

Discipline Disproportionality Updates & Progress

December 6, 2022



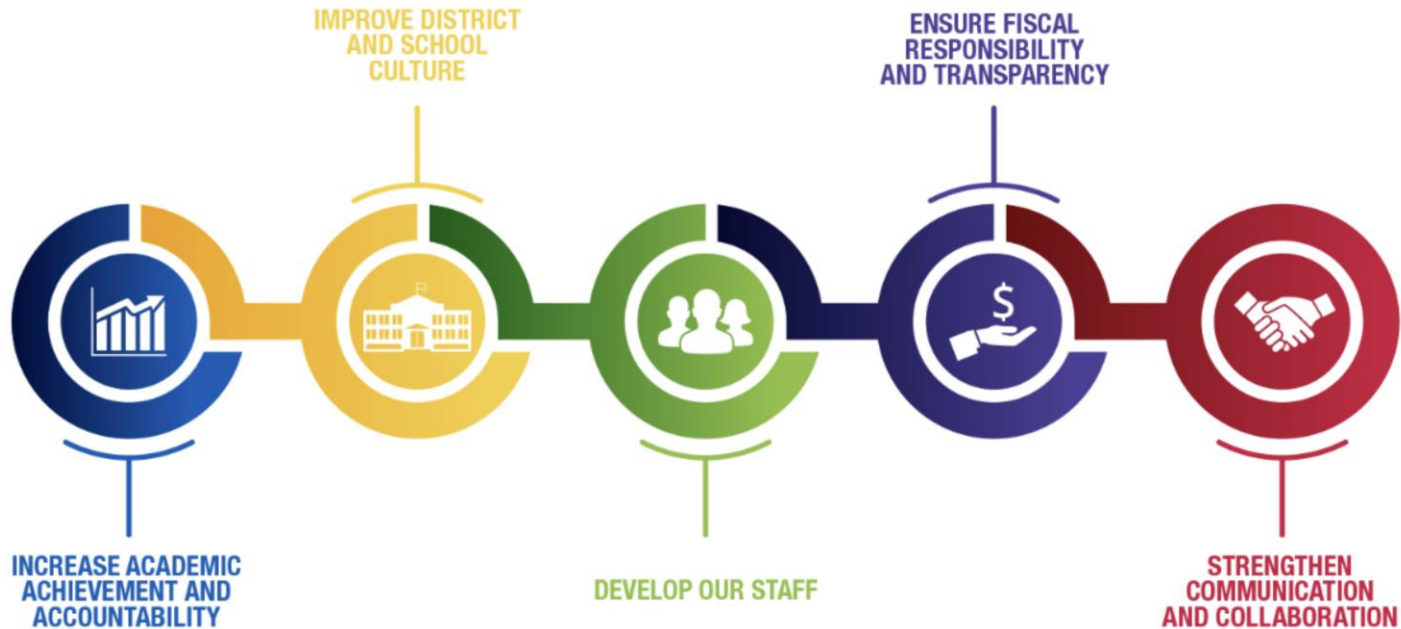
MILWAUKEE
PUBLIC SCHOOLS

Presenters:

Matthew Boswell, Senior Director, Student Services
Jon Jagemann, Discipline Manager, Student Services

Dr. Keith P. Posley, *Superintendent*

Five Priorities for Success



Monthly Reporting for 2022-2023

The monthly reporting associated with disproportionality will focus on the following:

- 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

Providing Proactive Supports & Interventions

- Provided Culture, Climate and Alternatives to Suspension Toolkit best practices- classroom strategies
 - Validate/affirm & build/bridge
 - Increased opportunities to respond
- Shared cyberbullying and digital citizenship resources
- Classroom Organization and Management Program (COMP) workshop
- Foundations of Restorative Practices PD

Providing Proactive Supports & Interventions

Tier 2 and Tier 3 Interventions

	Students
Check-In/Check-Out (CICO)	1280
Individualized CICO	262
Social Academic Instructional Group	683
Behavior Assessment/Intervention Plan (BAIP)	50
FBA/BIP	126
Educational Wraparound and RENEW	65

