



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

MPS Resolution #05-14-5003

Report #10 – July 1, 2020

Katrice Cotton, Ed.D., Chief School Administration Officer
Jon Jagemann, District Discipline Manager
Matthew Boswell, Sr. Director of Student Services

In accordance with Resolution Agreement #05-14-5003, the district is pleased to submit the following updates, artifacts, and evidence as required by July 1, 2020. All artifacts for this submission have been compiled in a [Office 365 External Sharing Site](#).

Requirement #1: Designation of a Responsible Employee

- The district will designate an employee to serve as the District's Discipline Supervisor, and will publish this individual's name and/or title, office address, e-mail address, and telephone number on its website, in all school publications regarding discipline, and in any notices about discipline that the district sends to parents annually.
- By July 1, 2020, the district will provide documentation to the Office for Civil Rights regarding its implementation of the notice requirements of item 1 which include the name and qualifications of the individual.
- The District will ensure that it includes the Student Discipline Manager's contact information on its website and in all future school publications regarding discipline, and will provide documentation of this in its next report.

Report: Jon Jagemann was appointed as the district discipline manager at the August 29, 2019 Milwaukee Board of School Directors full board meeting. Mr. Jagemann's qualifications and resume can be found in the [artifacts for Requirement #1](#). Mr. Jagemann's name and contact information appeared in the 2019-20 edition of the '[Parent/Student Handbook on Rights, Responsibilities, and Discipline](#)' and the '[2019-2020 Administrator's Guide to Discipline](#).' Both documents can be found in the artifacts for Requirement #1. Per MPS Administrative Policy 8.42, the handbook was mailed to each household in September 2019. Mr. Jagemann's name and contact information will also appear in the 2020-2021 edition of the 'Parent/Student Handbook on Rights, Responsibilities and Discipline' and the 2020-21 'Administrator's Guide to Discipline.' Mr. Jagemann's name and contact information also appears on the district's [Discipline Homepage \(mpsmke.com/discipline\)](#).

Mr. Jagemann's name and contact information can also be found on the district's [Discipline page](#).

The following artifacts have been uploaded to the Google Drive referenced above in the folder titled **Requirement #1 Artifacts:**

- 1) [Mr. Jagemann's qualifications](#)
- 2) [2019-20 Parent/Student Handbook on Rights, Responsibilities, and Discipline](#)
- 3) [2019-20 Administrator's Guide to Discipline + Addendum](#)
- 4) [Discipline Homepage](#)

Requirement #2: Early Identification of Students At-Risk for Behavioral Difficulties and Early Intervention

- The district will assess staffing levels of guidance counselors, social workers, safety officers, and other mental health workers to determine if there is sufficient availability at each school.
- The district will also assess class size and student-to-teacher ratios to determine if class size has an effect on discipline referrals.
- The district will develop a plan to effectively tailor school-based services that are supportive of the needs of students in order to decrease behavioral difficulties that manifest in school and to increase students' ability to benefit from the learning environment. The plan will describe the following:
 - a. The process for identifying students who are identified as at risk for behavioral difficulties due to their experiences in and outside of school;
 - b. School-based interventions for students who are identified as at-risk for behavioral difficulties;
 - c. Support for school staff to meet the needs of the at-risk students; and
 - d. Any time frames to hire, if needed, more guidance counselors, social workers, school safety officers, and/or other mental health workers
- By July 1, 2020, the District will provide OCR documentation of the steps taken to implement the plan in the just-completed school year.

Report:

Staffing levels:

The district coordinated with various departments to assess staffing levels of school counselors, social workers, safety officers, and other mental health workers. Documents containing the staffing levels are contained within the artifacts included for Requirement #2.

- Psychs by school assignment
- SSW by school assignment
- School counselors FTE
- 53206 Trauma Sensitive Specialists staff directory
- School safety aids FTE 2019-2020
- SCPMH 2019

The district opened the *Success Center* in October 2019 to support students who have been identified as having ongoing behavioral difficulties and would benefit from additional support in this setting. The Success Center serves students in grades 4-10 for a minimum of nine weeks. Therapeutic services are provided by a contracted service provider, Marquette Peace Works. Schools are able to refer students after they have provided clear evidence that multiple documented and progress monitored Tier 2 interventions have been unsuccessful. Enrollment in the program requires parent consent. Students return to their school of origin upon completion of the program. At the conclusion of the school year (on March 13, 2020) there were a total of 20

students enrolled at the Success Center. Final enrollment with scrambled ID# for students can be found in the artifacts in the document Success Center enrollment.

School Community Partnership for Mental Health (SCPMH) provides mental health services, within a multi-tiered system of support, at 23 schools. Training is provided to school staff so they better understand the impact of mental health challenges, consultation is provided so teachers know how to implement trauma sensitive practices, and training is provided to parents. Training is also provided to therapists so they can improve their clinical skills with students who have experienced trauma. Students who may not otherwise have had access to mental health services now have access within their schools.

The trauma support team within the *53206 Initiative* was developed to support the 8 schools in the 53206 zip code. This consisted of a full time trauma support specialist and a 4 member trauma mobile care team of 2 school psychologists and 2 school social workers. Additional individual and small group work was provided, as well as social emotional learning (SEL) in the classroom to support needs. Consultation to Positive Behavior Interventions & Support (PBIS) teams and Building Intervention Teams (BIT) for behavior were also a function of our group. School data was reviewed on a monthly basis at minimum.

Class size and behavior referrals:

Across all schools and grade levels the average class size is 24.7 and the median class size is 25. The average number of referrals written in the classroom is 5.77 and the median number of referrals written in the classroom is zero. While analyzing class sizes and teacher referrals, we saw no correlation between class size and discipline across all schools and grade levels. Assessing all classrooms in terms of class size and behavior referrals written in the classroom, we did see a correlation of 0.098, or statistically insignificant.

Documentation containing all classrooms by class size and behavior referrals with the correlation analysis is contained within the document Teacher referrals and class size within the artifacts for Requirement #2.

Plan for school-based services:

a. Process for Identifying At-Risk Students

Since the 2010-11 school year, the district has been implementing the PBIS framework as a research-based multi-tiered system of support that provides a framework for using data to identify students for behavioral support through a teaming system at the school level. School teams use data to identify what “at-risk” would be for their student population using PLP Classroom Behavior notes, behavior referrals and suspensions. The PBIS Processes Guide and Behavior Intervention Flow Chart have been provided in the artifacts folder for

Requirement 2. Within this framework, schools use data to identify students for early intervention around behavioral difficulties with the goal of keeping students in the educational setting while they work on their behaviors. For the 2020-21 school year the PBIS Processes Guide has been updated to include racially responsive best practices to address issues of racial disproportionality. The updated Racially Responsive PBIS Processes Guide can be found in the artifacts for Requirement #2. Each school is required to have the following:

- A PBIS (Positive Behavioral Interventions and Supports) team that meets monthly to implement Tier 1 behavior interventions and supports for all students. The team's primary duties include analyzing behavior and attendance data, creating and distributing weekly behavior lessons, and ensuring that expectations are established and posted throughout the school.
- A building intervention team (BIT) that meets monthly to identify students in need of greater support with their behaviors to receive a behavior intervention. This team uses data including PLP Classroom Behavior notes, behavior referrals, and suspensions available on the data dashboard, Power BI, and Infinite Campus to monitor the implementation of the interventions for students, making adjustments as needed.

In March 2018, the district identified Power BI as our early indicator warning system for students at-risk for behavioral difficulties. During the 2019-20 school year, the building principals and district staff continued to use Power BI and the data dashboard to identify students who are in need of further support with their behavior in school. The district directed teachers to use PLP-Classroom Behavior notes, in Infinite Campus, to document strategies used to redirect classroom-level behaviors and keep students in the learning environment to receive instruction.

