

School	Date	Concerns	Recommendations
King IB HS	9/10/2020	The vast majority of the time spent was spent going through vision and expectations of the Student Discipline Committee. Students have continued concerned over mental health particularly during the Covid-19 pandemic.	Students would like to utilize the allotted Academic Career Planning (ACP) time to address mental health concerns. We will be reaching out to the school psychologist as well as school guidance in order to help advise on lessons/curriculum that address mental health.
Transition HS Riverside University HS	9/21/2020	Students didn't have a lot to say about behaviors. They liked the class time flexibility but missed some of the help of in person school. Students seem please with accessibility to staff for help and questions.	Students didn't have much for suggestions so it was agree that would be the main topic for the next meeting
	9/23/2020	Teachers must find a way to incentive the students for regular participation during synchronous learning.	Students can imagine how stressful it is to teaching in the virtual place but it would be good if the teachers kept those feeling to themselves in order not to put more stress to the students.
Milw. HS of the Arts	9/23/2020	Teachers correct work and grade it before the due date on the assignment. Not enough time for work. Teacher is not acknowledging technological issues. Reminders to get work done. Teachers should spend more time reminding students about work. Students are being forced to put camera on. Teachers are telling students they have to put their camera on. If you don't put your camera on you are considered absent.	Be respectful with students and be patient with students if they need help. Take time to get to know students as people and as a young adult not a child. Be there for students. Encourage them to ask questions. Not really learning with virtual learning. Some teachers seem bothered that students come into the class. Harder the learn virtually.
Milw. School of Languages	9/16/2020	Students expressed that there have been minimal discipline issues thus far during their virtual learning experience. They voiced that the biggest issue was lack of participation and student engagement in their classrooms. Students voiced that the majority of students have their cameras off and don't seem to be engaged.	Students recommended that teachers design more engaging lessons that grab students attention and we discussed ways to get students to turn on their cameras and make students feel more comfortable with the virtual learning process where they feel comfortable to speak and participate in class.
Milw. School of Languages	9/30/2020	Students voiced concerns about lack of participation in there classes. They said that most of the students have their cameras off and do not participate. They don't know if the majority of students are paying attention. They also said that random people that are not in their classes occasionally pop up in class and disrupt. They also said that some students will unmute their microphone and talk over the teacher to disrupt class.	They said that the first step in finding solutions will be to completely understand why these students are not engaged, not participating, and disrupting the classroom environment. They said that many students are not taking the virtual setting seriously, and taking advantage of teachers flexibility to the pandemic.
Washington HS of Info Tech	9/8/2020	Students wanted to know when they were coming back to school. What would it look like when they returned to school. Will the schools take proper precautions to keep them safe.	Students recommended that we split students up in alphabetical order when we entered phase 2. Students also said we should open the science wing so that we don't have too many students in the classroom.
Alliance School	10/6/2020	Students reported that they are discussing racism and the BLM protests during advisory as well as their other classes. (Advisory lessons are sent to teachers by OCR Champion). Students stated that these conversations are going well overall but there are other students who try to derail these conversations. Students said that it is most effective when the teacher "mutes" those students but that sometimes the comments continue in the chat while the teacher is presenting. Some students from the SDC brought this up to their teacher and the problem was resolved. (OCR Champion later observed that this teacher called home and documented the concern in PLP Classroom Behavior.)	Students suggested that teachers monitor "the chat" and "mute" students who veer off-topic or espouse racist ideology during classroom conversations. Overall, students appreciate the outlet of having discussions about racism in the classroom. Students stated they have not observed any differences in redirection or discipline during virtual learning. Students did say that being online all morning is exhausting, and they would prefer having the virtual day split into two smaller sessions (one in the morning and one after lunch).
King IB MS	9/17/2020	Met with students individually to discuss concerns regarding culture, environment and goals for virtual learning. Reviewed current behavioral notes and discussed ways to address the biggest issue, Not following teacher's directions (mostly technology issues).	Talk to principal and students about their concerns regarding technology issues. Discuss other ways to address students who turn cameras off during instruction. Focus on building relationships with students each class.
Transition HS	10/12/2020	How to improve student log in times and how to encourage/reward students for doing more Edgenuity assignments.	To be honest students were at a loss for recommendations. The students in the group didn't understand why students are logging on more. Suggested that they are working more.
King IB HS	10/1/2020	Students are concerned with the workload. Teachers and admin have been very understanding and helpful with online learning. Students are happy about online culture. Teachers are very understanding about having screens off.	Students are brainstorming on ideas for work load and communicating with others.
Milw. HS of the Arts	10/21/2020	There is concern about time to complete all of the work. Staff empathy towards students during virtual learning	Students would like less work, but are working towards a solution that works for all stakeholders. Have students attend grade level meetings once every two months to discuss their concerns related to their learning.
Madison Academic HS	10/20/2020	Check-in Update from R and J on the CSLT meeting for everyone (October 6th) Update from P and T on the MCSP Leadership Council Meeting (October 15th) Discussion on sharing PLP notes with the council (said yes) (will begin looking at them on a monthly basis) How did the Bitmoji activity go?	
Hamilton HS	10/21/2020	Students were concerned about not finishing the school year in person. Not having school in person is affecting their personal lives.	Hopefully getting a cure for the virus.
Milw. School of Languages	10/14/2020	Students expressed concerns about the lack of participation and student engagement in their classes.	Students recommended that teachers set up incentives for student participation, more engaging lessons and other strategies other than direct instruction to encourage student engagement.

