MILWAUKEE PUBLIC SCHOOLS

Educational Community and District Climate

Best practices addressing discipline disproportionality through a positive educational community





Table of Contents

- Educational Community & District Climate ..... Page 3
- Four Approaches ..... Page 4
- What is a Multi-Tiered System of Support. ..... Page 5
- Antiracist MTSS ..... Page 5
- Framework for other approaches ..... Page 6
- Administrative Policy 1.06 Equity in MPS ..... Page 7
- Teaming ..... Page 8
- Climate Equity Liaison ..... Page 9
- Culturally Responsive Problem-Solving ..... Page 10
- Courageous Conversations about Race ..... page 10

Tier 1: Overview ..... Page 11
- Equitable Tier 1 Practices ..... Page 12

Tier 2: Overview ..... Page 13
- Equitable Tier 2 Interventions ..... Page 13

Six Best Practices to Address Disproportionality ..... Page 14
- Define & categorize behaviors ..... Page 14
- Talk about race ..... Page 15
- Student voice ..... Page 16
- Interrupting bias ..... Page 19
- Re-entry after discipline ..... Page 21
- Universal supports ..... Page 22

Research ..... Page 33



Educational Community & District Climate

Priorities

- Taking current MTSS teaming, systems, and practices and reframing and reinvigorating through an equitable and restorative lens.
- Specific, intentional collaboration and alignment of district teams, messaging, professional development, best practice, and expectations of schools.
- Reimagining school Discipline Champions as Climate Equity Liaison.
- Utilizing school-based Advisory Period for additional support and conversation at the high school level based on student interest and school need.
- Focus on 9th grade through school-based mentoring and intervention opportunities.

SMARTER Goal (Strategic, Measurable, Achievable, Relevant, Time Bound, Equitable & Restorative)
Throughout the 2023-2024 school year MPS will reduce suspensions for learning environment behaviors by 10% and lower disproportionality of exclusionary discipline for Black students by 5% utilizing the Five Universal Supports through an equitable and restorative lens and continually having Courageous Conversations about Race to address inequitable practices throughout the district.

Four Approaches

- PBIS Multi-Tiered System of Support
- Mental Wellness
- Restorative Practices
- Antiracism

Teaming

- School Tier 1 Team
- Building Intervention Team
- Student Discipline Committees

Aligned with Five Priorities

1. Increasing academic achievement and accountability
    1. More students in school in the classroom daily
    2. Students academically engaged with fewer behavioral distractions
2. Improving district and school culture
    1. Fewer disciplinary actions
    2. Restorative community connecting to all students
3. Developing our staff
    1. Regular professional development & coaching
    2. Reframed mindsets on students, families, and the community
4. Ensuring fiscal responsibility and transparency
    1. No need for additional positions
    2. Working with Grants department for additional funding and research
5. Strengthening communication and collaboration
    1. Unified district messaging
    2. Community conversations and student groups

Four Approaches

In efforts to create an educational community and positive district climate, Milwaukee Public Schools is providing four approaches that all schools are encouraged to utilize. An individual school's engagement with any one particular approach may depend on school needs, but all pathways are utilized to some extent at all schools. All approaches fit within the multi-tiered system of support following guidance from Wisconsin DPI.

PBIS

- Build meaningful relationships and community
- Co-create expectations, procedures, and agreements
- Collectively teach and practice expectations, procedures, and agreements
- Develop systems for holding self and others accountable
- Acknowledge all students and recognize their worth
- Check-In/Check-Out
- Social Academic Instructional Groups

Mental Wellness

- Trauma sensitive schools
- Mindfulness
- Bullying awareness
- Youth Mental Health First Aid
- School Community Partnership for Mental Health (SCPMH)

Antiracism

- Courageous Conversations about Race
- Culturally Responsive Problem Solving for Teams
- Strategies for interrupting bias
- Re-entry after discipline
- Student mentoring
- Equitable classroom management
- Critical reflective practices

Restorative Practices

- Restorative questions
- Restorative conversations
- Repairing harm circle
- Circle keeping
- Restorative alternatives to suspension

What Is a Multi-Tiered System of Support?

Milwaukee Public Schools has had a Multi-Tiered System of Support in place since 2009. MPS follows guidance from WI DPI and WI RtI Center in integration of Positive Behavioral Interventions and Supports (PBIS) framework as the MTSS. Research supports that a MTSS system, implemented with fidelity, effectively reduces classroom disruptions and student suspensions through a schoolwide, systematic, tiered-intervention approach that leads to increased student achievement. Schoolwide MTSS provides an operational framework for achieving these outcomes. More importantly, MTSS is *not a* curriculum, program, intervention, or practice but is a decision-making framework that guides selection, integration, and implementation of the best research-based academic and behavioral practices and interventions for improving student academic and behavior outcomes for all students.

MTSS: What It Isn't/What It Is



MTSS ***is not***

- only a means to identify students for special education,
- only for special education students,
- a replacement for consequences within the school,
- an award system for students,
- a classroom management system.