For the 2019-20 school year, as part of the School Improvement Plan, all school leadership teams were required to use data from the 2018-19 school year to identify students for behavior intervention at the start of the school year instead of waiting for problem behaviors to arise in the new school year. School administration, support staff, and BIT members are also able to monitor PLP-Behavior notes to identify students with behavioral difficulties as early as possible for intervention. Various standard operating procedures (SOPs) have been created for school teams and leaders to use and are included as an artifact. Within the artifacts for Requirement 2 are the SOPs of PLP Classroom Behavior Tips, Creating PLP Classroom Behavior, Running Classroom Behavior Notes, Running Classroom Behavior Notes Chromebook, PLP Behavior- Behavior Referral- RtI Log Guide, PLP Classroom Behavior Student Behaviors, and PLP Classroom Behavior Teacher Response.

b. School-Based Interventions

At Tier 1 for classroom-managed learning environment behaviors all staff members utilize classroom based redirection strategies to improve student behavior. These behaviors and responses are documented in PLP Classroom Behavior within Infinite Campus. A standard operating procedure (SOP) was created to define the behaviors listed in PLP Classroom Behavior as well as specific staff member responses and links to examples. The SOP PLP Classroom Behavior Student Behaviors and PLP Classroom Behavior Teacher Response are located in the artifacts for Requirement #2.

All schools have a building intervention team (BIT) that utilizes research based interventions within the tiered system of support. These interventions include:

- Check-In/ Check-Out
- Social Academic Instructional Groups
- Behavior Assessment Intervention Plan
- FBA/BIP
- Educational Wraparound
- RENEW

A description of Tier 2 interventions has been included in the artifacts for Requirement #2 in the document Tier 2 Interventions Descriptions. Tier 3 interventions include FBA/BIPs for both regular and special education students, Educational Wraparound for K-grade 8, and RENEW for grades 9-12. Please see the artifact of Behavior Interventions by School in the artifacts for Requirement #2 containing the number of documented behavior interventions by school for the 2019-2020 school year.

In August 2018, The Office of School Administration created the Incident Intervention Toolbox for K-grade 8 and grades 9-12. The toolbox contains specific interventions and strategies for school staff to consider when addressing specific behaviors of students. The Incident Intervention Toolbox K-8 and Intervention Toolbox 9-12 can be found in the artifacts folder and is accessible to all staff members through the district's staff portal, mConnect.

In December 2019 a District Climate Toolkit was created and shared with all school principals. All school principals were then required to share toolkit with all staff members during January professional development time at the school. The District Climate Toolkit can be found in the artifacts along with evidence schools completed the professional development in the artifact Climate Toolkit PD Submission within Requirement #2.

Black and Latino Male Achievement (BLMA)

BLMA provided restorative practices coaching and support to our Manhood Development Academy teachers. Manhood Development Academy teachers also held Thursday Mentor Luncheon programs providing boys a village of male support. More information can be found on the BLMA website: <https://mps.milwaukee.k12.wi.us/en/District/About-MPS/Departments/Office-of-the-Superintendent/Black-and-Latino-Male-Achievement.htm>

c. Support for School Staff

School staff members have the opportunity to access a variety of professional development offerings on a voluntary basis. Professional development is offered centrally both during the school day and after school. Artifact LMPS PD Enrollment within Requirement #2 contains the 2019-2020 professional development course offerings and the number of staff enrolled. Ongoing topics include:

Professional Development	Total Staff Attended
Adolescent Mental Health	37
Bullying Awareness	35
Classroom Organization and Management Program (COMP)	117
COMP Refresher	7
Comprehensive Behavior PD	55
De-escalation	92
FBA/BIP	153
Foundations of Restorative Practices	162
Implementing Trauma Sensitive Practices	6
Mindfulness Book Study	20
Non-violent Crisis Prevention Institute (CPI)	255
Peer Mediation	9
Restorative Practices for School-Based Administrators	114
Restorative Practices Book Study	14
The Role of Race in Classroom Climate PD	34
Unlocking the Secrets of Behavior Level 1	40

Unlocking the Secrets of Behavior Level 2	10
Why Race Matters	85
Youth Mental Health First Aid	52

Professional development modules on a variety of classroom management best practices have been created for school staff members to access. The modules were created either as all-staff training sessions facilitated by a staff member or as a video link in which individual staff members can watch to learn more about a specific best practice. All staff members are able to access these online at <http://tinyurl.com/mpsclassroomclimatepd>. Topics include but are not limited to the following:

- Functions of Behavior
- Classroom Expectations
- Caring Classroom
- Procedures in the Classroom
- Building Relationships (with videos and resources on specific strategies)
- Redirection Consequences (with videos and resources on specific strategies)

Each month the district discipline manager sent out a Tier 1 newsletter to each school's PBIS coordinator with updates and resources along with a Why Race Matters newsletter to each school's discipline champion with updates to district disproportionality data along with a best practice to address disproportionality including articles and videos for reflection. Newsletters can be found in the artifacts and posted online for all staff members at <http://tinyurl.com/mpspbisnetworking>.

As a district we are utilizing the protocols from Glenn Singleton's Courageous Conversations about Race to create a space for departments, schools, staff members and students to talk about race. During the 2019-20 school year there were three cohorts of staff working through a book study and action steps to continue to expand the work within Courageous Conversations about Race:

- A cohort of 9 school-based administrators
- A cohort of 14 central service staff members
- A cohort of 9 PBIS coaches and support staff

As part of this work, a Brave Space to Talk About Race Guidebook was created with activities for teams and schools to utilize to work through these protocols and have discussions around the role of race. The Brave Space to talk About Race Draft is contained within the artifacts for Requirement #2.

Violence Prevention Program (VPP)

A team of trainers, including staff from Specialized Services, Induction and Support, Educator Effectiveness, and PBIS, provided six, 3-day Classroom Organization and Management Program (COMP) workshops. COMP is a research-based program out of Vanderbilt University which provides foundational training in a six-module framework to support tier 1 classroom management. The emphasis of this workshop is on the strategies and systems teachers can put in place to support and facilitate both academic and social and emotional learning.

The Violence Prevention Program (VPP) provided seventeen, 1-day professional development workshops on restorative practices, including foundational restorative practices, restorative circle keeping, and using circles to teach. Additionally, VPP provided seven, 1-day workshops, and six, 4-session after-school book studies on the implementation of social and emotional learning, mindfulness, and trauma sensitive strategies.

Milwaukee Community Schools Partnership (MCSP)

MCSP is a partnership with United Way to create schools where students, families, staff and the surrounding community can collaborate to ensure every student succeeds. MCSP includes the schools Browning, Lincoln Avenue, Auer Avenue, Bradley Tech, Hopkins Lloyd, James Madison, Longfellow, Westside, Zablocki, North Division, and South Division. More information on MCSP can be found at [United Way of Greater Milwaukee & Waukesha County](#). Throughout the year this partnership with United Way provided a variety of support to the 700 staff members at the schools and student leadership groups. In January they held a conference for all staff members to select workshops on culturally responsive & restorative practices, also including a keynote by Dr. Bettina Love. The [MCSP Community Schools Conference flyer](#) used to advertise this event is included in the artifacts for Requirement #2. Various staff in schools also participated in school-based book studies throughout the year.

MCSP C.A.R.E. (Coalition of Anti-Racist & Restorative Educators) is a program for educators to build a learning community to deepen their anti-racist and restorative practices to build the capacity of their school community. MPS C.A.R.E was created with 60 staff members selected through an application process, and represented all 12 community schools. A [MCSP C.A.R.E. flyer](#) is included in the artifacts for Requirement #2. Participants completed a 3 day series of professional development relating to equity work and restorative practice work on Saturday mornings. Schools are also invited to a virtual Rise Up for Equity National Summit to occur from June 1st through June 20th.

Psychological Services

In 2017, Psychological Services formed a Cultural Responsiveness Committee to begin the work of developing professional development related to cultural responsiveness, examining disproportionality and racial equity. During the 2019-2020 school year the CRC assisted in facilitating professional development on English Learners and Bilingual Programs in the district. A subsequent professional development was developed on training school psychologists on intellectual assessment of diverse learners using the Culture-Language Interpretive Matrix (C-LIM) developed by Dr. Samuel Ortiz. This PD was planned for April 2020, however, due to COVID-19, the PD was canceled. It will be provided to staff during the 2020-21 school year. The CRC also facilitated three book studies during the present school year. *Courageous Conversations About Race*, by Glenn Singleton was studied and discussed by a group consisting of 25 psychologists. *The Myth of the Normal Curve*, by Robin DiAngelo was studied and discussed by ten psychologists. The third book study had seven participants and read *White Fragility*, by Robin DiAngelo. Subcommittees and individual committee members completed training from field experts so that we can continue to expand OPS knowledge (attended National Association of School Psychologist Annual Convention, attended training training by Dr. Ortiz, attendance at the Wisconsin Association of School Psychologists conventions).