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Milw. HS of the Arts	10/28/2020	The student concern was on climate and staff behavior.	<p>If I was principal for a month I would work on the students participation. I would implement more communication and boundaries/rules. Communicating with students can help teachers understand whatâ€™s needed for their students to succeed. Students just need a little push of motivation. Students who have their camera on help show teachers that theyâ€™re paying attention, not goofing off, sleeping, or skipping class. The students who participate should get an incentive. Ex: if the majority of the class has cameras on and unmute to answer questions they could then earn a kahoot on friday or extra credit to those who have cameras on or something. Now with the boundaries I feel as if current rules give too much freedom for students. If they need help or have any questions they need to go to office hours other than that school help is pretty much over. After class theyâ€™d at least need to look over homework. If any questions then go to office hours. Just because this is online expectations are still the same. If they donâ€™t use their resources they shouldnâ€™t expect anything else.</p> <p>From my perspective the teacher should feel comfortable while talking the students. When students came to office hour, teacher should welcome and ask questions comfortably, what they need help with, and talk about the grade that students need to improve. The teachers should go to each student, before class ends and the teacher also needs to slow down the speed of speaking so that students who are still learning English can understand them. We can encourage students to attend office hours by giving them an extra point to improve their grades, give extra help with other classes, and treat them nicely.</p>
Milw. School of Languages	10/28/2020	Lack of student engagement and participation	Have teachers establish a point system rewarding students that participate, where the points can be used to exempt them from homework assignments.
Transition HS	10/27/2020	Students said that the virtual school thing is working ok for them but we discussed the problem that some students are having with staying on pace.	More engaging lessons and more use of programs such as peardeck and jamboard Students didn't really have any new ideas for increasing student log in times.
Wisc. Conservatory of Lifelong Learning	10/6/2020	Students discussed interactions of staff with students in the virtual classrooms. They talked about the differences they see with the different teachers. Most students reported names of certain teachers that greet them by name and ask them how they are coping. They also reported that other teachers seem really disengaged. One particular student said "they yawn a lot like they are bored. We are bored too in that class!"	Ask all teachers to greet all students or do some type of activity that they can get to know the students that are in front of them. Also, they would like time for student to student interactions.
Reagan HS	10/7/2020	Student population percentage- we are still only at 8% black students.	Most likely due to the fact that Reagan's main transportation is MCTS flyers. These are still public busses and the bus ride for students living on the other side of the city can be up to 2 hours long.
Milw. HS of the Arts	11/4/2020	Staff professionalism and student behavior in class	This will be tackled in our next meeting
Roosevelt MS	11/10/2020	<p>Concerns:</p> <ul style="list-style-type: none"> -students not dressing appropriately for the google meet -disrespect to peers -inappropriate use of technology (cameras turned off & students playing games) -refusal to follow teacher's directions (cameras turned off) -unmuting mics 	<p>Recommendations:</p> <ul style="list-style-type: none"> -take out clothes the night before -teachers keep chat box off -face cameras to the ceilings -option to turn cameras off -call parents when students are playing games -adults (staff) need a common understanding of when to select "inappropriate use of technology" -call parents for students constantly unmuting their mics
Washington HS of Info Tech	10/13/2020	Students felt that they should be allowed to determine the punishment of students. They stated that at the very least we should ask for their input.	Students recommended that we form a student discipline council, and this council could determine whether a student is punished and or the severity of that punishment.
Pulaski HS	10/7/2020	Two students showed up for meeting. We discussed how the virtual world is going. Why students do not show up for classes. A student asked how teachers prevent outside students from coming into virtual classrooms.	Students disclosed that the virtual world is hard because of the lack of socialization. The went on to state that students dont show up for classes because they cannot really socialize the way they use to face to face. Students said they sometimes feel overwhelmed because of the work load.
Audubon MS & HS	11/11/2020	We used the SDC Student Concerns and Recommendations Pear Deck to guide our discussion today. Students seemed to feel that online classes were going ok, but didn't like the lack of interaction between students caused by virtual learning. They decided that it has to be difficult for teachers because students weren't responding as much as they would if we were in person. Issues with technology was a concern due to the fact that without the technology working properly, students were being kicked out of classes, unable to enter classes, lag times were hindering learning/understanding, etc. However, there were fewer disruptions, but inappropriate comments in the chats and being shouted out in the middle of learning were causing disruptions. When describing our school for a new student there seemed to be disparities between the middle/high school and monolingual/bilingual.	<p>Students would like to look further into the differences that they see between behavior in middle vs high school and high school vs middle school.</p> <p>Students would like to look deeper into culturally responsive practices. Next week, Nov 18 we will be meeting again. Ms. Davis, an 8th grade teacher, will be coming to lead the discussion around culturally responsive practices and bias.</p>
Transition HS	11/17/2020	Students said there weren't any new concerns and that staff was being very responsive. One student said that staff was quick to respond even after school hours.	Students didn't have any new ideas but said they look forward to having the option to come into the building.
Alliance School	11/17/2020	Students reported that there are no concerns at this time. Students said that there have not been many (if any) behavior issues in class during virtual learning.	None

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Morse MS	11/18/2020	The topic was about the discipline procedures in class and other recommendations what is expected this year from the committee from a behavioral intervention purpose to assist with positive virtual classroom behaviors. Committee members spoke on the importance of not getting too much "busy" work from teachers for it tends to become overwhelming and students feel like they can not caught up on the assignments. Committee members were concerned about the "snowball" effects it could have when it comes to other teachers giving work and some peers are not able to keep up. Committee members were pleased and thrilled about the importance of teachers being available for additional or "extra" help needed to where those students do not feel overwhelmed. Student members felt that teachers cared and it helped them assist other students who may have been struggling to complete and work. Student members expressed that their interactions with their peers have been positive and they are positive interactions with the teachers. The virtual learning environment has been a challenge for some but most students have understood it is where we are at this time.	Student recommendations are less assignments from teachers for it seems like busy work for some teachers, Student discipline members wanted to voice ideas of a virtual party for students doing well in certain classes.
Milw. HS of the Arts	11/18/2020	The concerns were teacher's interactions with students (They way teachers talk to students in class)	We will be making a video to show teachers how students feel when teachers do certain actions during class.