MTSS ***is***

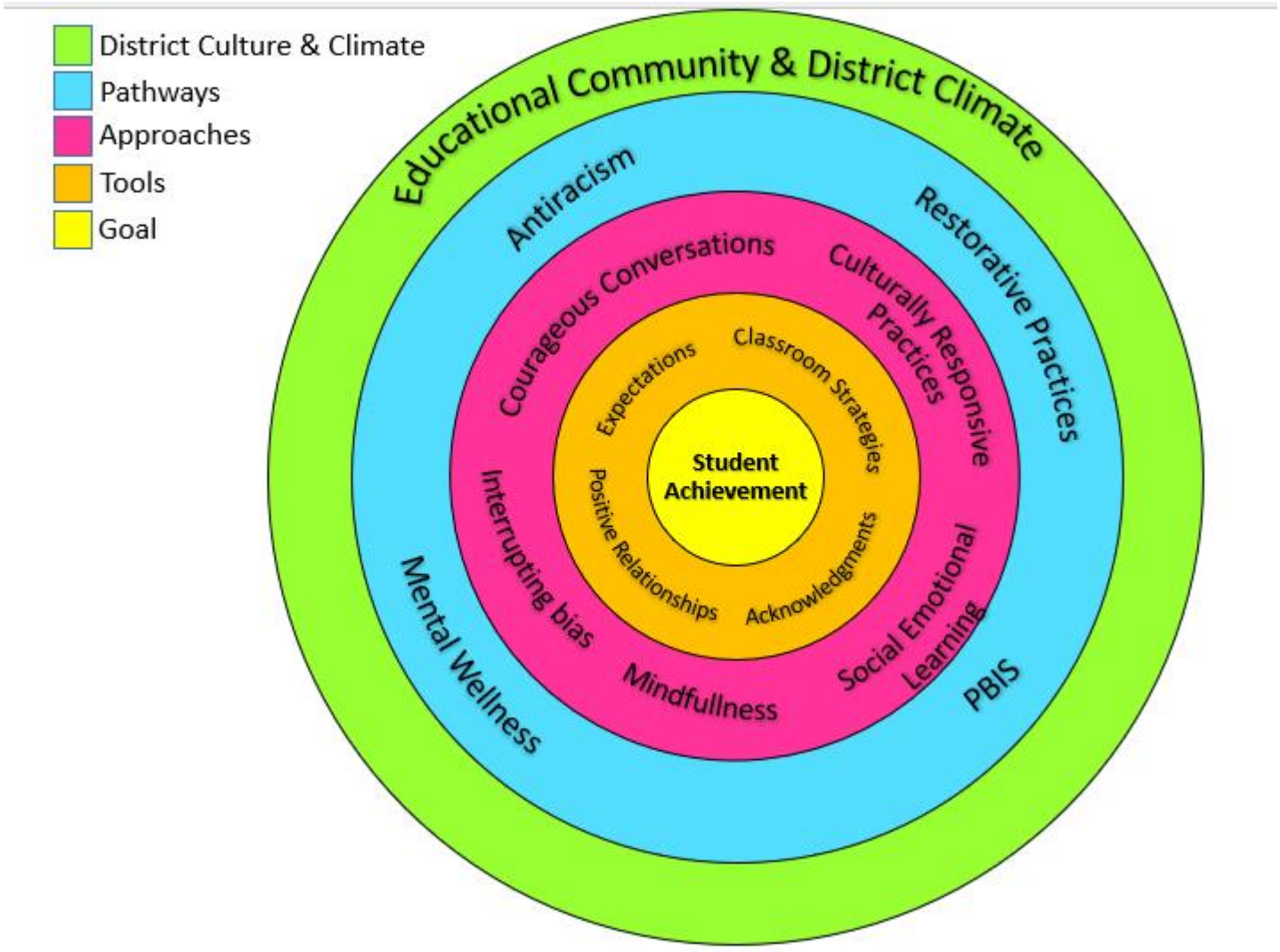
- a systematic way of identifying student strengths and weaknesses;
- Tier 1, Tier 2, and Tier 3 supports and interventions;
- shared roles and responsibilities of all staff members;
- for all students;
- the use of research-based practices in classroom management and tiered intervention services;
- a continuum of support, using data to make decisions.

Through an Equitable Lens:

- All staff members engaging in Courageous Conversations about race and bias.
- Allowing opportunities for student voice in school-wide leadership and systems.
- Student voice centered in the process of creation of classroom expectations, procedures, and shared agreements throughout the school.
- Restorative strategies used when harm occurs.
- Viewing conflict as an opportunity for learning and growth for all involved.
- Validation/affirmation (VABB) as part of all re-direction strategies.
- Staff member strategies to use in vulnerable decision points to address bias.
- Repair/re-entry of students after discipline occurs.
- Community of learners with all racial, cultural, & linguistic backgrounds respected, valued, and seen.

Framework for Multiple Pathways, Approaches, and Tools

As we continue to address district culture and climate through creating an educational community and equitable district climate, schools are engaging in multiple pathways with shared approaches and tools. PBIS nationally serves as the framework to help guide teaming, data, and action planning to support various other approaches or initiatives in school climate and student behavior. Use of various approaches are dictated by school and student needs through a continual improvement process.



ADMINISTRATIVE POLICY 1.06
E Q U I T Y I N M P S

(1) BACKGROUND

(a) The Milwaukee Board of School Directors is committed to the success of every student, regardless of race, ethnicity, family economics, mobility, gender identity, sexual orientation, disability, or initial proficiencies. The Board holds itself and all district and school-site decision makers, faculty, and support staff accountable for building a district-wide culture of equity.

(b) The Board acknowledges the need to address the impact of inequities in the city of Milwaukee and the state of Wisconsin. Accordingly, the Board acknowledges that these inequities have a long- standing impact on access and opportunity for our students, families, staff, and community

(2) Definitions

(a) *Equality* is defined as a uniform distribution of district resources, supports, and opportunities.