Psychological Services also had two Professional Learning Communities (PLC). One PLC included the nine bilingual school psychologists in the department. The second PLC was entitled, *Moving Beyond Race*. This PLC explored race, racism, and how these impact our practices.

School Social Workers (SSW)

SSWs participated in professional learning communities throughout the 2019-20 school year and equity has been an overarching theme. Some of the topics this year have centered around incorporating team building activities in to the multi-tiered system of support, supporting the district implementation of mindfulness in schools, learning new interventions for students in need of additional supports (i.e., CBITS, Zones of Regulation, etc.), and book studies using the following books:

1. *Building Equity: A Book Study and Equity Consultation*
2. *Lost as School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them*
3. *Racism without Racists: Color Blind Racism and the Persistence of Racial Inequality in the United States*
4. *Waking up White*

The SSW department is currently creating an equity SMART goal for the 2020-21 school year with all school-based social workers focusing on equity within their role at the school.

The SSW department is collaborating regularly with the Discipline Manager and Equity Specialist to organize this work.

School Counselors

School counselors participated in annual disproportionality training including use of Guidelines for Reviewing Enrollment Trends, Scholarships, and Course Selection, contained with the artifacts for Requirement #2, to ensure they do not discriminate on the basis of race, color, national origin, sex or disability” (in artifacts). School counselors also continued their book club reading *Evicted* and *The New Jim Crow*.

College and Career Readiness

A joint professional development by Student Services, Specialized Services, and College and Career Readiness was held on September 11, 2019 at Milwaukee Area Technical College for school programmers, special education supervisors, school counselors, and College and Career Readiness planning assistants. The professional development was on disproportionality and equity with academic achievement, course selection, postsecondary access and attainment, and scholarships.

Restorative Practices

A Restorative Practices team of five staff members was hired in October 2019. This team facilitated a 16-hour restorative practices professional development for all principals, with 99 principals completing the series of all 16 hours. The team also facilitated PD for any interested staff member across the system who signs up to attend an all-day PD. The team created a circle agenda that principals were able to use during the Black Lives Matter in School Week of Action.

d. Timeframes for Hiring

In the artifacts a copy of staffing for school social workers, school psychologists, school counselors, safety aides, and other staff supporting students. For the 2020-21 school year, 16 school counselors, 9 school psychologists, and 15 school social worker positions were added to the superintendent’s proposed budget. At this time there are no additional needs for staffing and no timeline to hire additional staff in other areas.

The following artifacts have been uploaded to the Google Drive referenced above in the folder titled **Requirement #2 Artifacts**:

- 1) LMS PD Enrollment
- 2) MPS Culture & Climate Improvement Toolkit
- 3) SCPMH 2019
- 4) 53206 trauma support specialists staff directory

- 5) PBIS Processes Guide (2019-2020)
- 6) Racially Responsive PBIS Processes Guide
- 7) Behavior Intervention Flow Chart
- 8) PLP Classroom Behavior Tips
- 9) Creating PLP Classroom Behavior
- 10) Running Classroom Behavior Notes
- 11) Running Classroom Behavior Notes Chromebook
- 12) PLP Behavior- Behavior Referral- RtI Log Guide
- 13) PLP Classroom Behavior Student Behaviors
- 14) PLP Classroom Behavior Teacher Response
- 15) SSW by school assignment
- 16) Psychs by school assignment
- 17) School counselors FTE
- 18) School Safety Aids FTE 2019-20
- 19) Guidelines for reviewing enrollment, scholarships and course selection
- 20) Tier 2 Interventions Descriptions
- 21) Teacher referrals and class size
- 22) Monthly PBIS newsletter
- 23) Monthly Why Race Matters newsletter
- 24) Brave Space to Talk about Race- Draft
- 25) Behavior Interventions by School
- 26) Success Center enrollment
- 27) Climate Toolkit PD submission
- 28) SCPMH Stats 2019 Flyer
- 29) MCSP C.A.R.E. Flyer
- 30) MCSP Community Schools Conference
- 31) Incident Intervention Toolbox K-8
- 32) Incident Intervention Toolbox 9-12

Requirement #3: Outreach to Students

Student Discipline Committees

- The district will establish student committees at the district's middle and high schools to discuss matters concerning the equitable treatment of students in the implementation of the district's discipline policies, practices, and procedures and to identify steps the students believe the district could take to improve student behavior and cause students to be more engaged in the educational program.
- The district will appoint a district staff person to work with each committee to assist them in operating efficiently and effectively and in organizing reports to the district. However, such district employees will participate in the committees' activities solely for the purpose of assisting them in achieving their objectives and will not attempt to influence or control the committees' discussions.
- The student committees will provide specific suggestions for improving the district's discipline policies, practices, and procedures and establishing a safe school environment that is conducive to learning via the submission of a written report by no later than April 30 of each school year.
- The district will carefully consider the suggestions submitted by the student committees and develop a plan for implementing the committees' suggestions as appropriate by no later than June 30 of each school year. The district will provide the committees with a copy of the plan.
- By July 1, 2020, the district will provide documentation to OCR with a report outlining the district's response to the student committee reports.

Report: During the 2019-20 school year, there were Student Discipline Committees at each of the district's middle and high schools. The 32 school teams began meeting in September and were required to meet a minimum of two times per month to discuss school climate and discipline. The document titled 2019-20 Student Discipline Committee Meetings contained within the artifacts for Requirement #3 details the number of times each school committee met throughout the year. All meetings were held during the school day. School facilitators submitted their monthly meeting notes through the following link: https://mpsresearch.co1.qualtrics.com/jfe/form/SV_414ptu9nIrgPFU9. Every school principal received the individual report from their school's Student Discipline Committee for their reflection and use in action planning for school climate and discipline. These notes were readily available for all school-based and district staff members. A PDF of all submitted minutes is contained in the artifacts for Requirement #3 entitled Student Committee Minutes 2019-2020. The monthly submissions from all schools are available at <https://mpsresearch.co1.qualtrics.com/reports/RC/public/bXBzcmVzZWYy2gtNWQ5ZTQ1ODNjMDgwMmMwMDEwNjg3ZjlmLVVSXzZHZGZWVE9uTFJYVE5jTg==>

Each school identified a staff member to be the facilitator of the Student Discipline Committee. Most schools had a classroom teacher in this role with a few schools identifying a support staff member, such as their school psychologist. In addition, all teams were supported by the District Discipline Manager. School-based facilitators as well as a link to the school's minutes, have

been outlined in the document titled Student Committee Facilitators. Resources for Student Discipline Committees are provided to facilitators and teams at <http://tinyurl.com/mpsstudentcommittee> Resources include best practice, minutes , meeting checklists, lesson plans, videos, and activities to conduct with students.

On August 27 and September 4, 2019, the district held after-school training for student committee facilitators to review expectations and provide activities that could be incorporated with their student committees to continue the conversation about race, school climate, and discipline. The Power Point, titled Student Discipline Committee Facilitators Expectations and Student Discipline Facilitators Sign-in 8-27-19 and Student Committee Facilitator Sign-in 9-4-19 have been provided in the artifacts for Requirement #3.

The district hosted a Student Leadership Summit on October 8, 2019 for all school Student Discipline Committees and their facilitators. The October session provided the district with an opportunity to deliver consistent messaging about the work to be completed by each school committee and to ensure that student voices were heard loud and clear in the recommendations. All students and facilitators attended a session facilitated by Focus Learning prior to lunch. After lunch all students selected a break-out session on a variety of topics. The focus of these sessions and the summit overall were to increase communication between students and school and district leadership towards change and improved outcomes for all students. The student booklet that all students received has been included in the artifacts for details of sessions, called Student Leadership Summit booklet.

The April 27, 2020 Student Leadership Summit was cancelled due to COVID-19 and safer at home guidelines across the state. Planning had already begun on this summit prior to these guidelines coming and all events being cancelled. The summit's theme was going to be "Breaking down barriers to student voice" and was going to be focused on student-focused breakout sessions for students to select based on their interests. All students were going to attend a session with their team on the power of student voice facilitated by district staff personnel. After that session, all students would select one of 10 breakout sessions facilitated by various departments, schools, and community members on a variety of student-chosen topics.

