



## **Monthly Discipline Disproportionality Report October 1- October 25, 2022**

The following report is an update of activities to support a proactive approach to realizing accelerated outcomes in reducing disproportionality within Milwaukee Public Schools for the 2022-2023 school year. The monthly reporting associated with disproportionality for the 2022-2023 school year will focus on the following proactive approaches:

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

### **Providing Proactive Supports & Interventions**

All Discipline Champions received guidance and best practices on culture and climate throughout the year. The focus in October was proactive strategies. Best practices around utilizing start statements, examples of pre-correction, and how to utilize the ‘I do, we do, you do’ model of teaching procedures was shared across the district. Start statements are used when redirecting students finding opportunities to vocalize the behavior or procedure you want to see from students, instead of focusing on the behavior you do not want to see.

A meeting with school leaders and the Discipline Response Team was held with the “Momentum Schools,” identified for additional support. School leaders reviewed school data for learning environment behavior referrals identifying staff members and students in need of additional support. School leaders are identifying areas of support within restorative discipline, classroom strategies, school systems, facilitating team meetings, individual student support (mentoring and interventions), and processing of referrals.

Violence Prevention Program (VPP) provided professional development at SST institute on classroom management and supporting teachers on classroom climate. VPP also coordinated a cohort of staff members going through Compassion Resilience professional development and support.

PBIS Coaches met with Building Intervention Teams (BIT) and PBIS Teams at schools to facilitate monthly meetings as well as provide feedback to monthly minutes. PBIS Coaches collaborated with school teams utilizing PLP Classroom Behavior data to identify students in need of Tier 2 behavior interventions.

Black and Latino Male Achievement (BLMA) continued mentoring sessions at high schools as well as BLMA Buddies at elementary schools facilitating discussions on the BLMA 12 Guiding Principles. The BLMA 12 Guiding Principles include: academic success, brotherhood, community, cultural dignity, fatherhood, financial literacy, historical understanding, leadership development, love, self-care, socio-political awareness, and understanding “manhood.”



The use of specific strategies for classroom managed behaviors are documented within Infinite Campus. Total documented strategies for the month of October, through October 20, 2022, across all schools are included in the table below.

<b>Strategy</b>	<b>Total</b>
Brain Breaks	106
Behavior Contract	75
Rewind/Broken Record	94
Buddy Classroom	333
Community Service	12
Collect Property	209
Engagement opportunities	97
Go Guardian	59
Independent work	42
Mindfulness	69
Move their seat	386
One on one conversation	5412
Proximity Control	807
Praise 5:1	30
Parent Contact	3251
Planned ignoring	695
Redirection	3089
Recovery area (within room)	190
Referral to BIT	55
Restorative conversation	230
Restorative Circle	41
Secret Signal	15
Support staff consultation	1313
Self-monitoring	39
Tangible Acknowledgement System	153
Reflection sheet	100
VABB	3



All schools have a Building Intervention Team (BIT) in which team members ensure students in need of additional support are offered Tier 2 and Tier 3 interventions within the PBIS framework. Below are the numbers of Tier 2 and Tier 3 interventions provided year to date for the 2022-2023 school year.

<b>Tier 2/Tier 3 Intervention</b>	<b>Students</b>
Check-In/Check-Out (CICO)	856
Individualized CICO	159
Social Academic Instructional Group (SAIG)	362
Behavior Assessment/ Intervention Plan (BAIP)	30
FBA/BIP	88
Educational Wraparound and RENEW	33

### **Strengthening Student, Staff & Community Collaboration**

Student Discipline Committees have been formed at all traditional middle and high schools, with at least one meeting held in September 2022. A sampling of student conversations in October included topics of classroom instructional practices, school pride, and relationships between staff and students.