(b) *Equity* is defined as an allocation of district resources, supports, and opportunities that is based on the needs of students and staff.

(3) Guiding Principles

(a) Achieving equity may require an unequal distribution of resources and services in order to ensure that all children have an equal opportunity to a free and appropriate public education.

(b) The strengths of students, staff, families, and community members shall be illuminated to eliminate implicit and explicit deficit thinking.

(c) A school system shall be developed in which all students receive the support and resources that they need to become successful.

(d) The use of equitable practices shall be prioritized at all levels of district leadership.

(e) Practices that respect the reality that all students will learn shall be set in place.

(4) Equity Goals

(a) Milwaukee Public Schools will create a district-wide culture of reflection and awareness building.

(b) MPS will cultivate a district-wide culture of data-and-research-based decision making.

(c) MPS will incorporate student, family, and community voices in decision making district-wide.

(d) MPS will be a system that supports equitable leadership practices district-wide.

(e) MPS will provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology, and other educational resources that respect their individual identities, backgrounds, abilities, and experiences.

(f) MPS will recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel.

(5) Policy

Administrative Procedure 1.06, Efforts to Achieve Equity, shall serve as the minimum standards by which MPS will ensure an equitable allocation of district resources and achieve the equity goals.

(6) Monitoring and Evaluation

Annually in June, the Administration shall provide a report to the Board that provides the extent of progress in fulfilling the Equity Goals. The report shall include data and research that support the District's efforts to achieve equity, as appropriate.

(7) Guidance

To guide the implementation of this Policy, the Administration shall develop and publish a guidebook of best practices. This guidebook shall be reviewed and revised annually after the report has been provided to the Board.

Teaming

Overview

Milwaukee Public Schools continues to address discipline disproportionality district-wide and in alignment with the Five Priorities for Success (Improve District & School Culture). All schools will use data to create action plans and address specific behavioral concerns throughout the school year. At the school level this work is conducted through the PBIS Tier 1 Team and the Building Intervention Team (BIT).

The PBIS Tier 1 Team implements the research based PBIS framework. This work addresses school-wide climate and discipline while specifically monitoring disproportionality and climate and discipline for Black students. The BIT looks at specific students in need of greater support and ensures intervention systems are in place and implemented at fidelity. Each month school leaders also submit a data reflection looking specifically at their role with school climate and discipline identifying focus areas for school leadership.

Tier 1 Team Positive Behavior Interventions and Supports (PBIS)

Milwaukee Public Schools has had a PBIS framework in place for over 10 years. Research supports that a PBIS system, implemented with fidelity, effectively reduces classroom disruptions and student suspensions through a schoolwide, systematic, tiered-intervention approach that leads to increased student achievement. Schoolwide PBIS provides an operational framework for achieving these outcomes. More importantly, PBIS is *not a* curriculum, program, intervention, or practice but is a decision-making framework that guides selection, integration, and implementation of the best research-based academic and behavioral practices and interventions for improving student academic and behavior outcomes for all students. The school must have a school-based PBIS Team that meets monthly, takes minutes, and uses data to make schoolwide decisions to address discipline disproportionality and bias.

Team Composition

The team should be comprised of staff members throughout the school, including teachers from various grade bands, special education teachers, support staff, and other staff members, including safety aides or paraprofessionals when appropriate. There should be an identified PBIS Team Coordinator and your school's Climate Equity Liaison must be an active member. An administrator must be engaged with this team to help make decisions and ensure that schoolwide systems and processes are adjusted based on data.

Team must be composed of a PBIS Team Coordinator, Climate Equity Liaison, administrator, classroom teachers (recommended to represent all grade bands within school as behaviors and discipline can vary across grade bands), and special education teachers Team can optionally include support staff, paraprofessionals, safety aides, parent coordinator, and others.

Building Intervention Team (BIT)

The Building Intervention Team (BIT) focuses on Tier 2 and Tier 3 systems, data, and individual students in need of further support and intervention. The school must have a school-based BIT that meets monthly, takes minutes, and uses data to make schoolwide decisions to address discipline disproportionality and bias. The team screens students and identifies students for Tier 2 and Tier 3 interventions. Time is spent ensuring systems are in place for Check-In/Check-Out (CICO), Social Academic Instructional Groups (SAIG), and other Tier 2 and Tier 3 interventions. Progress monitoring data is reviewed regularly to monitor how students are responding to intervention and determine if next steps need to be taken.

Team Composition

The team should be comprised of staff members throughout the school, including teachers from various grade bands, special education teachers, support staff, and other staff members, including safety aides or paraprofessionals when appropriate. There should be an identified BIT Coordinator. An administrator must be engaged with this team to help make decisions and ensure that schoolwide systems and processes are adjusted based on data.

Team must be composed of a BIT Team Coordinator, support staff (school psychologist, school social worker, and/or school counselor), an administrator, classroom teachers (recommended to represent all grade bands within school as behaviors and discipline can vary across grade bands), and special education teachers. Team can optionally include paraprofessionals, safety aides, parent coordinator, and others.

Climate Equity Liaison

All schools identify a Climate Equity Liaison to specifically support integration of Courageous Conversations about Race and best practice in interrupting bias and the role of race in our practices, systems, and structures of school climate. This position is an enhancement of the Discipline Champion from previous years (Discipline Champion will no longer be an identified position). This individual is expected to be a member of the school Tier 1 PBIS Team as well as trained in Courageous Conversations about Race.