During the second semester we began a Student Voice cohort with Golda Meir, Reagan, Milwaukee High School of the Arts, King Middle School, and North Division in collaboration with Ubuntu Research and UW-Madison. Facilitators and students at these five schools attended a workshop on March 12, 2020 focused on using student voice for evaluation. The Power Point used for this workshop is located in the artifacts, entitled March 2020 MPS Youth Eval workshop with Ubuntu Research. Our plan with this cohort of schools, that was stopped short due to COVID-19, was to have the students at each school identify a school practice for staff members to implement to improve climate and discipline practices for all students. The students

would then use strategies learned at this workshop to enlist student voices to evaluate the implementation of this strategy school-wide and collaborate with school leadership to continue to improve. These schools were then going to present their findings and process at the Student Leadership Summit and we were going to expand to all schools for the 2020-21 school year.

Due to COVID-19 we were unable to formally work with students to formalize student recommendations at the Student Leadership Summit. Instead the Discipline Manager worked with a group of central office staff members from a variety of departments to review all minutes submitted throughout the year from all schools. Within these minutes each month students were making on-going recommendations, so this group was able to formulate overall recommendations from students. The artifact Memo- Student Discipline Committee Recommendations was created and presented to the superintendent on June 12, 2020, with a conversation held to create a district response to the recommendations.

Student Recommendations

Increased student voice and engagement in school:

- o Opportunities for student voice in classroom, school and district decision making.
- o School-based administration engaged in Student Discipline Committee.
- o Curriculum and classroom materials relevant to students.
- o Increased school pride through field trips, clubs, assemblies, etc.

Consistency of practices:

- o Practices and policies, including scanning, cell phones, suspensions, and others, are inconsistent. Application of policies can vary by school, staff member, and student.
- o Student friendly explanation and rationale of various policies, including opportunity for student voice to be a part of creation and updating policies.
- o Mechanism or system for students and families to bring to school and district administration instances of inconsistent application of policies and practices.

Re-examining discipline practices and policies:

- o Providing more alternatives to suspension.
- o Bias and race training for staff and students.
- o Bullying prevention for staff and students.
- o Support for struggling teachers and staff members.

A memo outlining the district response to the student recommendations can be found as an artifact in Requirement 3 and transcribed below.

District Response:

Increased student voice and engagement in school

We are creating updated expectations for Student Discipline Committees for the 2020-21 school year that will be shared with facilitators and school administration. Schools will be required to provide opportunities for the students to present their work and recommendations to school leadership through the Learning Team at least once a semester. A draft version of these updated expectations can be found in the artifacts for Section 10 as part of our plan for the 2020-21 school year.

We will also work on continually collecting student feedback and providing opportunities for their voices to be heard across the district. The blurb below will be shared with student groups, posted online and at all schools for students to share their stories and recommendations on a variety of topics.

As Milwaukee Public Schools continue to address issues of discipline practices throughout the district we want to hear from YOU. There is a lot happening in schools, the community and the country that is affecting you as a youth in this community. We want to hear about those experiences directly from you. We are looking for students to share their experiences with Coronavirus/Safer at Home, discipline in schools, or police in the community and the current protesting. If you are interested please leave a video of your voice and experience below. You can also download the Flipgrid app on your phone and join the community “mpsstudentvoice”

<https://flipgrid.com/mpsstudentvoice>

Consistency of practices

Lessons for Student Discipline Committees to use on a variety of topics within discipline and race have been created and are available online through <http://tinyurl.com/mpsstudentcommittee> Specific lessons having students engage in reading through district policies have been created and will provide students an opportunity to learn more about the policies and discuss opportunities to improve policies and possibly make more student friendly. A cohort of schools will continue their work from the 2019-20 school year working with Ubuntu Research and UW-Madison on student voice for evaluation. Schools doing this work will utilize student voice throughout the school in capturing consistency of practices and discipline and discuss how consistency can be better monitored and evaluated across the district.

During the Fall Student Leadership Summit (which will be online due to concerns with COVID-19) we will specifically work with students on their concerns and experiences with inconsistency of discipline. Students will work together to create a process for student voice raising concerns when they see or experience inconsistent application of discipline.

Re-examining discipline practices and policies

Lessons for Student Discipline Committees to use on a variety of topics within discipline and race have been created and are available online through <http://tinyurl.com/mpsstudentcommittee>. Specific lessons having students reflect on school discipline practices have been created and will provide students an opportunity to learn more about practices and policies and discuss opportunities to improve practices and policies. A lesson specifically looks at students considering the purpose of suspensions and possible alternatives to suspensions at their school.

Online modules will be created and made available to staff members with an accountability measure of completion and action planning. If face to face professional development is able to occur due to COVID-19 concerns, regular after-school sessions will be scheduled for staff to enroll in and will be offered at the school level to be conducted at the school with all staff members in attendance. Also once face to face professional development is able to occur, an all-day session entitled “Racially Responsive Classroom Management” will be offered monthly for staff members to learn specific strategies to transform their classrooms into racially responsive classrooms and address their own issues of disproportionality in the classroom. MPS also received a \$10,000 grant with Teaching Tolerance to pilot Project STARRED to engage students at 5-8 schools talking about the role of race and creating a school-based project to engage all staff and students into discussions and actions on race.

During the 2019-20 school year we were collaborating with Children’s Wisconsin Hospital on the creation of modules for middle school and high school students dealing with online bullying. Those modules are still being created and being piloted with a few individuals during COVID-19. Once those are made available we will share with all schools throughout the district to help support our students with online bullying.

The following artifacts have been uploaded to the Google Drive referenced above in the folder titled **Requirement #3 Artifacts**:

- 1) 2019-20 Student Discipline Committee Meetings
- 2) Student Committee Minutes 2019-2020
- 3) Student Committee Facilitators

- 4) Student Discipline Committee Facilitators Expectations
- 5) Student Committee Facilitator Sign-in 8-27-19
- 6) Student Committee Facilitator Sign-in 9-4-19
- 7) Student Leadership Summit Booklet
- 8) March 2020 MPS Youth Eval workshop with Ubuntu Research
- 9) Memo – Student Discipline Committee Recommendations
- 10) Memo- Student Discipline Committee Response

Requirement #4: Outreach to District Staff

School Work Groups

- The district will establish a working group at each District school consisting of school personnel, including teachers, administrators and other school staff who are involved in making discipline referrals and imposing disciplinary sanctions, parents of school students, and community leaders.
 - a. The working group will consult with district experts as appropriate, and will develop and make recommendations to the district regarding the effectiveness of the district's discipline policies, practices, and procedures.
 - b. At each school, the District will designate an employee to coordinate the group's meetings and work.
 - c. The working group will be asked to provide District officials with input regarding strategies for improving student behavior, addressing student misbehavior by means other than disciplinary sanctions, and reducing any racial disparity in referrals for discipline, the imposition of disciplinary sanctions and the exclusion of students from the educational program.
 - d. The working group will also be asked to provide continuing input to district officials regarding strategies to ensure that school staff members have access to or are aware of available resources for assisting them in managing and de-escalating student behavior.
 - e. The group will consider if and how outreach efforts to families can be made to garner support for the District's discipline policies, practices and procedures and for the District's goal of addressing student misbehavior without excluding students from the educational program.
 - f. The designated employee will prepare a written summary of the recommendations and suggestions of the working group and submit a report to the Superintendent or designee setting forth the recommendations and suggestions by no later than April 30 of each school year.
 - g. The Superintendent or designee will review the report submitted by the working groups and develop a plan for implementing the groups' recommendations and suggestions as appropriate by no later than June 30 of each school year. The district will provide the working groups with a copy of the plan along with a written explanation of the reasons why any recommendations or suggestions made by the working groups are not being implemented.
- By July 1, 2020, the district will submit documentation that addresses the District's response to the working group recommendations, including the school leaders' plans for implementing the recommendations as well as the Superintendent's response, and should include the details about the district's efforts to implement the recommendations.