Madison Academic HS	11/17/2020	Looking at the PLP for behavior and what were there thoughts	Share the link for the students to be able to request student/teacher dialogue
Meir School	11/9/2020	Students were mostly concerned about learning in the virtual environment. The students that participated said that an overwhelming number of classroom behavior issues are related to students, not participating. Our school Social Worker Gates and school Psychologist Rose sent me data around student write-ups. it was 20, but 11 was from one middle school teacher. I shared that 95% of these were students being written up for the lack of classroom participation. And the one teacher who wrote up 11 students was talked to by proper administration. Students listed their concerns as teachers finding ways to call on more students outside of the same students who are always being called on. Students did agree that the "google classroom intruders" that happened at the beginning of the school year are no longer a problem. also, students using foul language. I shared that this was because of new google safety features and schools have been talking about ways to make sure teacher live instructional time isn't bombarded.	Students want teachers to focus on building positive relationships in the classroom, teachers finding more ways to get students to participate and students being culturally competent, i.e., understanding that students live too have changed as a result of covid-19 and virtual learning.
Reagan HS	11/4/2020	Group size- need younger students to join, specifically freshmen and sophomores	Worked on making a recruitment video to publish out during morning announcements and Husky Howler (every Wednesday).
Groppi HS	11/12/2020	Student discussed interactions between staff and school work	Student requested support with motivation, incentives
Groppi HS	11/6/2020	Rules, Respect, Speaking Honestly, Being ok with discomfort Understanding this is a safe space	Students had an opportunity to meet via google classroom No students made themselves available. Students will have to be reached out to individually since designated times have been challenging
South Division HS	11/11/2020	Students feel a lot more distracted when working from home. They mentioned that they feel that teachers are teaching the same as they are in person and because of that students are having a hard time staying focused. Its even more challenging when you include the day to day distractions and other things that seem more appealing to students at the time (Social media or video games) They acknowledge that they feel it is easier to avoid class and "skip" school.	Staff need to be more creative and engaging. They would like to see more hands on work. (They recognize this would be difficult in a virtual world). Slow content down due to virtual setting.
Lincoln Center of the Arts	11/24/2020	We discussed if students noticing any particular racial group that get redirected more than the other. We also discussed which racial group they thought get into trouble more in school and why. One student discussed his frustration with a particular teacher and was kicked out of class. We also discussed a positive versus negative classroom and school environment.	Students were struggling to come up with ways to change things in a negative school environment as many of them are new to the school and all they have is the virtual experience. I am hoping that I can push their thinking at the next meeting.
Transition HS	11/24/2020	(New group of students) Student complained that she found the virtual learning more difficult, but found their teacher helpful. Said that being able to log on at anytime to finish assignments was nice and helped with stress.	One student said that we should go back to learning in the school as soon as possible. She said that school was more special when in the building.
North HS	11/24/2020	Primary concerns are relationships and having a stronger voice in the school. Music, culture, important topics to youth.	Survey questions - why is it important to have a voice? Who do you believe needs to listen to the student voice most - admin, teachers, community? What should people at North do differently because of this conversation?

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Bradley Technology and Trade	11/18/2020	There was limited concerns related to student behavior in the online setting. The greatest concern was the level of engagement and access to teachers. Most of our online instruction has been teacher led. Students explained their frustrations with this format.	Have fun events for students online. Create more chances for students to talk. Student created an online survey for staff and students related to their perceptions of online learning and areas that could be improved. A link to the survey can be found at https://forms.gle/3U2LiR2gWTrJyZqj9
Obama SCTE	11/20/2020	Culture and climate - middle school focus	Survey students for input and recommendations. Gather information from students to use for planning
Marshall HS	11/18/2020	Too many assignments and pressure to keep up with work. Unrealistic expectations from teachers	Students present concerns during staff meeting. Admin approve first
Bay View HS	11/20/2020	The main focus was student grades. We have noticed that some students are having lower grades and poor attendance. We have noticed that some students are taking on extra responsibilities outside of school. The most common one that we observed was that they have to take care of younger siblings due to parents being at work. Some students mentioned that it's a distraction because they have to focus on school work and help their younger siblings with their school work as well.	We are trying to find strategies to help students with their work and inform students on the consequences of not showing up to class. One thing that's being done is informing teachers about certain situations that some students are facing during these times. With regards to issues that our students are facing, there should be more contact between teachers and students and inform them that there is help if it's needed.
Bay View HS	11/11/2020	By checking our school data, we have more African-American males failing classes compared to other races. I understand that our teachers are working hard to help our students achieve proficiency in failing classes.	To improve student behavior we check in with students, provide incentives and provide office hours to see how the student is progressing. With regards to behavior issues we call the parents to try and see what the problem is and find positive solutions to resolve the problem. With regards to reducing racial disproportionality we are trying to find the root cause of the misbehavior (Issues at home, with another student, or individual) in order to prevent unnecessary suspensions/disciplinary actions. For teachers: keeping in contact with parents to address issues regarding online instruction and letting the administration know in what ways they can help in any situation. For students: Communicate with students that they need to be focused in their online classes in order to receive a passing grade. For families: Communicating important dates/deadlines, offering assistance if needed. Certain strategies to involve families/community are: Having grade level meetings to involve parents in what is going on school-wide and talking about important dates that are coming up (when grades close, report cards, other deadlines)
Transition HS	10/27/2020	Students personally like the virtual set up but worry about other students not logging on. No other safety concerns were voiced	Students worry about graduation and for next meeting we hope to come up with idea to make graduation special even if its not in person
Milw. HS of the Arts	12/2/2020	Students are concerned with these staff behaviors during virtual learning Behavior: Minor cursing Behavior 2: Acting immature (in non-funny ways) towards an student constantly Behavior 3: Expressing non-equal feelings towards a class as a whole (Favorites) Behavior 4: Eating in front of students Behavior 5: Teacher added themselves into a situation	We are creating skits to show the behaviors and the students will then explain how the behavior makes students feel and how to correct it.
