



## **Monthly Discipline Disproportionality Report August 1- August 31, 2022**

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

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

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

All Discipline Champions received guidance and best practices on supporting the start of the year and addressing discipline disproportionality. Discipline Champions received the Culture, Climate & Alternatives to Suspension Toolkit, Director of Support, Discipline Disproportionality Teams Processes Guide, as well as some opening week community building activities to utilize with students.

The district PBIS team presented “PBIS in the Classroom” for traditional and early start teachers as part of the Teacher Institute organization week. Teachers were provided best practices within the PBIS framework to implement in the classroom to support a positive climate for all students starting the first day of school. All schools have a PBIS Tier 1 Team and Building Intervention Team (BIT) that meet monthly to address systems, strategies, and specific students in need of support. Teams submit minutes within their School Improvement Plans (SIP). The district PBIS team also met with all school psychologists and school social workers to discuss Tier 2 and Tier 3 intervention within their BIT framework.

In August Violence Prevention Program provided professional development to paraprofessionals and CHAs on Integrating Social Emotional Learning and Academics, as well as best practices in classroom management. K-8 teachers and SEL Champions received professional development in the new digital Second Step program. High school teachers were provided information on Question, Persuade, Refer (QPR-suicide prevention). During New Educators Institute, new educators participated in sessions on the fundamentals of classroom management and mindfulness.

A schedule with topics was created to introduce a different practice from within the Culture, Climate and Alternatives to Suspension Toolkit with school principals as part of their Regional Leadership meeting. Topics will include community building, proactive strategies, restorative strategies, function of behavior, validating and affirming students, addressing bias, and engaging student voice in classroom climate among other topics.



The use of specific strategies for classroom managed behaviors are documented within Infinite Campus. Total documented strategies for August 2022 across all early start schools are included in the table below.

<b>Strategy</b>	<b>Total</b>
One on one conversation	1517
Redirection	682
Parent Contact	677
Support staff consultation	393
Move their seat	103
Proximity Control	103
Planned ignoring	75
Tangible Acknowledgement System	62
Restorative conversation	57
Collect Property	56
Behavior Contract	28
Brain Breaks	23
Buddy Classroom	22
Go Guardian	19
Engagement opportunities	19
Mindfulness	18
Self-monitoring	15
Recovery area (within room)	15
Reflection sheet	10
Rewind/Broken Record	8
Referral to BIT	6
Independent work	3
Restorative Circle	2
Community Service	2
Secret Signal	2
Praise 5:1	2
VABB	1



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)	46
Individualized CICO	2
Social Academic Instructional Group (SAIG)	2
Behavior Assessment/ Intervention Plan (BAIP)	1
FBA/BIP	5
RENEW	2

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

The department of Gender & Identity Inclusion will be partnering with Girls on the Run to support six schools, as well as partnering with Welcoming Schools to provide LGBTQ+ inclusive training across the district. They are also proving a book cohort with Success Center staff members reading “The 57 Bus,” a true story about gender, identity, race and two teenagers’ lives intersecting around these themes.

Black and Latino Male Achievement (BLMA) department establishing mentoring systems for male students of color at district schools. BLMA is continuing to work with the Milwaukee community to identify additional mentors to work within district schools.

All teams within the Discipline Response Team have created a communication channel with schools that includes a school request form for schools to complete to request additional support from the team.

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

School-based administrators attended the annual Discipline Overview professional development with the department of Student Services. Administrators attended three breakout sessions on alternatives to suspension, elements of due process, and data quality.

School-based administrators will be surveyed by the Restorative Practices team regarding activities schools have engaged in utilizing Restorative Practices to create school community and what additional support school leaders would like to receive in this area.



Below are all behavior events that led to an out of school suspension or a student services suspension across the district from August 1, 2022, through August 31, 2022, as documented in Infinite Campus.

In August 2021, there were 682 suspensions compared to 425 suspensions in August 2022.

Behavior	Hispanic	American Indian	Asian	Black	Pacific Islander	White	Multiple	Grand Total
Assault	1			2				3
Battery	3			7			1	11
Bullying				2				2
Chronic Disruption or Violation of School Rules	2			32		1		35
Disorderly Conduct	16	1		144		6	1	168
Endangerment of Physical Safety/Mental Well-being	5	1	2	97		1	3	109
Fighting	23	2	1	179		3		208
Gambling				1				1
Inappropriate Personal Property	1			5				6
Inappropriate use of electronic communication devices	1			2				3
Other Substances/Materials	1			13				14
Personal Threat	3		1	15		1		20
Possession of Drug Paraphernalia				4				4
Possession/Ownership/Use of Drugs	3			19		1		23
Possession/Ownership/Use of Weapon Other than Gun				8				8
Reckless Vehicle Use			1					1
Sexual Assault			1	2		2		5
Sexual Harassment	1			4		1		6
Substantial Environmental Disruption	2			20		1	2	25
Theft				6				6
Use of Tobacco, Including Chewing	4			9		2	1	16
Vandalism	1			2				3
Verbal Abuse/Profanity/Harassment				4			1	5
<b>Grand Total</b>	<b>67</b>	<b>4</b>	<b>6</b>	<b>577</b>		<b>19</b>	<b>9</b>	<b>682</b>