Report: All traditional MPS schools were required to establish a school workgroup during the first month of the school year. Schools had the option to build this work into an existing team structure (for example, PBIS, BIT, or leadership team), provided that the team had meetings dedicated to reviewing data, issues, and strategies for dealing with discipline. All schools were required to identify their school climate champions – PBIS Tier 1 coordinator, BIT coordinator, discipline champion, and SEL (social-emotional learning) champion – to support this work of the

team. The artifact School Climate Champions 2019-20 has been included in the artifacts for Requirement #4 and online here:

<https://publish.smartsheet.com/221c7d3a329d4fe2a6f8b8107f82cc38>.

School teams are supported at the district level by one of five PBIS Coaches, each supporting between 24-28 schools. Four of the PBIS Coaches support one of the four geographic regions containing elementary schools, one PBIS Coach supports the 26 high schools, and all five coaches share the schools in the Citywide and Contracted regions. The artifact, PBIS coaching responsibilities, contained within the artifacts outlines the job responsibilities of the PBIS Coaches. Contained within the artifacts for Requirement #4 is the artifact coaching questions, which lists example coaching questions the PBIS Coaches utilize while meeting with school or regional leadership teams.

As required within this resolution as well as the School Improvement Plan, teams were required to meet monthly. Team coordinators submitted the notes from the meetings centrally here: <https://tinyurl.com/MPS-LearnTMeet>. The artifact 2019-20 Work Group Minute Template has been included in the artifacts folder. The artifact titled 2019-20 School Work Group Meetings Final details the number of times each school met during the year. Each month, the schools were required to provide an update on the school climate and discipline. Specific attention was given to address racial disparity and strategies that can be used with students with problem behaviors. The artifacts Work Group Meeting Minutes Specific Strategies, Work Group Meeting Minutes Disproportionality and Work Group Meeting Minutes Black Student Behavior Data can all be found in the artifacts for Requirement #4. The discussion and action steps around disproportionality submitted by all schools can be found here: <https://ql.tc/mYNPM5>

In May 2020, school principals were specifically asked to examine the potential causes of disproportionality at their school, list any concerns and/or recommendations with district discipline policies and procedures, identify steps the school could take to address the behavior needs of Black students, and make a recommendation for district training and interventions. The responses were submitted to

<https://app.smartsheet.com/b/form/762370200a9d42b5a354901d357d9f3c>. All

recommendations can be viewed using the following link:

<https://publish.smartsheet.com/87fa1278d5934cd19ee68379036ada12>.

The artifact Memo- School Work Group Recommendations was created and presented to the superintendent on June 12, 2020, with a conversation held to create a district response.

Recommendations

Recommendation: Training with ongoing support and follow-up

- Additional training with on-going support in PBIS, Restorative Practices, Culturally Responsive Practices, Mindfulness, Implicit Bias, and Trauma Sensitive Schools.
- Use of district PD days to address school level disproportionality of climate and discipline
- Additional district professional development opportunities for behavior management strategies and the role of race and Whiteness throughout our systems and practices.
- Support and engagement of all staff members at school and district administration.

Recommendation: Talking about race

- Professional development for school leaders and staff members on bias.
- Protocols and time to talk about the role of race in school and our communities.
- Resources, including books and activities, for schools and classrooms to engage in conversation.

Recommendation: Consistency and Messaging

- Defining disproportionality and ensuring everyone understands disproportionality and how it looks different in a segregated city with varying demographics throughout the district.
- Consistent application of policies and practices across schools and within schools.
- Proper and complete documentation of discipline.
- Year-long plan and consistent district messaging.

A memo outlining the district response to the student recommendations can be found as an artifact in Requirement 4 and transcribed below.

District Response:

Recommendation: Training with ongoing support and follow-up

All professional development opportunities within behavior, climate, discipline, and race/bias will be converted into online learning experiences for the 2020-21 school year until large group PD is safe to conduct due to concerns with COVID-19.

A menu of all professional development opportunities across departments will be created for staff members to select from depending on their needs and previous PD experiences. During opening week all staff members will be required to complete professional development on behavior/climate and racial bias. Staff members will be able to self-select which opportunities they choose to attend.

Throughout the year the District Discipline Manager will work with the Manager of Professional Development to create monthly reports of overall PD enrollment specific to each PD offered as

well as staff enrollment by school and region. This information will be shared with Regional Leadership and the District Disciplinary Disproportionality Workgroup to monitor enrollment and brainstorm specific strategies to increase enrollment.

Staff members who are in greater need of support either self-identified, identified by students, identified by school administration, or identified through data will receive in-school support (online if concerns of COVID-19 remain) from a Restorative Practices Coach, PBIS Coach, member of Violence Prevention Program, or another identified individual depending on the needs and concerns of the staff member. These individuals will track their support in an online system (either Qualtrics or Smart Sheet) for accountability of support over time.

Recommendation: talking about race

The district will continue our work with Glenn Singleton's "Courageous Conversations about Race." A cohort of 9 school-based administrators completed the book study in April 2020 and are creating an action plan for expanding the work. The District Discipline Manager will work with each Regional Superintendent to offer the book study to the administrators in their region as a monthly online discussion led by a member of the 2019-2020 cohort.

A cohort of Central Services staff members started a Courageous Conversations about Race book study in January 2020 but was unable to complete the book study due to COVID-19. That cohort will start again in September 2020 and interested Central Services staff members will be invited to attend a new cohort as well.

For the 2020-21 school year there will be a Google Classroom entitled "Brace Space for Race" with professional development opportunities for school based staff members to engage in Courageous Conversations about Race book studies and protocols. Across the district we will work with schools and departments to engage in the protocols from Courageous Conversations about Race to become district standard of practice when talking about race. A Thursday Update for August will be shared with all school administrators to gauge interest in joining an online cohort of administrators going through a Courageous Conversations about Race book study. These sessions will be facilitated by the Discipline Manager and members of the 2019-20 administrator cohort.

The District Discipline Manager has been offering weekly online sessions for interested staff members to join and discuss topics of race in schools and the community. Sessions have averaged around 10 participants each week. Topics have varied from effects of COVID-19 on Black communities, policing protests, 13th Documentary on Netflix, Dr. Love's book "We want to do more than survive" and others. These will continue throughout the summer and into the 2020-21 school year as weekly opportunities. Weekly opportunities to discuss race are shared out to interested staff members through the REMIND app. Staff interested can sign up for our Why Race Matters in Discipline Remind group and receive one weekly update with a topic we will

discuss that week. All resources including articles, videos, podcasts, activities and other resources are made available to all staff members at <http://tinyurl.com/mpswhyracematters>

Recommendation: consistency and messaging

Specific professional development modules are being created defining disproportionality and research based best practices to address disproportionality. Part of opening week PD will include engaging all staff members in a discussion of how they view disproportionality at their school or in their department. This will ensure everyone has the same understanding and definition of how disproportionality is viewed.

Starting in June 2020 there will be a District Disciplinary Disproportionality district team of key individuals across departments that will meet monthly to ensure consistency of messaging, collaboration across the district, thorough data review, and accountability monitoring.

New reports are being created for the District Discipline Manager to monitor and ensure proper documentation of disciplinary actions at the school level. The District Discipline Manager will work with Regional Superintendents where inconsistencies or concerns with documentation occur. We have also worked with WI FACETS (a family advocacy group) to create a family guide to suspensions and due process. The Suspension Brochure Draft created in collaboration with DPI can be found in the artifacts. We will work with WI FACETS and other community groups to ensure all families understand their rights with suspensions and help to monitor proper documentation of discipline.

The following artifacts have been uploaded to the Google Drive referenced above in the folder titled **Requirement #4 Artifacts:**

- 1) School Climate Champions 2019-20
- 2) 2019-20 Work Group Minute Template
- 3) 2019 20 School Work Group Meetings Final
- 4) Work Group Meeting Minutes Specific Strategies
- 5) Work Group Meeting Minutes Disproportionality
- 6) Work Group Meeting Minutes Black Student Behavior Data
- 7) PBIS coaching responsibilities
- 8) Coaching questions
- 9) Memo – School Work Group Recommendations
- 10) Suspension Brochure Draft
- 11) Memo- School Work Group Response

Requirement #5: Outreach to Community Members

- By February 16, 2018, and annually thereafter through February 14, 2020, the district, in collaboration with the working groups described above, will develop and provide informational programs for parents and guardians at all district schools that will explain the disciplinary policies of the district in an easily understood manner and what is expected of students under those policies and the district's efforts to ensure the equitable discipline of students.
- By February 28, 2018, the district will provide documentation to OCR demonstrating that the information programs required by this item have been conducted, providing any recommendations, suggestions, or reports that were provided by parents or guardians at the programs and the plans developed by the district in response to the input at these programs.
- Given the low number of parent participants in the parent programs submitted in the February 2019 submission, the district should identify steps it can take to increase parent participation in its future information programs.