Strengthening Student, Staff, & Community Collaboration

- Student Discipline Committees meeting at all middle and high schools
 - Student discussion topics included relationship building, school policies, and classroom instructional practices
- Community Conversation- Elevating Student Voice
- Collaboration with school-based teams



Strengthening Student, Staff, & Community Collaboration

Administrator Alternatives to Suspension

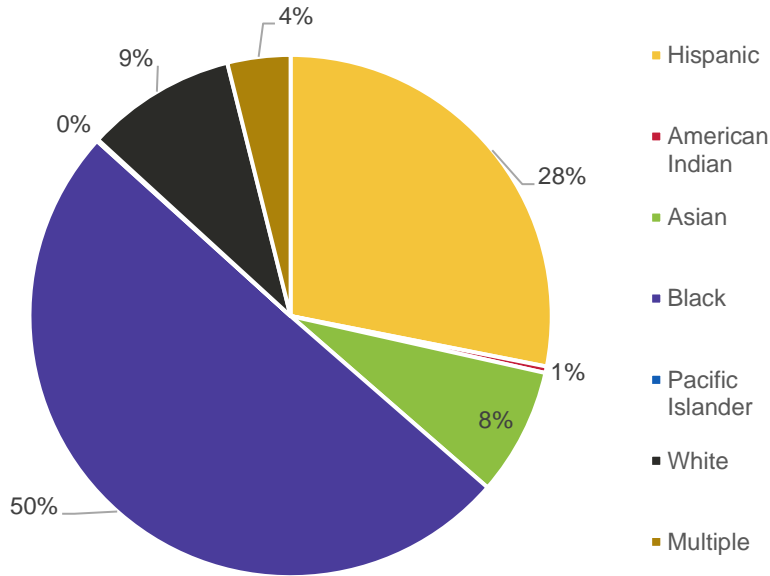
Conference	Counsel	Detention	Mediation
149	1248	92	96
Referral to BIT	Support Staff	Repairing Harm Circle	Restorative Conversation
40	39	12	61

School leader reflection

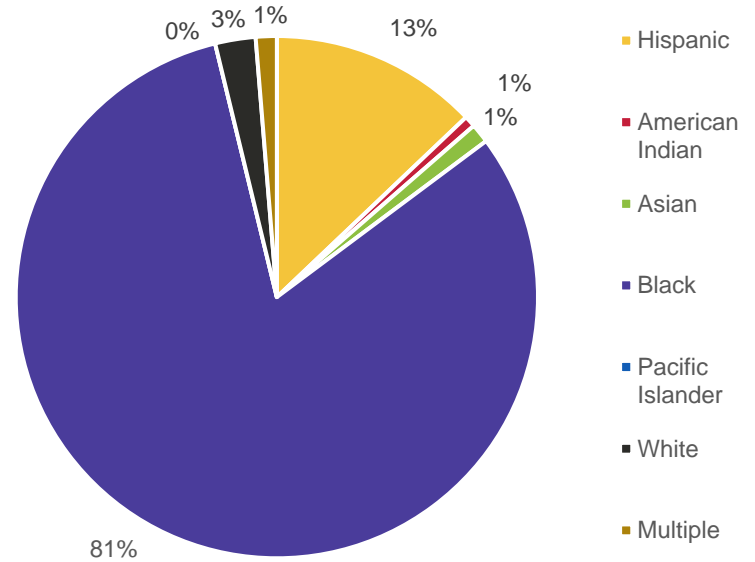
- Discuss as staff, practice procedures with students, share best practice with staff, and community building