A school's identified Climate Equity Liaison should not be the school-based school psychologist or school social worker.

Expectations

- Receive regular updates on best practice regarding antiracism, bias, and equitable school climate and share with all school staff members.
- Support school-level professional development on a variety of topics.
- Attending district-supported networking and professional development with Courageous Conversations about Race, Beyond Diversity, and other opportunities involving equity.
- Regularly review and share school and district disproportionality data.
- Coach school staff members on interrupting bias and holding Courageous Conversations about Race across the school community.
- Support Student Discipline Committees at traditional middle and high schools.

Culturally Responsive Problem Solving

School teams are encouraged to utilize the WI DPI Culturally Responsive Problem Solving for Teams in collaboration with Dr. Markeda Newell. Within the framework school teams monitor the following attributions and engage in strategies to reframe their mindsets to strength-based interventions:

- Unfounded attribution- there is no evidence
- Untrue attribution- are not true
- Unalterable attribution- cannot be changed

More information can be found online:

- Culturally Responsive Problem-Solving Part 1 Dr. Newell Presentation MPS 2019
- Culturally Responsive Problem-Solving Part 2 Dr. Newell Presentation MPS 2019
- WI DPI Culturally Responsive Problem-Solving Guide
- WI DPI Culturally Responsive Problem-Solving Module
- Brief MPS overview of Culturally Responsive Problem Solving for Teams
- MPS CRPS Modules (self-paced modules within LMS, four in total)

Courageous Conversations about Race

All Milwaukee Public School Staff Members are attending Courageous Conversations about Race Exploration focusing on the Courageous Conversations framework for having conversations on race. Participants learn about the Four Agreements ™, Courageous Conversations Compass™, and the Three Tiers/ Six Conditions. After participating, staff members and schools are encouraged to imbed framework with the culture of the school, department, and daily practices.



Throughout the year, schools should engage in a variety of activities to engage multiple perspectives and learn and grow together in our understanding of why race matters in education. Examples could include regular reading and discussion of current events or specific articles, watching a documentary, listening to a podcast, engaging in a book study, or other activities as a staff. There are a variety of articles, videos, podcasts and other activities available online on MPS Why Race Matters: http://tinyurl.com/mpswhyracematters.

Strategies to integrate Courageous Conversations about Race protocols available online.

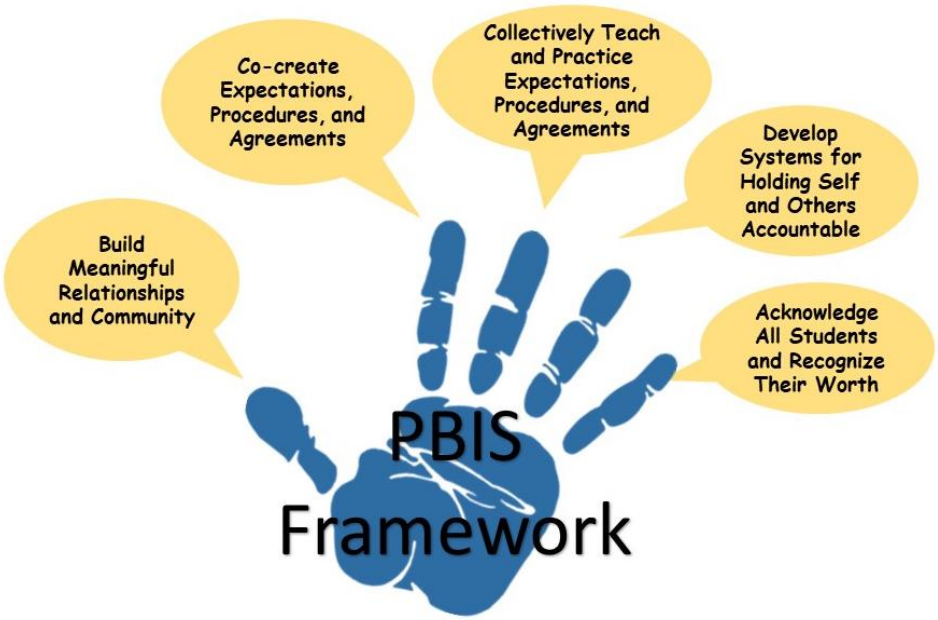


Tier 1 Universal Supports

PBIS starts at Tier 1 with universal supports throughout the school for all students using various best practices. These universal supports start with relationship building and positive community building with all students. These are the five universal supports for all students in all settings:

- Build meaningful relationships and a community
- Co-create expectations, procedures, and agreements
- Collectively teach and practice expectations, procedures, and agreements
- Develop systems for holding self and others accountable
- Acknowledge all students and recognize their worth

School teams use data-based decision making to ensure that the needs of all students are met at Tier 1. Screening occurs on a regular basis to identify students who are in need of greater support within the MTSS framework.



Equitable Tier 1 Practices

Once Tier 1 practices and systems are in place, school teams should reflect and ensure all practices and systems are equitably meeting the needs of students. To be equitable at Tier 1 all practices and systems should respect the racial, cultural, and linguistic backgrounds of all students, families, and the community representative at the school including ensuring student, family, and community voice in creation of practices and systems. The practices and systems at Tier 1 should incorporate the needs, concerns, and backgrounds of students.