Hamilton HS	12/2/2020	Student participation	Student clubs on Wednesdays
Roosevelt MS	12/8/2020	Climate (Attendance) effective 11-23-20/12-7-20 8th grade 83.1% (YTD) 39.3% (absenteeism YTD) 124 students 7th grade 86.0% (YTD) 27.8% (absenteeism YTD) 118 students 6th grade 86.3% (YTD) 33.3% (absenteeism YTD) 110 students	Suggestions from students: -contact parents via phone calls, texts or emails to remind them of the importance of students coming to school -virtual meetings with parents for students with less 50% attendance -attendance buddy (relay messages to peers) -podcasts around attendance (Semester 2) -goodie bag with chips, water, Arizona, soda & candy/candy bars (pick up/drop-off) -grade-level competition (grade with the highest percentage increase) eff. 12-14/12-18

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Meir School	12/11/2020	I talked to the leaders of the BIT Behavior team prior to meeting with the students and pulled information about student office referrals and PLC logs and demographic information. I shared this with the students, plus demographic information about Golda. The student was concerned about the fact that 80% of the student's write-ups were black students but black students make up 64% of the high school. And the fact that the middle school has almost double the write-ups as the high school, although the high school has over 200 more students. Some students felt targeted by the teacher, they were mixed on if it was because of their race or their lack of participation and turning in work.	The PLP notes and the behavior write-ups are almost exclusively about student engagement and participation, more of the lack thereof. The students told me that they would like for us as teachers to focus on culturally responsive learning, and using technology to increase student participation. Most of the students blamed their lack of participation out of school factors. Most students are tired of remote learning, bored, and have other stuff going on. Students are also demanding more social time, as the climate specialist I have set up a social lunch hour that happens every week and I am thinking of a large social party that we can throw remotely at the end of finals.
Pulaski HS	12/2/2020	There were three students present and a special education teacher. We talked about multiple topics. The focus was geared towards school climate regarding virtual learning and how that affects behavior. We discussed the New York school district being the largest in the country and how they have had to manage going back and forth between face to face and virtual. Students desire to be back face to face and why virtual is boring and makes students not want to interact.	Two students were ok with virtual while the third said he wants to be face to face. Being at home is not the best for him. No real solution came from the discussion. Facilitator played devils advocate on topics discussed about virtual learning.
Madison Academic HS	12/15/2020	How are the students being informed of the clubs and events that are being planned by the teacher for sense of belonging and school pride? How are students behavior being approach with the restorative practice model?	Meet once a week instead of every other Tuesday to talk more about the things that are happening in the classes and the PLP notes.
Vincent HS	12/16/2020	The topics for today were: feedback from the Student Leadership Summit Student concerns about virtual learning, more student engagement as we head into 2nd semester	none
Madison Academic HS	10/27/2020	Student and staff behavior	Share a form with the students so they can request restorative dialogues when they have conflicts with their teachers.
Washington HS of Info Tech	12/9/2020	our focus this month was to present the breakout sessions, talk a little about each and have the students choose which session they wanted to attend.	Students listened and reviewed each session and decided they should all attend different sessions and share what they learned with each other.
Transition HS	12/16/2020	(New group of students for the committee) The students were for the most part very happy with the staff student interactions. Several students commented on how warm, helpful and easy to contact some of the teachers are but one student had a complaint from last year. That student said that he was accused of cheating by a teacher last year and it made him so mad he felt like dropping out again. He said that teachers need to be careful because one negative interaction can mess up a lot of positive vibes from the rest of the school. He said that this year has been very good so far.	One student suggested that when everything returns to "normal" that maybe some staff/student activities centered around relationship building would be helpful. Another student said "like circles".
Alliance School	12/14/2020	Students discussed the summit, including the break-out sessions and what they liked and thought could improve about the summit. Some students reported that they are eager for face to face learning to resume, while some students said they are concerned about getting sick if MPS were to return to face to face too early. Students reported that things are going pretty smoothly with virtual learning and they do not have any concerns at this time.	Some students want MPS to return to face to face learning ASAP and some want the district to wait until the pandemic is over.
Groppi HS	12/3/2020	Student Staff behaviors	Extra support from teachers, extra motivation from staff
North HS	12/2/2020	Discipline Concerns for NDHS students in virtual spaces? Students are concern that concern that students wont act appropriately for the youth summit?	1) All students that register have to use their real names on the virtual call so they can be identified. 2) All students have to check in with Mr. Alston via Massager if they going to the youth summit 3) Parents should be in virtual class with students to monitor the behavior. 4) If kids don't act right, they should be fined and those fines goes on their senior fees. if they don't pay it, they don't graduate.
Milw. HS of the Arts	1/6/2021	Teacher behavior in virtual learning	Students are creating videos to address the concerns they have identified
Hamilton HS	1/13/2021	How to support student engagement	Provide info through announcements and individual meetings
Roosevelt MS	1/12/2021	Climate (low attendance); virtual learning school-wide attendance across all grade levels during Block 4 and ELO	Recommendations: earn HERO points for all students who report to each block during the first 10 minutes; the monthly PBIS incentives will be determined based on the number of HERO points earned as it relates to attendance Possible incentives: virtual fieldtrips, small basket of supplies for students who earn so many points for attendance February's meeting will compare December & January data to see if incentives make a difference in Block 4 and ELO attendance

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Transition HS	1/19/2021	Quotes from group discussion "The idea of even watching anything on the news right now...its just not important because its hard to believe anything that's happening" "after those riots, it just proved even more that the police wanted to go after Black kids" "Man we would have been shot, like those police officers allowed them in...I ain't ever gonna trust a cop" "They shoot people whenever they can and let those people into that building (Capital) there is nothing I'd ever need from them nor would they ever keep me safe" The kids really wanted to talk about the double standard between the BLM protest and how they were treated and how the people who attacked the capital were treated.	Students didn't really have any this week
Meir School	1/25/2021	We had a community building peace circle. I asked students: What is your personal opinion about school discipline here at Golda? Is it fair, just, biased, or the opposite? How you witnessed any racial bias in teacher treatment of students here at Golda? 1. Students were all in agreeance that discipline is situational/contextual, meaning they observed and or experience that it depends on how long you been at Golda and is your reputation good or bad among the teachers. If you have a good relationship with a teacher or teachers then they often won't resort to write-ups. 2. Students for the most part shared that their elementary and middle school experience had teachers who were biased and targeted kids who were students of color and they admitted that students were rowdy in middle school. But teachers were ill-equipped to deal with students. Teachers in middle school use to write students up for EVERYTHING, and even in racially mixed classes black students will still be targeted. I shared with the students that I hear the same stuff about the middle school now even though some of the teachers have changed. Students then shared middle school stories. 3. Some of the black girls who spoke share their experiences of receiving different treatment than other groups of students as their communication style were mismatched with their teachers who are overwhelmed white. one student who is a black girl said "teachers are intimidated of us and don't know how to treat us". 4. Some students expressed that not only is getting sent out dependent on your relationship with the teacher but the teacher's relationship with the admin. If the admin and the teacher is close then the student side won't be evaluated and a student will be punished. 5. Students shared that high school teachers are more mellow/chill than grammar and middle school teachers. Moreover, teachers at the high school are more willing to apologize to students when they are wrong.	We had a community building peace circle. I asked students: How would you change it if you were the principal? 1. If they were admin, some students talked about making a class mandatory for teachers to take regarding RP. 2. "Teachers be so quick to get the principal involved," a student said so students talked about there being steps added between violating a classroom norm, value, and or expectation and being sent to admin. I told the students that this already exists. But its maybe not enforced. 3. Students were on the same page that golda is a safer school than other MPS schools and they are lucky to be here. As a collection of upperclassmen, they don't see a lot of students who are a major disruption to the learning environment. 4. Some students said that teachers have misconceptions about the involvement of their parents so they are surprised when parents advocate for their kids. Teachers then back off of their grudge that they have with the students. So students wish that parents can be involved in the culture and climate of the school as a proactive measure then when the discipline or intervention is already in motion.