Data Analysis

Student Demographics



Year to Date Suspension Events



Data Analysis

Total Suspensions November 2022 – 2,204

Total Suspensions November 2021 – 2,780

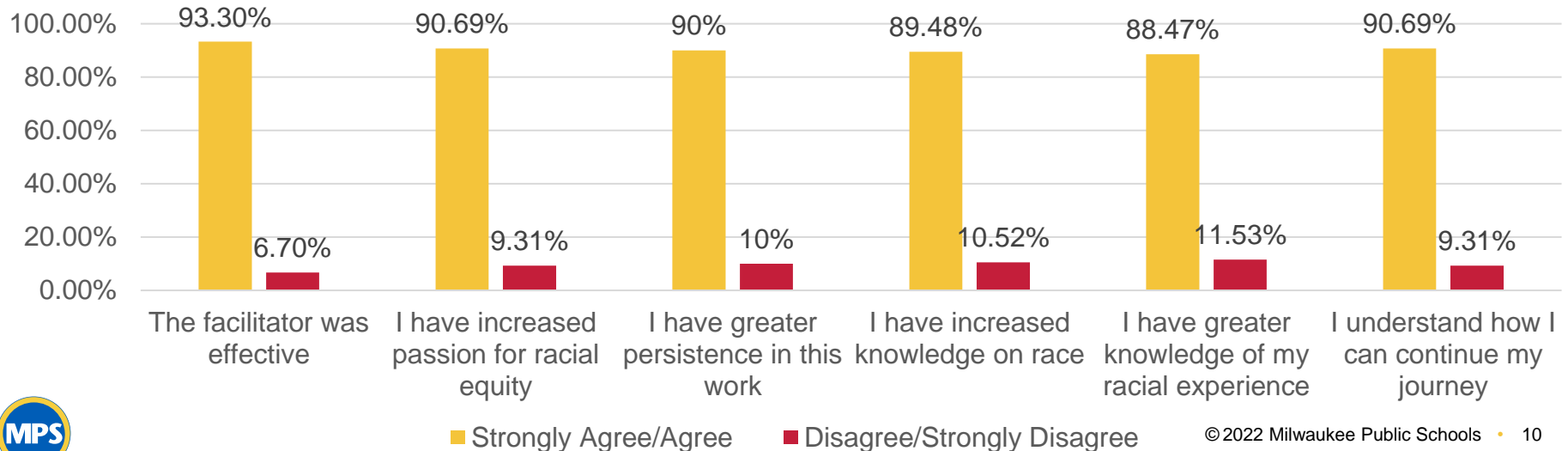
	Hispanic Students	American Indian Students	Asian Students	Black Students	Pacific Islander Students	White Students	2+ Races	November 2022 total
Total Suspensions	319	11	42	1744	0	54	34	2204

K4-K5	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
7	11	15	50	50	94	201
7th Grade	8th Grade		9th Grade	10th Grade	11th Grade	12th Grade
259	359		616	321	144	77