- **Relationship Building/Community Building**- students see themselves and their experiences in classroom imaging, teachers post images of individuals from a variety of racial groups filling professional roles throughout the classroom and school, two way communication with all families, opportunities for genuine conversations about the role of race, and students leading relationship building opportunities.
- **Expectations, procedures, and shared agreements**- students co-create expectations with staff members, creation of Pi Chart instead of a T-chart listing behaviors that are classroom managed, office managed, and situationally inappropriate, and ensuring expectations and procedures are shared with families.
- **Teaching and practicing expectations, procedures, and agreements**- gradual release of control (I do, we do, you do) models used to teach expectations so over time students lead the practice of teaching behaviors, call and response attention signals used that indicate the desired behavior or next step for students ("Bring it back"- "way back"), use of Personal Matrix to allow opportunities for students to make connections to expectations at home or in their community, students taught situational appropriateness of behaviors, and information is shared with families to support expectations, rules and procedures at home.
- **Systems for holding self and others accountable**- culturally appropriate behaviors and situationally inappropriate behaviors are defined, staff members utilize VABB (Validate, Affirm, Build and Bridge), staff members de-emphasize their personal approval/disapproval, use of a neutral tone, variety of re-direction strategies are used, and student dignity and respect for racial, cultural and linguistic backgrounds are maintained throughout discipline.
- **Recognizing Students' Worth**- students' racial, cultural and linguistic backgrounds are validated through verbal acknowledgement, all students receive 5:1 positive: corrective feedback daily, students and families have input on what acknowledgements have value to them, and there are opportunities for students to acknowledge peers and staff members.

Tier 2



Tier 2 is for those students who are identified for additional support/intervention as a result of the screening process and the use of multiple data points. Students identified for a Tier 2 behavior intervention receive additional support in addition to Tier 1 on specific behavioral/social-emotional skills based on their individual needs. Tier 2 usually occurs in small groups and adjusts in intensity based on student need. Students receiving a Tier 2 intervention are progress monitored regularly using a daily progress report (DPR).

These are the primary Tier 2 behavior interventions in Milwaukee Public Schools:

- Check-In/Check-Out (CICO)
- Individualized Check-In/Check-Out
- Social Academic Instructional Group (SAIG)
- Behavior Assessment/Intervention Plan (BAIP)

Tier 3

Students who have received Tier 2 interventions at fidelity and are not responding to the interventions will be considered for a Tier 3 intervention through the BIT. A Tier 2 intervention is not always required, and the BIT makes decisions using the MPS PBIS Tier 3 Entrance Criteria. Tier 3 interventions have a student-specific action group created to support the individual needs and goals of the student/family, with a student/family-created and strengths-based action plan. Only staff members officially trained in a Tier 3 behavior intervention serve as the facilitator of a Tier 3 intervention. Any staff member identified can serve as a member of the student-specific action group.

Equitable Tier 2 and Tier 3 Practices

School teams should ensure all interventions are antiracist through providing a space for a student's cultural and racial background to be valued within in the context of the intervention.

For example, within Check-In/Check-Out are there conversations about situationally appropriate behaviors with students in the context of school? Do staff members validate and affirm students when having one on one check-ins with students displaying behaviors that might be seen as situationally inappropriate?

All interventions should start from a strengths-based approach and mindset (instead of a deficit-based approach). Staff members should work with students and families to identify student strengths from their perspective and build and bridge towards appropriate behaviors for school utilizing those student strengths.

Six Best Practices to Address Disproportionality

Research has identified a variety of best practices that schools and districts should engage with in addressing racial disproportionality of disciplinary practices. More information available online.

- Define and categorize behaviors
- Talk about race
- Engage student voice
- Interrupt bias during vulnerable decision points
- Re-entry of students after discipline
- Universal supports through an antiracist lens

There are additional self-paced and whole school facilitated modules available online. Professional development flyer available promoting modules within LMS. Continue your journey with articles, videos, podcasts, books, and other activities at http://tinyurl.com/mpswhyracematters

Define & categorize behaviors
When you think about behaviors that occur in school, do all staff members, students and families have the same definitions of behaviors? Oftentimes behavior definitions vary across a school depending on the staff member or the student involved.

- What does disruption look like?
- What does disorderly conduct look like?
- What does disrespect look like?
- What does fighting look like?

Schools should start with the district Code of Conduct located within the Rights & Responsibilities Handbook (http://mpsmke.com/rights). Staff members should take time to explicitly define behaviors as a group so all staff members understand how behaviors are defined and can be applied across all situations and students. Schools are encouraged to engage student voice in defining behaviors and sharing common behaviors with students and families. Along with defining behaviors, what specific strategies staff members can utilize to support specific behaviors.

Behavior T-Chart
All schools should have a Behavior T-Chart that lists classroom managed and office managed behaviors. This document should be updated at least annually with staff and student voice. A t-chart lists all behaviors that are managed by the teacher (such as sleeping in class) on one side of the chart, and all behaviors that are referred to administrator (such as fighting) on the other side of the chart. See example, as well as an activity to engage all staff members in the creation of a T-Chart.

Some example specific classroom strategies can be found online including articles, videos and webinars.

Personal Matrix

A personal matrix allows for students to make connections to prior knowledge regarding behavior expectations and identify where connections might need to be improved. Staff members discuss with students the behavior expectations for the setting (for example in the classroom) and what they each look like in school, at home, and in their neighborhood/community.

