



Monthly Discipline Disproportionality Report

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 2022-2023 school year. The monthly reporting associated with disproportionality for the 2022-2023 school year will focus on the following proactive approaches:

- Providing proactive supports & interventions
- Strengthening student, staff & community collaboration
- Reconceptualizing the role of school leaders within discipline
- Developing staff integration of Courageous Conversations about Race

A Discipline Response Team has been created connecting teams and supports from across the district to support schools. This team held a retreat on July 26 and July 27 to collaborate and align work within these four areas.

August 2022 will focus on the plan for the 2022-2023 school within those four focus areas.

Providing Proactive Supports & Interventions

All school-based discipline champions receive a monthly Why Race Matters update from the District Discipline Manager focusing on specific best practices to support positive student behavior. All schools have a PBIS Tier 1 team that meets monthly utilizing data to problem solve and action plan around climate and discipline. These monthly minutes are submitted within the School Improvement Plan (SIP). There is a district-wide, cross departmental District Discipline Disproportionality (3D) Leadership Team that meets monthly to review data and identify best practices and supports.

The Climate & Culture Toolkit has been updated and rebranded for the 2022-2023 school year into the Climate, Culture & Alternatives to Suspension toolkit. The toolkit will provide best practices for creating a positive climate starting with building a community with students, proactive systems, classroom redirection strategies, and alternatives to suspension. The Climate & Culture Directory of Support has been updated and shared with school leaders. This directory contains a list of all supports offered to school from a wide variety of departments supporting school climate and culture. Also included is a menu of professional development offerings for school staff members.

Schools will continue to focus on best practices to address disproportionality including defining & categorizing behaviors, talking about race, engaging student voice, addressing bias within vulnerable decision points, re-entry after discipline, and universal support through an anti-racist lens.



The use of specific strategies for classroom managed behaviors are documented within PLP Classroom Behavior notes. Total documented strategies for the 2021-2022 school year can be found below.

| Strategy | Total |
|----------------------------------|--------------|
| Acknowledge verbally or tangibly | 31,405 |
| Brain breaks | 819 |
| Behavior contract | 609 |
| Buddy classroom | 3,406 |
| Community service | 193 |
| Collect property | 1,723 |
| Go Guardian | 575 |
| Independent work | 420 |
| Mindfulness | 757 |
| Move their seat | 2,908 |
| One-on-one conversation | 37,003 |
| Proximity control | 6,111 |
| Praise 5:1 | 220 |
| Parent contact | 27,367 |
| Planned ignoring | 5,894 |
| Redirection | 20,085 |
| Recovery area (within room) | 2,186 |
| Restorative conversation | 3,101 |
| Secret signal | 190 |
| Support staff consultation | 12,837 |
| Self-monitoring | 268 |
| Reflection sheet | 1,004 |

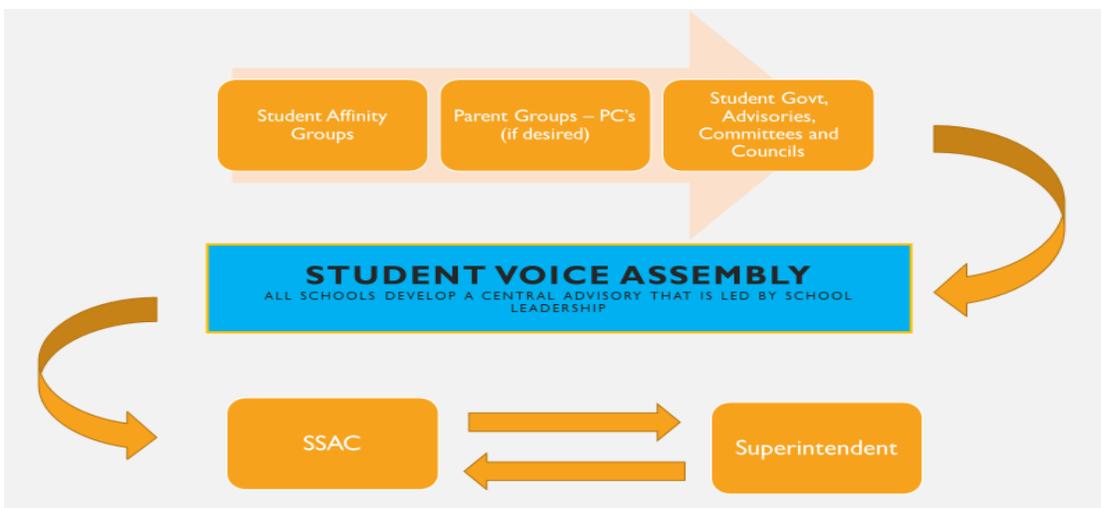
All schools have a Building Intervention Team (BIT) in which team members ensure students in need of additional support are offered Tier 2 and Tier 3 interventions within the PBIS framework. Below are the numbers Tier 2 and Tier 3 interventions provided for the 2021-2022 school year.