Riverside University HS	1/27/2021	I think that the students should work on is camera participation and also speaking on mic more. For the teacher I say learning more on how to work the computer and being able to know more skills that the student might not know already. I feel participation in general needs to be improved on the classrooms because they are very silent and the teachers express it and they feel like they be talking to themselves and if people are talking it's the same 2 or 3 people talking. Another student expressed feeling obliged to respond in the chat due to the lack of participation of other classmates.	Recommendations for students: get more sleep and be up early to get your self ready for class. Turn on your camera if you feel comfortable and use your mic to participate.
Audubon MS & HS	1/27/2021	Our concern was the number of students not attending classes, not participating nor doing homework. According to the students there is an issue of students not joining breakout rooms or activities (peardeck, etc). Time in classes is wasted on encouraging students to do be involved.	Students would like to see more parent involvement, but had no solutions as they recognized parents may be at work, students may be assisting with childcare and household duties. Students wanted to put the focus back on doing the right things and students who were making an effort. Students suggested a google form to ask students their opinions on topics related to school, participation, and possible activities. They also thought of sending certificates to homes, doing a virtual award ceremony or pep rally, and using the announcements as a form of promotion for doing work and upcoming activities.
Groppi HS	1/13/2021	Student engagement	Student work groups when returning to in person Culturally relevant classroom curriculum
Marshall HS	1/14/2021	The discussion was based on school safety. Student discussion focused on student physical aggression on each other.	Student suggestions that more student should be expelled for aggressive behaviors.
Alliance School	1/13/2021	Students reported that things continue to go well during virtual learning. However, sometimes there are microaggressions or conversations about race/racism that are not addressed in the classroom.	Students suggested that if if this occurs, they would like to address the issue in class, talk about what happened and see how they can fix it.

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Pulaski HS	2/10/2021	There were four students who came into our meeting. Students discussed being tired of the lack of interaction/face to face with peers. They are looking forward to college when the hope is that the social atmosphere has changed.	There were no real recommendations. Students were informed of tentative return date. They seem skeptical of a return.
Vincent HS	2/17/2021	Students were concerned about the April 26th back to school date. What happens if students don't follow the mask mandate or the social distancing. Concerned about transportation to and from school, being in class all day after being in classes for half day, how will lunch be handled, social distancing in the classroom(is it possible?), and scanning.	Instead of suspending students for not following the mask mandate or social distancing, put them in a room so they can take their classes virtually. Instead of students coming back to full in-person(which would be chaos) have students finish the year in a hybrid model so that there are less students in the building at one time. No scanning and allow students to keep their phones for the rest of the year. Meet with parents of students who continually not follow the rules.
Transition HS	2/11/2021	One student said "I can't wait to get back to school" and "I miss the staff and student" Another student said "You guys call/text too much even when I log in" Most of the students are looking forward to returning and don't seem to worry about Covid that much. Otherwise all comments were positive about student/staff interaction	The students wanted to make sure they would be supplied with masks but what they worry about most is being able to graduated on time.
South Division HS	2/13/2021	Students were concerned with behaviors changing as we return to school. Students wanted to ensure that we are prepared for the possible return to school. Although the are excited about the possibility of a return they also understand that simply jumping back into the building could be a problem for behaviors especially for students who are not ready to return.	Students suggested that the school continues to reach out to students and families and lets them know where we are on the process of returning to school. This will help avoid any stress on students and families. They also recommended that the school have set procedures and expectations for student return.
Obama SCTE	2/23/2021	Students concerns were how the teacher interact with the students, developing positive relationships in class. Students share some of their interactions that they had with some of their teachers in the past. How negative comments were made that effect them and their learning.	Students shared when faced with not having a positive relationship with their peers or their teachers. How they would reach out to another adult in the building to help them deal with the problems that they are having. Counselor, VFZ member, or their friend that they are comfortable with so they would not act out in a negative way. Students also stated that negative comments would drive them to be better.
Alliance School	2/24/2021	The group reported that they do not have any concerns with inequity during virtual learning. We also talked about returning to face to face and the students offered some suggestions for things that they would like to see changed when we re-open. Specifically, these are topics that they would like to include when we do our community building circles around re-opening. 1. Don't cause unnecessary drama; keep it out of school 2. Stay socially distanced from those you have drama with (catchy phrase tying Covid safety and conflict management) 3. Just be Yourself 4. Handle drama in the school (through circles/with staff) because that stuff goes too far and people call family members or friends outside of the school then family comes up or friends and they bring weapons.	Students suggested community building around anti-violence when staff plans re-opening strategies.