On October 25, 2022 the Fall Student Leadership Summit was held with student representatives from Student Discipline Committees across the district. A total of 180 students attended the summit to engage in conversations with district leaders on a variety of topics. Breakout sessions included topics of school spirit, applying to college, student voice empowerment, feeling safe in school, community building, code of conduct, restorative practices, equity, extracurricular activities and clubs, mental health supports, defining your educational experience, and leading inclusivity in school. Students completed a survey at the completion of the summit looking at next steps for schools and the district. Survey results indicate that 76% of students said their breakout session engaged their interest, 87% indicated their breakout provided opportunities for student voice, 86% indicated the session acknowledged student voice, and 73% indicated their breakout provided clear next steps for students.

The Restorative Practices team continued collaboration with school PBIS Tier 1 teams, Building Intervention Team (BIT), and Community School’s Leadership Team, Learning Team. The district Restorative Practices team is aligning efforts and prioritizing support within the Community School Partnership Schools.

The Department of Black and Latino Male Achievement (BLMA) are hosting Parent University Sessions as well as partnering with Marquette’s Center for Urban Research, Teaching, & Outreach (CURTO) to explore a dual enrollment program with juniors and seniors interested in receiving college credit or high school credits for Ethnic Studies.

The PBIS Team provided after school PD for teachers on “PBIS in the Classroom- Moving Beyond Expectations.” School’s SSTs attended PD from the PBIS Team on proactive supports, specifically relationship building, expectations, and engagement strategies.



The Violence Prevention Program (VPP) presented mindfulness at Foro Latino as well as participated in a cross-departmental Comprehensive School Mental Health Academy. Individuals from VPP and Specialized Services offered professional development of Crisis Prevention Institute (CPI), Pyramid Model, Unlocking the Secrets of Behavior, and Navigating the Escalation Cycle.

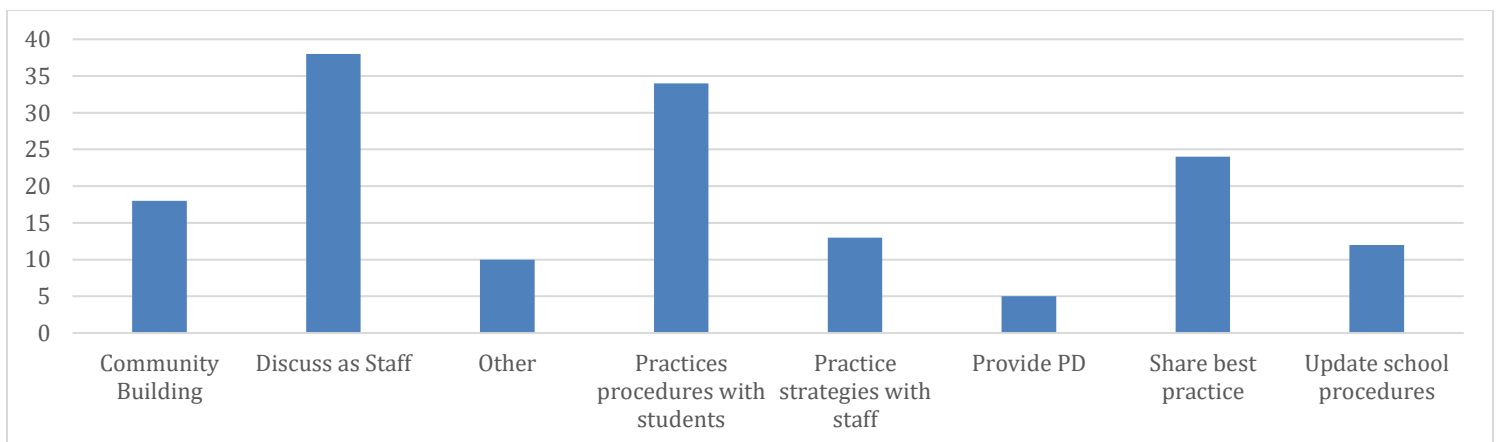
Topics for Community Conversations have been identified and advertised throughout the district and community. November 9, 2022 will focus on elevating student voice, January 11, 2023 will focus on attendance and the Culture, Climate and Alternatives to Suspension Toolkit. March 15, 2023 will focus on multi-tiered systems of support including PBIS, restorative practices, trauma sensitive schools, and mental health supports. May 17, 2023 will focus on pre-college and summer activities for students. All members of the MPS and Milwaukee community are encouraged to attend to participate in these important discussions.