Example Personal Matrix:

Expectations	**What it looks like in school**	**What it looks like at home**	**What it looks like in my neighborhood**
Be Safe	Keep hands to yourself Tell an adult if something happens	Protect your family Don't talk back	Stick up for your friends Don't back down
Be Respectful	Treat peers well Listen to adults	Do exactly what adults ask Don't stand out	Text back to friends Share
Be Responsible	Do your own work Clean up mess	Own your mistakes Help out family	Have your friend's back Own your mistakes

Personal Matrix can also be created for specific routines/procedures instead of broad expectations. For example, in the first column you can have a specific routine such as independent work, small group work, going to the bathroom, asking for help, etc.

Documenting Behaviors

Proper documentation of behavior is crucial to ensure school decision making and leadership have accurate data when identifying trends in behaviors and specific students in need of further support.

Classroom managed behaviors should be documented in Infinite Campus under PLP Classroom Behavior. A staff member who has a student engaging in a classroom managed behavior, the staff member should use a specific strategy to support the student then document the date, time, behavior, and staff response within Infinite Campus- PLP Classroom Behavior.

Office managed behaviors should be documented as a Behavior Referral in Infinite Campus. Any behavior that threatens staff or student safety, or non-safety issues that have become chronic over time are documented as a Behavior Referral. An administrator then gets involved in the situation and handles the situation appropriately according to the district code of conduct. For a non-safety behavior to be determined as "chronic" there must be multiple PLP Classroom Behavior documentation over time indicating the behavior has become chronic and there have been a variety of strategies attempted to support the student.

Additional support and technical support guides can be found online.

Talk About Race

All staff members should create space to have brave conversations about race. We must understand that race plays a role throughout society and education and ensure we are not finding ourselves in the mindset that "race is not real", "I don't see race", or "I treat everyone equally."

School communities need to create space to discuss race and understand that race matters in education and in society. Moving beyond any beliefs that "I don't see race" or comfortability with talking about race need to be addressed as a school community. There should be regular time spent as a staff to review data through race, review school practices and policies through race, hold discussions across race with staff and students, and discuss our consciousness and biases when it comes to race in education and our lives. School teams or individual staff members are encouraged to regularly read and discuss articles on a variety of topics, listen to podcasts, watch a documentary, engage in a book study, or other regular activities to engage in expanding our understanding of the role of race in education and our community.

Courageous Conversations about Race

Those who have attended Courageous Conversations about Race Exploration or Beyond Diversity outlining the Courageous Conversations about Race framework by Glenn Singleton, are encouraged to use that framework to have conversations about race.

While creating space to talk about race participants utilize the Four Agreements, while creating any additional agreements or norms created by participants.

- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect & Accept Nonclosure



While talking about any topic participants utilize the Courageous Conversations about Race Compass.

1. Identify where I am at on the Compass
2. Center myself and find how I could find myself in all quadrants
3. Recognize where others are located
4. Meet others where they are, help to center them.

Individuals also ensure to utilize the Three Tiers or Six Conditions:

Tier 1: Engage

- Focus on personal & immediate
- Isolate race historically & in present context

Tier 2: Sustain

- Engage multiple perspectives
- Establish parameters to conversation

Tier 3: Deepen

- Define race
- Examine role of Whiteness

More resources can be found online

Student Voice

Classroom Engagement & Leadership

How do students currently find their voice and engagement in the classroom? Are students involved in decision making for the classroom? Do all students have equitable opportunities to engage and respond within instruction?

Co-creating expectations and procedures:

Teachers should work to engage students in co-creating expectations and procedures with students. Working with students to frame it as "our classroom" and instead of the staff member creating expectations and procedures for students, take space together to create expectations and procedures with students. One can work with students to have all students brainstorm ideas, work in themes or small groups, or having all students vote on various expectations and procedures. As the year continues there should be time taken to review the expectations and procedures and have student feedback if any updates are needed throughout the school year.

Morning meeting/ community circle:

Staff members can utilize morning meetings or restorative circles with students to build a classroom community that engages all student voices. A morning meeting can be as simple as taking time regularly (weekly?) and have students gather (in circle optional) and go around with an ice breaker question for all students to respond to or check-in on how their day/week is going. Example videos.

- Morning meeting (MPS example)
- Morning song
- Morning meeting (MPS Bilingual example)
- Morning meeting (non-MPS example)
- Classroom song

Relationship/Community Building

Relationship building and community building activities should emphasize opportunities for student voice. Increasing opportunities for students to share about themselves with staff members and peers as the classroom community continues to grow. Staff members are also encouraged to include student voice in creation of activities and have opportunities for activities to be led and facilitated by students.

Participation during instruction:

All students should have regular opportunities to engage in instruction through various means. Staff members should have a variety of engagement strategies to use throughout instruction. Some example strategies include:

- Red/yellow/green or A/B/C/D cards (students raise specific card responding to question)
- Participation cards
- Shoulder partner
- White board
- Warm calling

School-wide

Students should have opportunities to engage in school-wide leadership and decision making.

Student Committees:

Schools can create a specific student committee that created specifically to engage a diverse group of students in conversations about school. Differing from a student council or other group that might be voted on, a student committee would be diverse race, gender, age, school performance, and other factors. A staff member would meet with the group of students regularly (monthly?) to create a safe space for the students to share concerns and recommendations for the school.