Audubon MS & HS	2/24/2021	Today we discussed what "just discipline" and procedures would look like if/when schools reopen, and what issues might be encountered. The students felt that on Day 1 back in school, safety precautions, procedures and protocols should be discussed in all classrooms. The following are the suggestions of the students: *Safety should be in the hall to monitor transitions. *Maps of the building should be shared to clarify which direction traffic should be moving in the hallway. *A way to measure how to stay 6 feet apart will be needed for the hallways. *Stairwells have already been marked for up and down. *Groups should be given specific times for the bathrooms. *Since student behaviors will not be the same as they were in the virtual classroom, consequences in the school chart need to be reviewed and revised. *Students not willing to follow safety guidelines should be counseled first, but if the behavior continues they should be returned to virtual classes only. *Due to the severity of the possibility of getting COVID, students determined that consequences needed to be strict and immediate *Revisit the rules and procedures with students often	Next steps: Create a list of possible behaviors and the consequences for each Create a map of the building with traffic patterns for students Determine seating in the cafeteria Questions: How would reopening affect bussing? (both school buses and city buses) Should students have temp taken every morning when they enter? How will this affect schedules based on the amount of time it would take? Could the middle school teachers all rotate instead of the kids or could one teacher teach their ACP all of their subjects? Would shields be provided for desks? Should students get tested before returning? Concerns: Will students be able to resist taking off masks, hugging friends...? What behaviors would be important enough to address with consequences?

School	Date	Concerns	Recommendations
		<p>I asked my students: Can you describe in your experience of attending Golda the culture, climate, student and staff behaviors, interactions between staff (including safety and administration) and students, interactions between students and students, school safety, learning environment, etc</p> <p>"Honestly Golda has been a pretty comfortable school for me. Being here for the last . 8 years most time I've felt like it truly was a second home. The staff from time to time can be extremely aggravating or not as helpful or unbiased as need, but most teachers have truly become favorites. It's the perfect pace for me learning wise and I am truly glad that I stayed for high school."</p> <p>"Most of the teachers are genuine and care about students doing well both in class, and out of their classroom or outside of the building. They are willing to talk about personal things especially if it is affecting your grades or how you act at school. Most students are chill with most teachers, so people don't get scolded and rarely do anything to get in trouble for. If students have beef it is usually actually personal, even if it is over something stupid or petty, it is something they can identify. That doesn't happen a lot though."</p> <p>"My experience at Golda overall has been great. Most teachers want and help you succeed in classes whether they teach that class or not. I've only had one bad incident where a teacher didn't like me personally and used her power as a teacher to hurt my grade. Once confronted by my mom and the principal changes were made. I feel safe completely around every student and staff. I am very friendly so I have great relationships with a lot of people at Golda."</p> <p>"The interaction between staff and students are mostly friendly and welcoming as long as their positive air, the safety is a little unstable since there were continuous fights while being in school & the resolutions not always fair. The learning environment is stable as long as the students pay attention and interact with the teacher & high school at Golda is good on a normal day, no complaints."</p> <p>"The only thing I can really say is that it is overall pretty chill. The worst it gets is someone being passive aggressive."</p>	<p>I asked students: What would be your student recommendations next steps: ideas, recommendations, and suggestions from students for action(s):</p> <p>"Try to relate to teachers but don't try to skip work or make them feel like you don't care when there's no good reason. Most of the time it just comes down to communication and knowing when to joke around and laugh or when to be serious. Always tell your teachers what's going on if it is something that bothers you just so they know. If another student is bothering you, either ignore them or ask them why they are bothering you or if they know they are bothering you."</p> <p>"I would recommend Golda for the educational outlets they provide, they have a wide range of opportunities such as, precollege classes, AP classes, apprenticeships, internships, etc. everything you might need to be successful is at Golda you would just have to be vocal about your wants and needs otherwise you wouldn't know what they have to offer."</p> <p>"I really don't know. I guess have teachers deal out less punishments when it comes to it. Do more talking instead of suspensions and whatnot."</p>
Meir School	2/25/2021		<p>Monitor next years data to see trends</p> <p>More support for special education students</p> <p>More culturally relevant lessons</p> <p>More teachers of color</p>
King IB HS	2/24/2021	Reviewed equity audit	
Transition HS	2/23/2021	Students talked a lot about Texas and the Ice storms. That morphed into a discussion about depression from being cooped up during covid. Several students voiced a desire to come back into the buildings. Student were excited about graduating. Thought staff were staying on them to graduate on time	Just want to get back to in person school
South Division HS	2/26/2021	<p>Students discussed the attendance data as well a behavior data.</p> <p>Students identified ways to encourage other students to show up to class.</p> <p>Students were concerned that because of the virtual nature of school they have not had an opportunity to meet other students or learn about other students.</p> <p>They would really like to get to know other students especially students from different parts of the world. They hear that South is diverse, but have not been able to enjoy the diversity as much as they would have liked.</p>	<p>Students recommended and are interested in being a part of lunch hang outs to meet other students. They can meet and have discussions or talk about random topics and get to know some current and future classmates before they get back to in person.</p> <p>This would also help build relationships and school culture.</p> <p>There is a team currently working on this and the students would like to be a support, but also participate.</p>
Madison Academic HS	1/12/2021	Culture and climate in the classes	Create a survey for the students
Madison Academic HS	2/23/2021	Climate and Culture, sense of belonging, learning environment, staff and students relationship and interactions	Present survey data to staff during CPT's
King IB MS	3/9/2021	Today students watched a clip on YouTube (How the US punishes black kids: https://www.youtube.com/watch?v=IFJ37ri-Saw). The students talked about the handcuffing of children and how it is never right to do that. They couldn't understand how a President could allow police officers to arrest children. We talked about if the children were another color would the situation be handled differently. They talked about how they feel that racism is getting worse, because people are allowed to spew hate and throw around their biases without consequences, they are not required to be cultural responsive. One student stated that those situations could easily happen to one of them. Some of the feelings that they expressed were, anger, aggravation, sadness, broken hearted, the list goes on.	Some ideas they came up with is them being the change, spreading positive behavior, modeling leadership throughout the school, standing out from the other students and encouraging them to join. This conversation is to be continued....