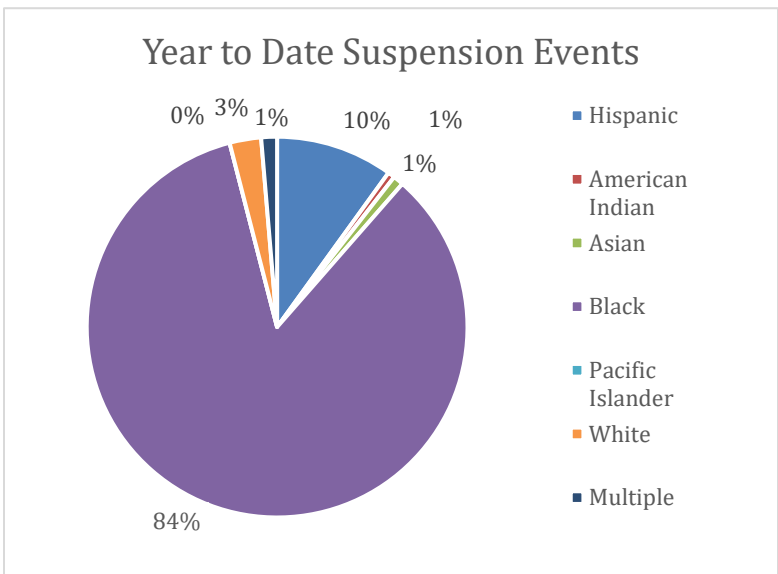
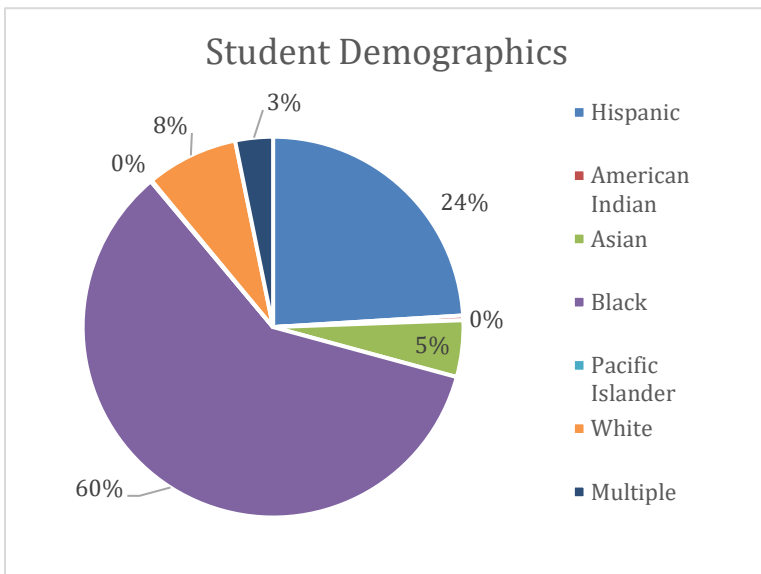


Total Suspension Events by Grade Level:

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
0	0	0	2	8	2	26
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	
57	71	265	131	70	50	

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

Alternatives to Suspension Utilized	Total
Conference	26
Counsel	227
Detention	22
Mediation	27
Referral to Support Staff	3
Repairing Harm Circle	2
Restorative Conference	5





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

Throughout August a total of ten sessions of Courageous Conversations about Race Exploration were held throughout the district. These were facilitated by district staff members who have completed the steps to become certified facilitators of this framework. These sessions were attended by a total of 738 staff members including new teachers, school secretaries, returning regular education and special education teachers, safety aides, and staff members from specialized services. A breakout session was offered during Teacher Institute within organizational week in which teachers networked across the district utilizing the protocols of the Courageous Conversations about Race Compass and Above and Beyond the Line.

The department of Gender & Identity Inclusion delivered “Miseducation of Girls of Color” during Teacher Institute as part of organizational week as a breakout session for interested staff members to attend. A six-part series will be offered on “The Miseducation of Girls of Color” designed to provide insight to the current state of girls of color across the country and in the district and support educators on interrupting their bias and support the needs of girls of color in their schools.

The district PBIS Team is engaging in a book study with Sharroky Hollie’s new book “Supporting Underserved Students” and identifying best practices to share with schools within the PBIS framework.

### **Next Steps:**

Gender & Identity Inclusion begin piloting Girls of Color programming at three district schools.

School principals submit monthly data reflection identifying areas of focus and next steps regarding school climate and discipline.

District Equity Leadership Team (DELT) will meet to set focus for the year.

Mentoring opportunities will be expanded at the schools with the highest number of suspensions and will be focused on 9<sup>th</sup> grade students transitioning into high school.

Schools with the most suspensions will create a team who will receive professional development and coaching on integrating restorative discipline within their disciplinary practices. This team will include the school principal, support staff, and instructional staff members. School PBIS Tier 1 Team will receive professional development from district regarding implementing PBIS Tier 1 systems and facilitating team meetings.