **Restorative Practice Implementation**

Collaboration was created with Community Schools to align restorative practices within the community schools' framework. This will provide all Community Schools with direct access to coaching, training, and consultation from the restorative practices team. All twenty-two schools who are partnering with the restorative practices team have aligned their School Improvement Plan to restorative practices and created an action plan outlining their steps and support they will receive to move forward with their implementation.

The Department of Restorative Practices continue training opportunities that focus more on community building and repairing and healing harm. This is a result of the feedback given by schools with a need for support in addressing discipline. With this approach, there has been a reduction in disciplinary referrals and suspensions. One school will be highlighted this month for their accomplishments as it relates to climate improvement.

Restorative language has been integrated within the Culture, Climate and Alternatives to Suspension Toolkit as well as school-based leadership team meeting minutes. All schools have a Tier 1 Climate Team that focuses on tier 1 supports for a positive school climate. Schools that have been trained in restorative practices are integrating that work within this school team. The Department of Restorative Practices is collaborating with schools using their School Improvement Plan to focus on climate and culture. This is in addition to the schools where direct coaching is present and offers all schools a pathway to receive support from the department.

*PACE Committee members and constituents have inquired about historical trends, and current reality with disciplinary practices by race and grade level.*

**Suspension Deep Dive**

All data through October 31, 2024, at 5:00 p.m.

Suspensions by race

	<b>Hispanic/ Latino</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black/ African American</b>	<b>Native Hawaiian</b>	<b>White</b>	<b>Multiple Races</b>
<b>Total Suspensions</b>	654	17	68	3299	2	85	162
<b>Percent of all Suspensions</b>	15.3%	0.4%	1.6%	77.0%	0.1%	2.0%	3.8%
<b>Percent of Enrollment</b>	28.7%	0.3%	9.2%	48.6%	0.1%	8.7%	4.4%

Suspensions by grade

K4	K5	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
3	11	34	61	93	140	171
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
389	426	513	1182	679	374	211

Suspensions by month comparison

<b>Month</b>	<b>2024-2025</b>	<b>2023-2024</b>	<b>2022-2023</b>
<b>August</b>	XXX	524	692
<b>September</b>	1578	1971	2357
<b>October</b>	2700	3047	2336