Transition HS	3/10/2021	Students didn't have anything to add about staff or climate but were mostly focused on when and how we will return to in school attendance and instruction. Input was mixed, some students are ready and excited to get back in school but others were hurrying to finish before we return to the building because their online schedule worked better for child care and work schedules. Interestingly the student had the same reason for the opposite ideas. Both sides thought what they wanted would help the graduate sooner.	Students didn't offer any new ideas for the next step in resuming in person learning.

School	Date	Concerns	Recommendations
Alliance School	3/10/2021	Student expressed a concern about a Social Studies assignment that was insensitive. The student (who identifies as Native) wrote their reasons for not wanting to complete the assignment and turned it in. The student's parent also called the school and spoke with Ms. Smith (Principal) about the assignment. Student reported that the assignment was removed, they received full points for the assignment and have had no further issues in the class.	Students recommended that teachers think about their assignments through an equity lens.
King IB HS	3/18/2021	<p>There were no behavioral concerns during this brief meeting given the lack of PLP notes as well as the lack of referrals present at the moment. Thus students were sent the following information to be discussed at a later date instead of March.</p> <p>For the next meeting in the Month of April please utilize one of the following resources detailing three things that you learned, two things that surprised you, and one thing that you want to learn more of!</p> <p>If you haven't see the independent film, Coded Bias, it is premiering March 22 on PBS (and PBS app/online): https://www.pbs.org/independentlens/films/coded-bias/</p> <p>I had the opportunity to watch it last month and it is very good and thought provoking on the role or race and bias in artificial intelligence and other new technologies.</p> <p>Reflecting on one of the research based best practices to address disproportionality of engaging student voice, I found this great resource offering a Ladder of Student Involvement. Looking at their graphic, where do you find meaningful student involvement at your school? What can you and your colleagues implement to begin working towards reaching rung 8- student/adult equity. Equity between students and adults requires conscious commitment by all participants to overcome the barriers involved, and positions adults and students in healthy, whole relationships with each other while moving forward through action and learning. This can lead to creating structures to support differences by establishing safe, supportive environments for equitable involvement. In turn, this may lead to recreating the climate and culture of communities, and lead to the greatest meaningfulness of student involvement.</p> <p>Related to student voice, it was mentioned a few weeks back the ABC mini-series Soul of a Nation. First two episodes were fantastic. The second episode specifically focuses on the next generation, specifically Afro-futurism, the role of race on TikTok algorithms, Generation Z, sneaker culture, and other youth-focused topics.</p> <p>University of Kentucky College of Education hosted a webinar Navigating your teens in Breonna Taylor's America (https://uknow.uky.edu/uk-happenings/uk-college-education-hosts-navigating-your-teens-breonna-taylor-s-america) focused on empowering students and educators with a discussion offering guidance to youth as they search for justice while balancing school, work, friendships, family and personal well-being.</p>	We will discuss assigned materials at the next meeting.
Green Tree Preparatory School	3/22/2021	Much of the conversation continued to center around Womens History month. Students shared how women have made a great impact in the rap community and how advertising has become more inclusive of all body shapes and sizes. The conversation naturally lended itself to a discussion of school uniforms, if they're fair, and what the return will look like if we come back to school.	A major concern for students upon the arrival to school is behavior. Students are curious as to what will happen if students refuse to wear a mask and what that looks like as far as discipline is concerned.
Audubon MS & HS	3/24/2021	<p>Today we focused on attendance data between the two schools and on the reopening plan in regards to discipline and procedures.</p> <p>The high school has slightly higher attendance than the middle school. Both schools have lower attendance on Wednesdays. There isn't a trend based on ethnic group or race.</p> <p>A question about attendance was brought up will students who are virtual still be marked present all day if they only show up to one class in a day, and how will that affect the attendance of students who are in person?</p> <p>Will student attendance improve with returning to in person? Will students have trouble with switching to a longer school day both in person and online?</p> <p>How will teachers handle discipline issues when we return to in person learning?</p> <p>Wondering how behaviors may change when some online and some in class.</p>	<p>Rules, guidelines and procedures need to be in place when students return to school.</p> <p>Consequences need to be followed equitably.</p> <p>Make sure that when students change groups that they are cleaning the desks in between groups or have students stay all day in one room and teachers switch or teacher and students stay in same room all day with teachers teaching all subjects.</p>
Transition HS	3/24/2021	Students had questions about when and who had to return after the news of the school board meeting. They had nothing new to say about the other topics	Some students were excited about coming back, some students (especially with child care issues) wanted to stay virtual
Madison Academic HS	3/9/2021	Culture, climate, academic, behavior of students in class	PD to show student survey results to provide teachers recommendation and time for Q & A
Madison Academic HS	3/16/2021	Culture, climate, student behavior	Complete presentation with recommendations for the teachers

School	Date	Concerns	Recommendations
South Division HS	3/26/2021	Students were concerned about coming back to in person and not knowing the routines and procedures that they need to abide by. Students were interested in having a welcoming where they can learn the procedures.	Students recommended an orientation where they can meet the staff as well as the school and the routines and procedures. (Specifically our 9th graders)
Milw. School of Languages	3/31/2021	We discussed possible issues that may arise upon reopening and strategies we can put in place to deal with those issues. Some of the issues that were brought up were students refusing to wear masks, what if a student has symptoms of Covid and is unable to be picked up.	Students recommended that a 2-strike rule be implemented for students that do not follow Covid safety protocols endangering the safety of other students.