School leadership must ensure there is a mechanism for hearing student concerns and recommendations and responding to student committees. This feedback could be in the form of school leadership attending part of the student meeting on a regular basis, meeting with the staff member facilitator, or responding to the student committee written or recording a video.

Schools can also consider engaging students within staff teams such as Learning Team, PBIS, BIT, etc. Having regular attendance of a student during part of the team meeting or having specific students submit concerns and recommendations to the specific staff teams on a regular basis.

Senior TED Talks & Variations

Schools could hold space for students to present "TED Talk" style presentations. These could be held school-wide, grade level, or within individual classrooms. Schools can create the structure and parameters of these "talks" but could include:

- Students speak for 5 minutes their experiences in education
- Seniors give 3-minute talks to freshmen with keys to success
- Students give a "TED talk" on a specific topic recently learned about in class
- Elementary students give "talks" as a form of "show and tell"
- Edutopia Senior Talk example

Student Survey & Feedback

How as a school do you regularly gather student feedback and recommendations? Across the entire school is there an opportunity for all students to raise concerns or bring up recommendations they may have to improve the school for all students? School leadership should create multiple opportunities in which any student can contribute feedback.

Example ways to gather student input and feedback could include:

- Paper surveys distributed at lunch (or other time period)
- Survey Monkey or Google Forms
- Remind App
- Students record Flipgrid videos
- Student feedback box located in the cafeteria (or other location)
- Student led focus groups
- Student podcast or Story Corps recordings

Interrupting Bias in Vulnerable Decision Points



What is bias?

There are many definitions of bias one can use. A working definition of bias used within the work of discipline disproportionality can be "attitudes that affect our understanding, actions, and decisions in unconscious manners that are activated involuntarily and without awareness or intentional control." Dr. Sharroky Hollie looks at bias as your "first thought, doesn't have to be your last thought."

We want to come from the understanding that we all have bias. We cannot navigate this world without internalizing bias. The task is what do we do with the bias to ensure these thoughts are not our last thought.

Videos on bias:

- NY Times- Peanut Butter Jelly & Racism
- Bias starts in kindergarten
- PBS Learning- let's talk bias
- Additional videos online

Activities to examine bias:

- See "How diverse is your universe." Participants reflect on the diversity, or lack of diversity in the universe they navigate through and what affect that may have on how we internalize bias.
- Harvard Project Implicit
- WI RtI Center Personal Biases Survey
- UnboundEd- bias toolkit

Vulnerable Decision Points

Vulnerable decision points occur when our decisions are clouded by our bias. Situations in which inappropriate decisions can be made that are biased in nature. The work is to have specific adult strategies to interrupt our bias in decision making and ensure we have a different last thought. The first step is understanding we have biases, then having specific strategies to interrupt the bias when we know it is there during vulnerable decision points.

Interrupting Bias

There are a variety of research-based strategies individuals can utilize to interrupt biases during these vulnerable decision points.

Stereotype replacement

- Substitute bias/stereotype in mind with personal example

Counter-stereotypic reasoning

- Visualizing examples that prove stereotype to be inaccurate

Individuation

- Gathering specific information about a person to replace a group membership notion

Perspective taking

- Adopting perspective of someone else

Increased opportunities for contact

- Actively seeking out situations that expose you to other groups

Mindfulness

- Mindfulness strategies help to slow down our brain between the first thought and our last thought through inserting a pause between the stimulus and our response.
- Additional resources from Violence Prevention Program

Empathic listening

- Listen nonjudgmentally to student perspective, experiences, topics of interest

Stepping away

- Step away to allow emotions lower before addressing behavior/discipline

Specific strategies

- Identify strategies PRIOR to behavior situations

Re-entry After Discipline
At your school, after a student experiences any discipline (including but exclusive to suspension), how are they "welcomed back" into the school or classroom? Do staff members have any specific conversations with students? Are there any additional supports or interventions provided to students?

Classroom based:
When redirecting students with classroom managed behaviors staff members should find time to speak with student one on one after emotions have subsided
After a student is removed from the classroom with a classroom managed behavior with a behavior referral, the classroom teacher should speak with the student one on one. Allow for space for students to share their voice, their experience, and their needs going forward. Staff members are also encouraged to take opportunity to strengthen the relationship with the student and connect student to any missed learning. Match Minis: rebuilding after conflict (video)

2X10 Intervention
Within the 2X10 intervention specific students are identified in which the staff member wants to strengthen the positive relationship. For 10 days straight, the staff member finds 2 minutes to have a one on one conversation with the student on whatever topic the student wants to talk about. Even if the student has been struggling academically or behaviorally in the classroom, during these two minutes the staff members has a personal conversation with the student on whatever topic they choose. More details and example conversations can be found online.