Report: The district held four community conversations in January and February of 2020 at four district sites. The purpose of these sessions were to provide updates to the community on discipline and disproportionality as well as engage the community in two-way conversations on recommendations on improving district climate and discipline. The sign-in sheets for the Community Conversation meetings at Bradley Tech, Marshall High School, South Division, and Obama SCTE have been provided in the artifacts for Requirement #5. Through the four sessions we had a total of 16 participants. The District Advisory Council (DAC) invited the District Discipline Manager to two fall meetings, once in January to give an overview of the work addressing disproportionality and once in February to collect feedback and recommendations from the community participants. There were 108 participants for the February session providing feedback. An online link was also created for community and family to submit concerns and recommendations at any time here: <http://tinyurl.com/mpscommunityinput>. This link was also shared on advertising for Community Conversations and the district website.

A summary of the community recommendations is below:

- Training resources and tools for staff members
- Partnering with students and families
- Proper documentation of discipline & responses to behavior
- creating safe & positive communities in schools

The memo presented to district leadership with community recommendations is contained within the artifacts for Requirement 5 titled DAC and Community Conversations Recommendations.

All details and artifacts for Requirement 5 were also submitted in the Resolution 05-14-5003 Report 9 February 14, 2020 report and contained within the artifacts below.

The following artifacts have been uploaded to the Google Drive referenced above in the folder titled Requirement #5 Artifacts:

- 1) DAC and Community Conversations Recommendations
- 2) District Advisory Council January 2020
- 3) Sign in Monday January 27 2020 Bradley Tech
- 4) Sign in February 12 2020 Marshall
- 5) Sign in February 8 2020 South Division
- 6) DAC February 5 2020 Meeting Agenda
- 7) DAC January 4 2020 Meeting Agenda
- 8) February DAC Meeting sign in sheet
- 9) MPS Community Conversations 2020 Spanish
- 10) Sign in January 25 2020 Obama SCTE
- 11) Community Conversations 2020 Flyer
- 12) Resolution 05-14-5003 Report 9 February 14, 2020

Requirement #6: Policies, Practices, and Procedures

- By June 18, 2018, the district will revise its policies and procedures for discipline to be effective with the 2018-2019 school year.
- By June 30, 2018, the District will submit its definitions and revisions, if any, to the student discipline policies, practices and procedures to OCR.
- By July 1, 2019, the district will submit additional documentation demonstrating full compliance with all the criteria identified in Item 6.

Report:

All updates to district policies, practices, and procedures were conducted during the 2018-2019 school year, submitted in Report #7 on July 1, 2019 and implemented into the 2019-2020 Students Rights, Responsibilities and Discipline handbook and Administrative Addendum within the Administrator's Guide to Discipline.

The following artifacts have been uploaded to the Google Drive referenced above in the folder titled **Requirement #6 Artifacts:**

- 1) Administrator's Guide to Discipline + Addendum
- 2) 2019-20 Parent/Student Handbook on Rights, Responsibilities, and Discipline

Requirement #7: Staff Training

- By February 28, 2018, and by September 30 annually thereafter through 2019-20 school year, the district will provide effective training programs to all District teachers, administrators, school aides, and any other district personnel charged with supervising students, making disciplinary referrals or imposing disciplinary sanctions.
 - a. The training will emphasize the district's commitment to using its discipline policies, practices and procedures to ensure a safe and orderly educational environment and to ensure the equitable treatment of all students when making disciplinary referrals and imposing disciplinary sanctions.
 - b. As appropriate, the training for District employees will include but not be limited to detailed explanations of the discipline policy, the definitions of offense categories, the specific manner in which progressive disciplinary consequences will be employed, if applicable, the circumstances under which deviations from established policies and procedures may be justified, the documentation that must be developed and maintained by all District staff who make disciplinary referrals or impose disciplinary sanctions, the acceptable reasons for staff to remove students from class (including a temporary removal to the hallway) or refer students to law enforcement, evidence-based techniques on classroom management and de-escalation approaches, information on how to administer discipline fairly and equitably, resources that are available to staff who are having difficulty with classroom discipline, resources that are available to students to assist them in developing self-management skills, the value of recognizing and reinforcing positive student behavior, and the importance of ensuring to the maximum extent possible that misbehavior is addressed in a manner that does not require removal from the educational program.
 - c. The training will provide employees the opportunity to raise concerns or suggestions regarding the improvement of the District's disciplinary policies, including any issues in connection with non-discrimination on the basis of race.

Report: Details of Requirement #7 were submitted with MPS Resolution #05-14-5003 Report #8 in October of 2019. A copy of that report is included in the artifacts.

The following artifacts have been uploaded to the Google Drive referenced above in the folder titled **Requirement #7 Artifacts:**

- MPS Resolution #05-14-5003 Report #8
- 2019 2020 Discipline & climate opening week pd
- Facilitator guide 2019 opening week climate and discipline pd

Requirement #8: Data Collection

- Beginning in March 2018, the District will collect and analyze data regarding referrals for student discipline and the imposition of disciplinary sanctions at all District schools, including tracking disciplinary referrals that do not result in discipline of students. The data collection system will include information on the student disciplined, including the student's race, the specific violation for which the student was disciplined, the sanction imposed, the staff members who referred and disciplined the student, and whether law enforcement was contacted or involved.

Report: The Office for Civil Rights has determined that the district has met its obligations pursuant to this the item of the resolution.

Requirement #9: Data Evaluation

- Beginning in March 2018, the District will evaluate on an ongoing basis, but at least at the end of each school year, the data referenced in item 8 to assess whether the District is implementing its student discipline policies, practices and procedures in a non-discriminatory manner at each school. The evaluation of the data will include but not be limited to:
 - a. Review of discipline referrals, removal from class (including a temporary removal to the hallway) and penalties imposed to examine whether black students are receiving more removals, referrals or discipline than students of other races;
 - b. Review of student referrals for expulsions to examine whether Black students are receiving more expulsions than students of other races;
 - c. Examination of whether certain teachers and administrators refer disproportionately high numbers of students of a particular race for discipline or are disproportionately responsible for imposing disciplinary sanctions that include exclusion from the educational program;
 - d. Examination of whether Black students are disproportionately referred for offenses in which subjective judgment is exercised, while students of other races are not;
 - e. Examination of whether all students are consistently referred for similar misbehaviors without regard to race;
- By July 1, 2020, the district will provide to OCR the evaluations referenced in this item and a description of actions it proposes to take in response to these evaluations.
- The response will include sufficiently detailed information to demonstrate the district has conducted an appropriate evaluation of all topics identified in the resolution agreement.

Report: The district reviewed referral and suspension data from the 2019-20 school year, through March 13, 2020 due to COVID-19 when safer at home protocols were enacted throughout the state and students did not return to their school building. As a result no behavior referrals or suspensions occurred after March 13, 2020. Behavior referral and suspension data can be found within the artifact 2019-20 referral & suspension data in the artifacts for Requirement #9. The district also did an analysis of data found within the artifacts of 2019-20 PLP Classroom Behavior notes data, 2019-20 class size and teacher referrals data, and 2019-20 staff members by race data.

Monthly disproportionality data was shared with all Regional Superintendents and other district leadership by The District Discipline Manager in an email. This message was sent on the first Monday of each month containing an Excel file with disproportionately by school in terms of PLP Classroom Behavior notes, behavior referrals and suspensions along with a best practice idea and specific next step questions to ask while leadership are supporting schools. The artifact disproportionality email example is contained with the artifacts for Requirement #9. District disproportionality data was also available at any time for district leadership at <http://tinyurl.com/mpsdisparity1920> and school-based data and accountability measures were available at any time for district leadership at <http://tinyurl.com/sschecks1920>

The analysis for behavior data for the 2019-20 school year is as follows:

- a. Black or African American students represented 51.4% of the district's total enrollment in 2019-2020, when the school year ended on March 13, 2020 due to COVID-19. Examining all behavior events documented by staff members for behavior incidents, 79.25% of all events were documented for Black students, for a disproportionality of 28.19%. Looking specifically at behavior referrals for behaviors coded as "learning environment," 78.93% of all "learning environment" referrals were written for Black students. Looking just at behavior referrals for subjective behaviors (defined as chronic disruption, disorderly conduct, endangerment, inappropriate personal property, inappropriate use of electronics, personal threat, substantial environmental disruption, and verbal abuse), 78.71% of all subjective referrals were written for Black students. The percentage by behavior varies and can be found in the 2019-2020 referral artifact.