Wisc. Conservatory of Lifelong Learning	3/10/2021	Student led in discussion on discipline in the event of students returning to school. How will it look like, should student, who have been virtual for over a year be held to same accountability from previous years? Will beginning of school year meeting take place, if so, how will students get their voice across with such a limited time in the building if students are to return?	If students are to return, students suspended should be allowed to work virtual so they will not miss instruction with limited school time remaining. Students should eat in classrooms with cold lunch or lunch brought from home. Students disrupting class should be placed in virtual room in school. Not enough time for students to catch up if class time is wasted with students being disruptive.
Marshall HS	3/10/2021	Student's voiced concerns about how administration would be handling the mask requirements for school reopening,	Students had no recommendations at this time.
King IB HS	4/16/2021	Polled students on culture, climate, and potential behaviors on return to school.	Students will continue to look at data to determine a cohesive collective concern.
Green Tree Preparatory School	4/19/2021	students shared their feelings about coming back in person. Some of them were excited to be here, while others shared that they had mixed feelings about their return. Students expressed that they didn't care for the uniform policy, while others expressed that it helped them to get dressed quicker in the morning. Students also shared that they believed that the learning environment felt more engaging and was more refreshing now that they they were back in person.	Something that came up more frequently than I thought it would was the quality of breakfast and lunch. Students shared that they felt that they were being fed "prison food" and that the food they were given wasn't healthy enough to sustain them throughout the school day.
Meir School	4/19/2021	Students on the team are working on projects to present at the end of the semester. Yesterday I had 1 on 1's with my students to share with me their progress, topic, research and are they doing a paper or creative project.	Students are doing projects on the following: Teenage Black Girls and mental health Project -interview of black girls and how they feel about school and the hyper surveillance of their bodies. -I gave her some resources to provide context to her subject and give us the significance of the project Discipline and Punishment The disproportionality of black boys and girls to white boys and girls in the city who get ISS, OSS, and expulsion Emotions and Trauma in black adolescent and teens School to Prison Pipeline in urban school districts -conditioning students to accept discipline and punishment -so RSO have been replacing guidance counselors and other schools personal for the past two decades Reconciliation and forgiveness -What does Reconciliation look like between Black America and the United States? -What steps can white people take to assist in truth and Reconciliation?
Riverside University HS	4/21/2021	Students discussed returning to school (in-person) and teachers being patient with students. They also discussed teachers not responding to signals from students that may be in distress, sick, angry, agitated, etc.	For in-person learning, students want teachers to acknowledge that students have not been in-person since March 2020 and that they need to remember this. They suggested teachers need to be patient and tolerant, at least for the 1st week. Students also suggested that teachers listen to student interactions with each other to pick up on any behaviors that may need attention.
Alliance School	4/22/2021	Students reported no concerns.	NA
Pulaski HS	4/28/2021	Two students came to meeting. Students talked about the disappointment that some staff was not in the building. Administration was very strict upon return. They understand but wish it was so much in their face.	Students did not have any recommendations because they are graduating seniors.
Riverside University HS	4/28/2021	After watching the video "Navigating your teens in Breonna Taylor's America, we had a discussion about her case compared to George Floyd. The problem is not the people its the system. Police officers should learn better techniques and how to approach things differently rather than going for the gun. I feel the Breonna Taylor incident was more fleshed over by people especially when looking at what happened after the George Floyd incident, the people hardly did anything for Breonna's justice but people from places you'd think wouldn't care showed support to the movement and there was more chaos and more things attempted to be done for justice for George and I think Breonna Taylor should've had more than what she got in terms of support.	The president should input adequate regulations for each governor so cops could change their approach to the US citizens.

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Transition HS	4/27/2021	Students were excited about graduation and talked about the video with baby pictures. Didn't really have any recommendations except for the Senior celebration day.	Students didn't have any new ideas, they were mostly focused on the end of school.
Groppi HS	4/19/2021	Entering the building, covid restrictions, sped students returning to the building.	Allowing students to enter the building at any time
Meir School	4/29/2021	These two students wanted to practice their presentation with the group. The presentation was on the school-to-prison pipeline. The students talked about disciplinary punishments as it relates to race Black students 4x likely for suspension/ Latinos 3x likely than white students. Why teachers treat students like they do. The main part of their analysis was that school resource officers have replaced providers in schools that did wrap-around services. SROs have replaced counselors in schools, especially in low-income schools with Black and Brown students	Schools need to be more cooperative in discipline and need to not rely on outside policing or security for schools. we need the social workers and school counselors back in schools along with school psychologists.
South Division HS	4/16/2021	PLP notes and attendance notes were discussed. Due to there being a low number of PLP notes students did not have many suggestions. Students continue to encourage staff to create a welcoming environment if and when students return. Students shared that if we have orientations this will help reduce negative behaviors.	There is an interest in having student orientation either when in person returns or at the beginning of next school year. This information will be shared with school committees to ensure we are working on a plan.
South Division HS	4/28/2021	Students discussed: First week back in school Concerns about being in person Success of being back in person Any concerns with behaviors	Students discussed what they liked and didn't about the return to school. Students were concerned with a specific student walking without a mask and shared their concerns with admin.
Green Tree Preparatory School	5/18/2021	Students wanted to discuss how student interactions--as it relates to drama, is very different when it comes to in-person learning, and virtual learning. They noted that student relationships were positive or nearly non-existent since going virtual last spring. They also noted that students seemed to get along a lot better while virtual, but once they returned things changed. Students seemed to be getting along well, explored new friendships, were forced to go back virtual, and noticed that there was an increase in cyber-drama rather than in-person drama. Students suggested that cyber drama exist because students feel more courageous on the internet and that they know that an adult can not monitor their language or behavior online. They added that it did not impact their learning environment, but did create tension in the classroom.	Some students felt that a circle could be helpful, while others shared that they didn't find a circle helpful. They felt that the circle worked for in-person learning and to deter unwanted behaviors in school, but it did not address the online issues.
Transition HS	5/18/2021	Students just wanted to talk about graduation	There were not any new ideas, student were focused on the finish line.
Groppi HS	5/20/2021	Student Culture, Community	After high school recommendations