| Tier 2/Tier 3 Intervention | Students |
|---|-----------------|
| Check-In/Check-Out (CICO) | 2,255 |
| Individualized CICO | 493 |
| Social Academic Instructional Group (SAIG) | 1,523 |
| Behavior Assessment/ Intervention Plan (BAIP) | 173 |
| FBA/BIP | 205 |
| Educational Wraparound | 57 |
| RENEW | 63 |



Strengthening Student, Staff & Community Collaboration

All traditional middle and high schools have a Student Discipline Committee (SDC) that will meet twice per month. One meeting a month will focus on discipline/climate, with the second meeting covering a student-selected topic. Students will identify an area of concern and make specific recommendations to school leaders. District recommendations will be taken to the district’s Superintendent Student Advisory Council (SSAC) through the school’s student representative. Student committees will reflect monthly on updates and changes they have experienced as a result of their recommendations. Students will attend a Fall Student Leadership Summit and culminate when teams present formal findings and next steps at the end of the year at the Spring Student Leadership Summit.



There will be four quarterly Community Conversations held virtually for students, families, staff, and the community to join in discussions on a variety of topics involved in creating a positive school and district climate for all students. These will be held from 5:30-6:30PM virtually on Zoom. Through the work of the community conversations and within other partnerships with the community, various community organizations will be recruited to formally volunteer time in identified schools providing additional support to students.

Reconceptualizing the Role of School Leaders within Discipline

All school leaders will receive professional development on restorative discipline and alternatives to suspension. The Culture, Climate, & Alternatives to Suspension Toolkit, which contains best practice and examples of alternatives to suspensions, was shared with all school leaders. All school leaders are also provided an Administrators’ Guide to Discipline that outlines the code of conduct and various ways to handle discipline depending on the behavior, interventions previously provided, and severity of the incident.

Monthly all school leaders will submit a reflection on use of discipline for the month and areas of focus and next steps for the upcoming month. School leaders will also attend a climate leadership institute to reflect on their data and learn more about various best practices supporting discipline.



Throughout the 2021-2022 school year there were 23,685 suspension events, with 10,085 individual students suspended for a suspension rate of 13.1%.

| Behavior | Hispanic | American Indian | Asian | Black | Pacific Islander | White | Multiple | Grand Total |
|-------------------------------|----------|-----------------|-------|-------|------------------|-------|----------|-------------|
| Total Suspensions | 3123 | 127 | 275 | 19212 | 15 | 573 | 360 | 23685 |
| Individual Students Suspended | 1497 | 62 | 141 | 7935 | 9 | 289 | 152 | 10085 |
| Suspension Rate | 7.1% | 15.9% | 2.2% | 19.8% | 15.5% | 4.2% | 10.6% | 13.1% |