In evaluating the removals, temporary removals, such as placing students in the hallway, are not included. The district does not have any resolutions that could readily be identified as a removal other than those identified by the state as removals: Suspension, Suspension-In-House, Suspension-Student Services Referral. Bus Suspensions were not included as there is no verifiable way to determine that students who received a bus suspension did not show up at school. While Expulsions with Services is also a removal code, it was excluded because the student would have also received the suspension resulting in a duplicate removal. For the 2019-2020 school year, 80.31% of all removals were for Black students.

Looking at the specific resolutions of a restraint being used or police involvement, we also see disproportionality. Of all behavior referrals in which a restraint was used, 75% were with a Black student and of all behavior referrals in which police were called, 90% involved a Black student.

In a review of all possible resolutions, we see a variance of disproportionality by resolution. For students who received a referral for chronic disruption, a Black student is 1.47% more likely to receive a suspension. For students who received a referral for fighting, a Black student is 4.11% more likely to receive a suspension. For students who received a referral for disorderly conduct, a Black student is 5.75% more likely to receive a suspension. For students who receive a referral for personal threat or verbal abuse, a Black student is 9.75% more likely to receive a suspension. For students who received a referral for inappropriate use of electronics, a Black student is 11.71% more likely to receive a suspension than a White student.

Looking specifically at students who received a behavior referral and have a documented Tier 2 intervention we find that 38.76% of students who received a behavior referral for chronic disruption had a documented Tier 2 intervention. Looking at race there were 39% of Black students who received a behavior referral for chronic disruption who had a documented Tier 2 intervention and 45.4% of White students had a documented Tier 2 intervention. Looking at all behaviors, 32.1% of students who received a behavior referral for any behavior had a documented Tier 2 behavior intervention with 31.8% of Black students and 35.5% of White students.

Looking at the length of suspension days we also see disproportionality of discipline towards Black students. Looking just at school-based suspensions (not Student Services Suspensions) the average length of suspension is 2.18 days for all students with Black students receiving an average suspension of 2.20 and White students receiving an average suspension of 2.05.

Behavior	Average length Black student suspension in days	Average length White student suspension in days
Bullying	1.97	1.30
Chronic Disruption	1.99	2.11
Disorderly Conduct	2.12	1.98
Fighting	2.37	2.01
Inappropriate personal property	2.25	1.00
Inappropriate electronics	2.18	2.00
Substantial Environmental Disruption	2.23	2.11

- b. Examining behavior data from the 2019-20 school year we see that 71.76% of all expulsions with services, indicating a disproportionality of 20.36. Across the entire district and all races there were 85 expulsions with services throughout the year. The district has a Board Policy indicating all expulsions are with services. It is also important to note that all expulsions were for physical safety/mental well-being, weapons, or drugs. Since expulsion recommendations are governed by both state statute (for example, guns) and Administrative Policy 8.28, there is little subjective judgment that can be made. If the offense meets the established criteria (significant injury, amount of drugs, distribution

thereof, type of weapon, or substantial disruption to the larger learning environment), then the expulsion recommendation is required. It should be noted that since all expulsions are related to the safety of staff and students, it meets the exemption set forth by the OCR Resolution Agreement #05-14-5003.

- c. Before examining staff members and administrators disproportionality it must be addressed that Milwaukee is a segregated city due to historical redlining and this segregation has an effect on Black student enrollment across the district. During the 2019-20 school year, 46 schools have a Black enrollment over 85%, 28 schools have a Black enrollment under 15% and only 16 schools are within 15% of the district average enrollment for Black students. This disproportionate allotment of enrollment affects what is considered disproportionality at a school with greater than 85% enrollment compared to a school with less than 15% enrollment of Black students. A visual representation of this enrollment distributed throughout the city can be seen on this map.

Referrals were evaluated based on the reporter, which could be a teacher, administrator, or other staff member (safety, engineer, etc.). There is the potential to write an increased number of referrals based on the number of students that a teacher comes into contact with. For example, middle or high school teachers have the ability to write more referrals because of the number of students they encounter throughout the year. Some staff members volunteer in common areas such as cafeteria, hallways and recess, and thus are likely to have more referrals they are writing. Throughout the 2019-20 school year 3,197 staff members wrote at least one referral, with 1,010 staff members writing 11 or more referrals. To focus our results and remove statistical anomalies we looked only at those staff members who wrote more than 10 referrals. Of those 1,010 staff members, 753 wrote 75% or more of their referrals for Black students, 570 wrote 90% or more of their referrals for Black students, and 284 wrote 100% of their referrals for Black students. Looking specifically at referrals for disruption there were 1,665 staff members who wrote at least one referral for disruption and 562 staff members who wrote 5 or more. Looking specifically at those 562 staff members, 409 wrote 75% of their referrals for Black students, 295 wrote 90% of their referrals for Black students, and 234 wrote 100% of their disruption referrals for Black students.

Across all schools there were 278 administrators who provided a “resolution” to at least one behavior referral written by a staff member. Of those 278, 208 administrators had 10 or more resolutions of a suspension. For the purposes of analysis we are looking only at those 208 administrators and of those 208 administrators 142 assigned 75% or more of their resolutions for Black students, 106 assigned 90% or more of their resolutions for Black students, and 26 assigned 100% of their resolutions for Black students. Also, of those 208 administrators 75 had 50% of all referrals for Black students ending in a

suspension, 24 had 75% of their referrals for Black students ending in a suspension, and 10 had 25% of their referrals for Black students ending in a referral for a Student Services suspension.

- d. The district conducted an examination of whether black students are disproportionately referred for offenses in which subjective judgment is exercised, while students of other races are not. We are considering the following behaviors to involve subjective judgment and have included what percentage of all referrals for that specific behavior were written for Black students and which percentage were written for White students.

Behavior	Total Behavior Events	% for Black Students	% for White Students
Chronic disruption	10,853	78.48%	3.42%
Disorderly conduct	9,471	76.88%	3.51%
Inappropriate dress	15	66.67%	6.67%
Inappropriate personal property	225	79.11%	3.11%
Inappropriate use of electronics	753	77.95%	3.19%
Leaving the classroom without permission	1,762	76.05%	3.18%
Personal threat	1,197	79.7%	3.17%
Substantial environmental disruption	1,909	77.58%	3.04%
Verbal abuse/profanity/harassment	1,617	79.84%	3.28%

- e. The district looked at all offense types and identified those with 100 or more occurrences. Those offense types and total events along with percentage written for Black students and percentage written for White students can be seen below.