### **Reconceptualizing the Role of School Leaders within Discipline**

All school leaders attended professional development on the Culture, Climate and Alternatives to Suspension Toolkit in October. The focus for the month was proactive supports. Specifically, the strategies of using start statements and teaching procedures through pre-correction were discussed. School leaders shared this best practice tool with staff members at the school.

The Restorative Practices team is developing a restorative leadership professional development that will incorporate elements of nonviolent communication and other elements of restorative leadership for building level administrators.

School leaders are submitting a monthly reflection on school data and their next steps as building leaders. The graph below shows areas that school leaders have identified as next steps to support positive climate.





Below are all behavior events that led to an out-of-school suspension or a student services suspension across the district from October 1, 2022, through October 25, 2022, as recorded in Infinite Campus. In October 2022, there were 1759 suspensions through October 25, 2022. In October 2021 there were 1898 suspensions recorded through October 25, 2021.

<b>Behavior</b>	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Arson				6				6
Assault	3			9		1		13
Battery	5	2		27		1		35
Bomb Threats	1			1		1		3
Bullying	1	0	2	10	0	0	0	13
Chronic Disruption or Violation of School Rules	18	1	1	155		7	2	184
Disorderly Conduct	67	1	1	336		8	5	418
Endangerment of Physical Safety/Mental Well-being	21	2		184		2	1	210
False Fire Alarms	2			2			1	5
Fighting	48	3	5	396		10	4	466
Gambling				7				7
Gang Activity				2				2
Inappropriate Dress				2				2
Inappropriate Personal Property	4	1	1	22			2	30
Inappropriate use of electronic communication devices	1			26				27
Intent to Distribute Drugs/Alcohol/Meds				1				1
Leaving the Classroom Without Permission	1			2			1	4
Other Substances/Materials	6		6	31		2		45
Personal Threat	6			34		1	2	43
Possession of Drug Paraphernalia				12		1		13
Possession/Ownership/Use of Drugs	6		1	39		2	1	49
Possession/Ownership/Use of Gun	1			4				5
Possession/Ownership/Use of Weapon Other than Gun	9			19		3		31
Possession/Use of Fireworks				2				2
Robbery				1				1
Sexual Assault				11				11
Sexual Harassment	2		1	3		1		7