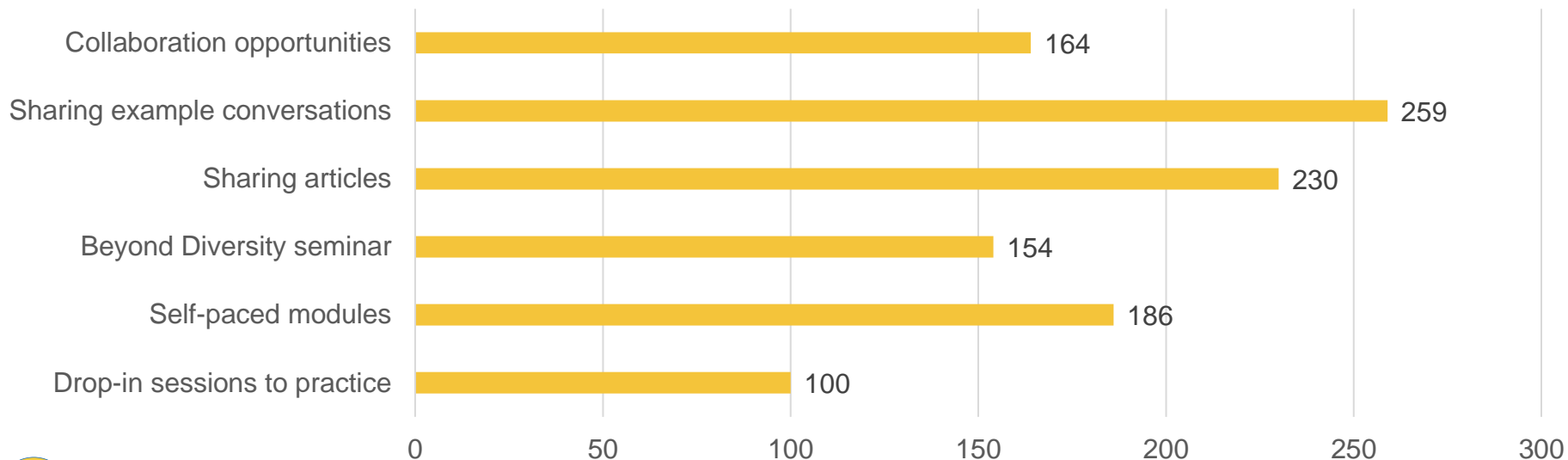
Developing Staff Integration of CCAR

- Courageous Conversations about Race (CCAR)
Exploration: elementary teachers and secretaries
- Participant reflection survey



Developing Staff Integration of CCAR

- Participants asked next step they would consider participating in



Developing Staff Integration of CCAR

- District Equity Leadership Team (DELT): explored mission/vision, alignment of work, and reviewing departmental practices
- Leadership in Equity & Antiracism Development Series (LEADS) session 5: explored the 3 C's of whiteness in our personal leadership



Next Steps December

- Provide PD on Culture, Climate & Alternatives to Suspension Toolkit focus- restorative strategies
- Facilitate CCAR Exploration seminars
- LEADS Session 6 with SSTs
- Organize book cohort- “Learning and Teaching While White: antiracist strategies for school communities”



Monthly Highlights

- Black and Latino Male Achievement (BLMA): supporting positive culture for students
- Riverside High School: strategies towards suspension reduction



Black and Latino Male Achievement



Mission

The Department of Black & Latino Male Achievement collaboratively works to improve the outcomes of Black and Latino male students within MPS by challenging systems, structures, and spaces of oppression and seeks to create conditions that promote greater success.

Vision

Black and Latino boys and young men will possess an affirmed sense of identity, dignity, and self-confidence, and will have the necessary tools to triumphantly navigate K-12, college, career, and life.



Department Key Messages

- Black and Latino male students are **assets** to our schools and community.
- Black and Latino male students are **always** the center of our work.
- Black and Latino male students are not broken, the **system** is.
- BLMA is not a savior but a partner in improving academic and life outcomes for Black and Latino male students.
- BLMA is a hub between work happening at the city, state, and national level.
- BLMA aims to collaborate with both internal and external stakeholders.



BLMA Mentoring

- High School Mentoring- 12 schools
- Manhood Development- 4 schools
- BLMA Buddies Cohort 1- 8 schools
- BLMA Buddies Cohort 2- 8 schools



Ongoing Activities

- UWM Mentor Kickoff
- BLMA Buddies Expansion
- Manhood Expansion
- Mentoring Program Expansion
- Partnership Expansion
- Cultural Collaborations PD
- Dr. Gholdy Muhammad PLI series
- *Courageous Conversations about Race and Solving Disproportionality & Achieving Equity*



On the Horizon for Semester two 2022-2023



Events/Planning

- Denim Day (in collaboration with Gender and Identity Inclusion)
- Mental Health Symposium
- Black Panther: Wakanda Forever Screening
- Marquette/CURTO Dual Enrollment Program
- Cultural Collaborations PD
- Mentoring Sessions
- Educator's of Color Affinity Space

Riverside

- 1,221 students
- 20.8% Latino, 64.8% Black, 2.1% White, 9.3% Asian

	Through November 30, 2021	Through November 30, 2022
Total Suspensions	432	347
Chronic Disruption Suspensions	187	14



Current/Ongoing Activities

- Created an easy reference guide with teachers regarding classroom-based interventions to accompany our behavior T chart.
- One-on-one conversations, referral to supportive services, mentoring, restorative interventions, parent involvement, and behavior contracts.
- Avoid classroom infractions becoming chronic and escalating to items that administration must address.

Current/Ongoing Activities

- This year we have focused on providing interventions at the administrative level.
- Assigned an administrator to oversee discipline concerns each period to address discipline and provide immediate positive interventions for students.
- School wide focus on creating support for student well being.
- Encouraging and growing clubs, activities, sports and student social events

Thank you.



Dr. Keith P. Posley, *Superintendent*

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