Behavior	Total	% for Black students	% for White Students
Battery	719	86.64%	1.48%
Assault	388	88.46%	2.35%
Bullying	603	76.45%	4.4%
Chronic disruption	10,853	76.25%	3.36%
Disorderly conduct	9,471	78.36%	3.47%
Endangerment	1,321	82.08%	2.77%
Fighting	9,308	83.85%	2.04%
Gambling	740	94.51%	0.27%
Inappropriate personal property	225	80.73%	3.21%
Inappropriate use of electronics	753	78.40%	3.26%
Leaving the classroom without permission	1,762	76.82%	3.10%
Loitering	218	81.52%	1.42%
Other substance/materials	168	72.55%	4.58%
Personal threat	1,197	80.73%	3.14%
Possession/ownership/use of drugs	208	69.29%	4.12%
Possession/ownership/use of weapon other than a gun	201	72.55%	4.90%
Sexual assault	124	80.95%	3.97%
Sexual harassment	295	71.19%	6.44%
Skipping class	804	83.46%	3.26%
Substantial	1,909	78.51%	2.99%

environmental disruption			
Theft	277	82.44%	4.30%
Use of tobacco	183	66.67%	9.70%
Vandalism	687	79.55%	3.81%
Verbal abuse/profanity/harassment	1,617	81.66%	3.02

The following artifacts have been uploaded to the Google Drive referenced above in the folder titled **Requirement #9 Artifacts:**

- 1) 2019-20 PLP Classroom Behavior notes data
- 2) 2019-20 referral & suspension data
- 3) 2019-20 class size and teacher referrals data
- 4) 2019-20 Staff members by race data
- 5) Disproportionality Email example

Requirement #10: Response to Data Evaluation

- If the data suggests such disproportion, the meetings will explore possible causes for the disproportion and consider steps that can be taken to eliminate the disproportion to the maximum extent possible. If applicable, the principals will be reminded of District resources that are available to assist them in addressing the disproportion. If the information suggests that the principal or other school staff are failing to adhere to the District's student discipline policies, practices and procedures or are engaging in discrimination, the Superintendent or Superintendent's designee(s) will take appropriate corrective action, including but not limited to additional training or disciplinary action. Where the data shows no disproportion, the meetings will examine steps that are being taken at the school to ensure the fair and equitable enforcement of the District's student discipline policies, practices and procedures that might be adopted as "best practices" at those schools where disproportion exists.
- By July 1, 2020, the district will provide documentation to OCR of the meetings held pursuant to this item and of all steps taken as a consequence of information shared at the meetings.
- In its next report, the district will provide documentation demonstrating that it has held meetings as required by this item and that it has explored sufficiently the possible causes for the disproportion and considered steps that could be taken to eliminate the disproportion to the maximum extent possible.

Report: Reviewing various data metrics indicates we have disproportionately in our disciplinary practices towards Black students throughout the district.

Due to COVID-19 we hosted an online meeting with individuals to review year-end data and have an online discussion of notices, aha moments, grows, and next steps. In the artifacts you will find the artifact end of year 2019-2020 discipline data that was shared as well as the artifact data review meeting Microsoft Teams attendee list from the Microsoft Teams online meeting.

In the artifacts we have created a District Response Plan outlining our plan for the 2020-21 school year based on the following research on addressing disproportionality:

Hanover Research. *Implementing Behavioral Multi-Tiered Systems of Support*. Hanover Research. June 2018.

Gregory, Anne, et al. "How Educators Can Eradicate Disparities in School Discipline." *Inequality in School Discipline*, 2016, pp. 39–58., doi:10.1057/978-1-137-51257-4_3.

McIntosh, Girvan, Horner, Smolkowski, & Sugai. *A 5-Point Intervention Approach for Enhancing Equity in School Discipline*. PBIS Technical Assistance Center. 2018. University of Oregon.

Smolkowski, Keith. "Vulnerable Decision Points for Disproportionate Office Discipline Referrals." *Behavioral Disorders*, 41(4) 178-195. 2016. Oregon Research Group.

Throughout our supports, messaging and professional development we will be incorporating best practices from the following sources among others:

- Sharroky Hollie and The Center for Culturally & Linguistically Responsive Teaching and Learning <https://www.culturallyresponsive.org/what-we-do>
- Glenn Singleton and Courageous Conversation & Pacific Educational Group <https://courageousconversation.com/about/>
- WI RtI Center and Department of Public Instruction <https://dpi.wi.gov/families-students/programs-initiatives/responsive>

Reviewing research, best practice, and practices used in other districts with similar demographics shows 5 best practices to address disproportionality that will be the focus for the 2020-21 school year. The artifact 5 Best Practices to Address Disproportionality has been shared online and with departments and schools.

- Defining behaviors
- Talking about race/bias
- Engaging student voice
- Vulnerable decision points to interrupt bias
- Re-entry/ re-engagement of students after discipline

The artifact Disproportionality Professional Development outlines the areas of professional development to be created for the 2020-21 school year. Online modules will be created for each of these best practices and made available to staff members with an accountability measure of completion and action planning. If face to face professional development is able to occur due to COVID-19 concerns, regular after-school sessions will be scheduled for staff to enroll in and will be offered at the school level to be conducted at the school with all staff members in attendance. Also once face to face professional development is able to occur, an all-day session entitled “Racially Responsive Classroom Management” will be offered monthly for staff members to learn specific strategies to transform their classrooms into racially responsive classrooms and address their own issues of disproportionality in the classroom. We will also be creating a “racially responsive administrative resolution” professional development for administrators to attend to learn strategies to become more racially responsive when handling discipline and selecting “resolutions” within disciplinary decisions.

Student Discipline Committees will be given further guidance and support to engage student voice for change within the school and district. The Student Discipline Committee Expectations for the 2020-21 school year artifact can be found in the artifacts. Mini lessons on a variety of topics within school discipline and the role of race in the community were created for committees to use throughout the school year. Monthly online networking sessions will be held for facilitators to discuss best practices among each other and receive specific support from the District Discipline Manager. MPS also received a \$10,000 grant with Teaching Tolerance to

pilot Project STARRED to engage students at 5-8 schools talking about the role of race and creating a school-based project to engage all staff and students into discussions and actions on race. A tentative Project STARRED Timeline and application can be found within the artifacts for Requirement #10.

In an effort to increase community engagement and two-way communication we will expand our outreach to the community. We will provide multiple online opportunities to share concerns and recommendations. We will hold community conversations as an online experience while concerns with COVID-19 and large group gatherings remain. The following blurb will also be shared online and through various community groups to engage the community.

As Milwaukee Public Schools continue to address discipline practices throughout the district we want to hear from YOU. We are looking for all families and community members to share their experiences, concerns and recommendations with how discipline is used throughout the district and how we are creating a climate in our schools and district. Please take a moment and complete this link with any experiences you have had with Milwaukee Public Schools discipline and any recommendations or next steps you would like to see us take. Any information shared will be shared locally and anonymously.

<http://tinyurl.com/mpscommunityinput>

Starting in June 2020 the Discipline Manager will facilitate a monthly District Discipline Disproportionality Workgroup with members of Black and Latino Male Achievement, Restorative Practices, PBIS, Violence Prevention, 53206, Specialized Services, and Department of Equity, Access and Inclusion. The meetings will focus on ensuring consistent messaging and monitoring of data and next steps. Everyone involved will have monthly tasks and accountability as facilitated by the Discipline Manager.

Research-Based Plan for 2020-21

Four key areas:

District Approach

- Alignment of resources and messaging
- Utilizing “Courageous Conversations about Race” protocols
- Embracing and engaging student and community voice in decision making
- Teams and administrators understanding and utilizing data for decision making

A District Discipline Disproportionality Workgroup will meet monthly with a variety of staff members to collaborate, align and ensure needs of schools are being met. This work will be facilitated by the Discipline Manager as a collaboration across the district.

Classroom management- racially responsive universal supports

- Build Relationships
- Set expectations, rules & procedures
- Teach expectations, rules & procedures
- Redirection strategies and classroom consequences

Support and coaching of classroom teachers in creating or updating their classroom management plan through a racially responsive lens to address disproportionality and bias in classroom climate and discipline.

School-level team disproportionality best practices

- Define specific behaviors and strategies
- Talk about race and bias
- Student voice in school and classroom decisions
- Vulnerable decision point strategies to interrupt bias

Guided through their Tier 1 team all schools will create action steps aligned with their School Improvement Plan (SIP) Goal 7 to address these research-based best practices. Professional development will be provided to school teams to support this work at their school level.

School-based administrator disproportionality best practices

- Define behaviors
- Vulnerable decision points when applying resolutions
- Properly resolving referrals considering alternative to suspension
- Repair harm after discipline

School-based administrators receive professional development and on-going monitoring and coaching of how they are defining behaviors and applying resolutions to behavior referrals utilizing a wide spectrum of appropriate responses.

The following artifacts have been uploaded to the Google Drive referenced above in the folder titled **Requirement #10 Artifacts:**

- 1) District Response Plan
- 2) One-Page Project Summary FY21 discipline disproportionality
- 3) 5 Best Practices to Address Disproportionality
- 4) Disproportionality Professional Development
- 5) End of year 2019-2020 discipline data
- 6) Data Review meeting Microsoft Teams attendee list
- 7) Student Discipline Committee Expectations 2020-21 school year
- 8) Project STARRED Timeline