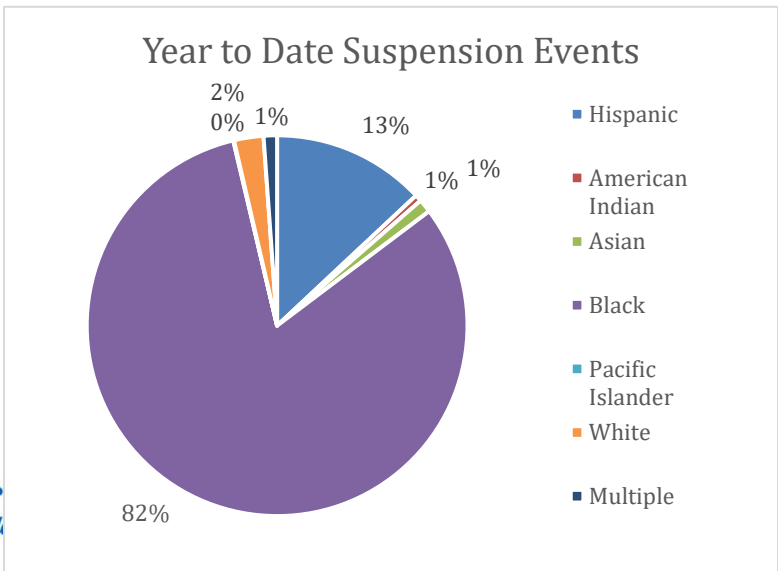
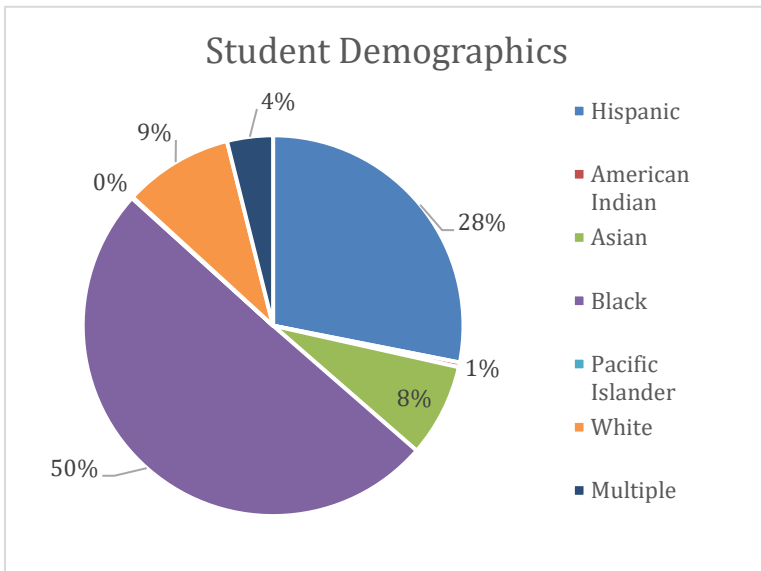
Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Skipping Class				1				1
Substantial Environmental Disruption	5			20	1			26
Theft				6				6
Trespassing				3				3
Use of Tobacco, Including Chewing	9		1	30			1	41
Vandalism	8		1	4		3		16
Verbal Abuse/Profanity/Harassment	5			27		1		33
<b>Grand Total</b>	<b>229</b>	<b>10</b>	<b>20</b>	<b>1435</b>	<b>1</b>	<b>44</b>	<b>20</b>	<b>1759</b>

Total Suspension Events by Grade Level:

K4-K5	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
10	3	13	40	49	74	173
7 <sup>th</sup> Grade	8 <sup>th</sup> Grade		9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
187	234		509	250	147	70

The following alternatives to suspension were utilized by administrators through October 25, 2022.

Alternatives to Suspension Utilized	Total
Conference	112
Counsel	971
Detention	85
Mediation	85
Referral to BIT	13
Referral to Support Staff	25
Repairing Harm Circle	23
Restorative Conference	39





## **Develop Staff Integration of Courageous Conversations about Race**

In October sessions of Courageous Conversations about Race Exploration were held with elementary teachers and school secretaries. The District Equity Leadership Team (DELT) met to identify areas of the district to reflect upon and discuss through the Courageous Conversations about Race protocols and framework.

Black and Latino Male Achievement are continuing their PD series around Dr. Gholdy Muhammad's Cultivating Genius within the Principal Leadership Institute monthly, as well as district-led PD on her framework.

The Wisconsin Disproportionality Network held their Fall Equity Series on October 27, 2022, with a variety of national and local speakers.

### **Next Steps:**

In November, there will be additional sessions of Courageous Conversations about Race held for regular education and special education teachers.

The first quarterly Community Conversation will be held on November 9, 2022, from 5:30-6:30 for members of the MPS and Milwaukee community to engage in conversations.

Additional follow-up meetings will be held within individual Momentum Schools to co-create individualized support next steps for each school based on need and areas of concern.

Presentation of best practice highlights from the Culture, Climate and Alternatives to Suspension Toolkit to all school leaders at the Principal Leadership Institute. The November highlights will be classroom strategies including increasing opportunities to respond within instructional practices and validating and affirming students while redirecting behaviors.