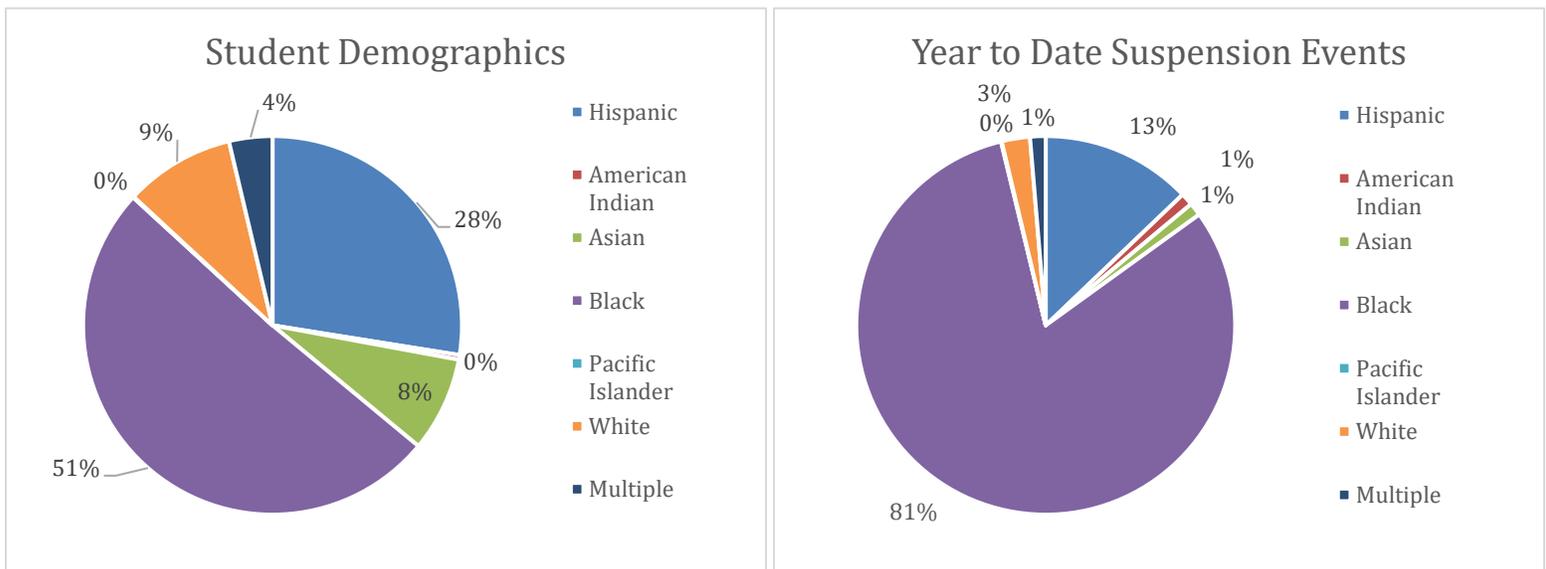
Total Suspension Events by Grade Level:

| K4-K5 | 1 st Grade | 2 nd Grade | 3 rd Grade | 4 th Grade | 5 th Grade | 6 th Grade |
|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|-----------------------|
| 115 | 173 | 325 | 767 | 1087 | 1337 | 2615 |
| 7 th Grade | 8 th Grade | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade | |
| 3563 | 3136 | 5764 | 2422 | 1651 | 730 | |

The following alternatives to suspension were utilized by administrators throughout the 2021-2022 school year.

| Alternatives to Suspension Utilized | Total |
|--|-------|
| Conference | 1460 |
| Counsel | 12659 |
| Detention | 871 |
| Mediation | 754 |
| Referral to Building Intervention Team | 117 |
| Repairing Harm Circle | 134 |
| Restorative Conference | 253 |

The following charts show district demographics and disproportionality for the 2021-2022 school year.





Develop Staff Integration of Courageous Conversations about Race

The District Equity Leadership Team (DELT) will continue the work begun in the 2021-2022 school year. This team will meet every other month with the Executive Director of Education from Courageous Conversations about Race (CCAR). During the other months, DELT will meet in sub committees and work groups integrating the mindsets and protocols discussed when meeting with CCAR. DELT is composed of a representative from all MPS departments.

We are continuing our 3-year plan which started in March 2021 to have all MPS staff members attend Courageous Conversations about Race Explorations with additional staff members engaging in additional seminars and professional development with CCAR. There have been 3,080 staff members that have attended the one-day seminar with additional staff members attending their longer Courageous Conversations about Race Experience and 6-part series Leadership Experiences and Administrative Development Series (LEADS). Beginning on August 1, 2022, a team of MPS staff members have been certified to lead the one-day CCAR Explorations internally. In August all new educators will attend the seminar as part of their week-long New Educator Institute. Sessions are scheduled for safety aides, school secretaries, and school-based staff members throughout August prior to the school year starting.

All staff members have been invited to participate in a 28-day racial equity challenge with an article or video to engage with and reflect on daily over the course of 4 weeks. This challenge will remain open throughout the school year.

In addition to these sessions a variety of book cohorts will be offered throughout the year with *Courageous Conversations about Race* by Glenn Singleton, *Getting into Good Trouble at School: a guide to building an antiracist school system* by Gregory Hutchings, *Pushout* by Monique Morris, *How to Be Antiracist* by Ibram X Kendi, *These Kids are Out of Control.....* By Richard Milner, among others.

Next Steps:

Implementation of the integrated 30-60-90-day plan beginning August 1, 2022, with monitoring of accountability measures.

There are a total of nine sessions of Courageous Conversations about Race Exploration throughout August that will be facilitated by district certified facilitators. Attending groups include new educators, school secretaries, safety aides, and school-based teachers.

School staff members introduced to the Culture, Climate and Alternatives to Suspension toolkit.

Initial school-based meeting of PBIS Tier 1 Team, Building Intervention Team, and Student Discipline Committees (at all traditional middle and high schools).