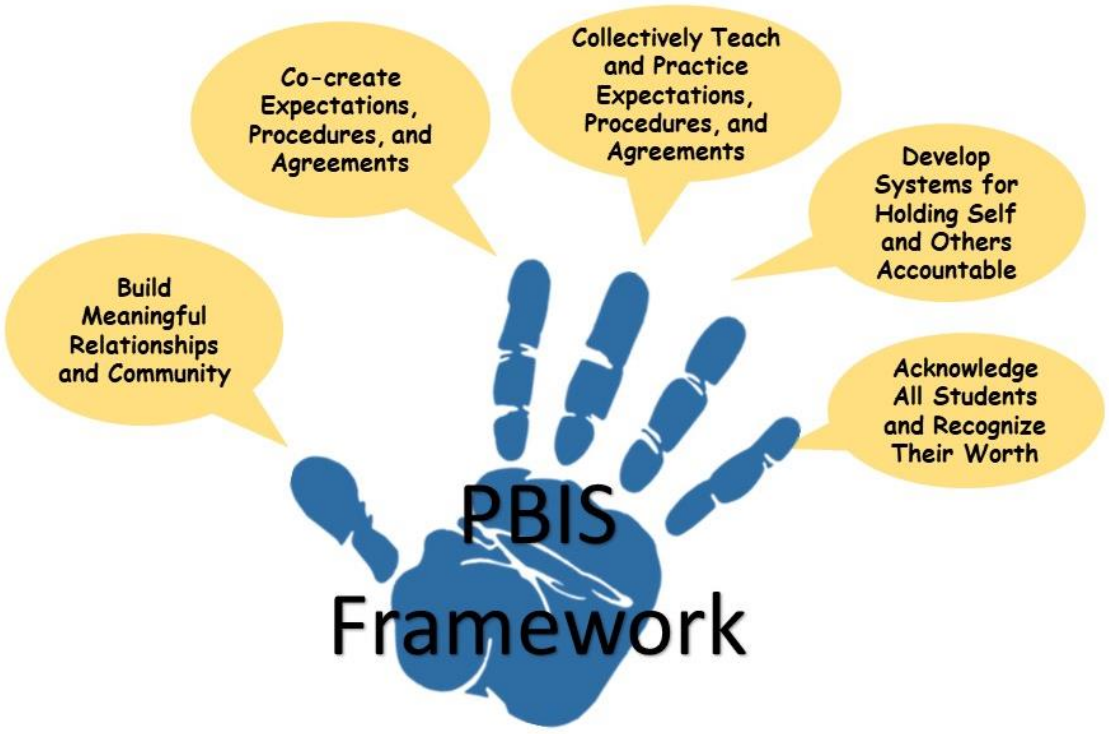
School based:
Schools should create systems and protocols to ensure all students return after a suspension and are allowed an opportunity to re-connect to the school community and have dialogue on supports and interventions going forward.

Best practice research shows that creating space for students to meet with an identified staff member upon return to school decreases the likelihood of the student experiencing future discipline. A short conversation with students returning from suspension dramatically decreases the likelihood of a student experiencing future discipline.
Example school conference check list:

- Build rapport with student
- Listen to student thoughts & feelings
- Listen to understand needs
- Identify student supports
- Orient student to school processes
- Closing

The Building Intervention Team (BIT) should review all students who are suspended and determine if a Tier 2 intervention is appropriate within the schools multi-tiered system of support (MTSS). Not every student who is suspended must be identified for a Tier 2 intervention, but the BIT should review and discuss all students suspended to determine appropriateness of an intervention.

Universal Supports through an Anti-Racist Lens



An Antiracist Lens includes:

- Engaging student voice
- Isolating race and understanding the historical context of race
- Continued personal growth
- Engaging multiple perspectives
- Understanding Whiteness
- Identifying and interrupting bias

Additional resources and activities available online: http://tinyurl.com/mpswhyracematters

Reimagining Classroom Management For Equity (Richard Milner"

- Positive framing
- Class community
- Critical reflective practices
- Persistent practices

What is anti-racism?
Glenn Singleton and Courageous Conversations about Race defines antiracism as:
The conscious and deliberate efforts to challenge the impact and perpetuation of institutional White racial power, presence, and privilege. To be anti-racist is to be active. Simply claiming to be non-racist and to 'not see race in others' passively allows racism to continue. Anti-racist schools move beyond the celebration of diversity and create communities in which it is possible for students to talk about how they experience unfairness and discrimination and to heal.

Ibram X Kendi defines antiracism as:
"To be antiracist is to think nothing is behaviorally wrong or right -- inferior or superior -- with any of the racial groups. Whenever the antiracist sees individuals behaving positively or negatively, the antiracist sees exactly that: individuals behaving positively or negatively, not representatives of whole races. To be antiracist is to deracialize behavior, to remove the tattooed stereotype from every racialized body. Behavior is something humans do, not races do."

The National Museum of African American History & Culture defines antiracism as:
When we choose to be antiracist, we become actively conscious about race and racism and take actions to end racial inequities in our daily lives. Being antiracist is believing that racism is everyone's problem, and we all have a role to play in stopping it.

Andrew M. Ibrahim MS created the following graphic on becoming anti-racist (click to download)



Further reading:

- All students need antiracism education
- What antiracist teachers do differently
- How Ibram X Kendi's definition of antiracism applies to schools
- 6 ways to be an antiracist educator
- Why we need antiracist education system
- What it means to be antiracist (VOX)

Engaging student voice

How do students currently find their voice and engagement in the classroom? Are students involved in decision making for the classroom? Do all students have equitable opportunities to engage and respond within instruction?

- Co-creating expectations and procedures
- Morning meeting/community circle
- Student-led relationship/community building
- Participation during instruction
- Student committees?
- "Ted Talks" style presentations
- Student surveys & feedback mechanism

Isolating race and understanding the historical context of race

How do you define race? What historical context of race are you aware of? What role does race play in your life, the lives of coworkers, students, families, and the school community? Do those answers vary?

Within Courageous Conversations about Race, Glenn Singleton defines race as:

A socially constructed meaning attached to a variety of physical attributes, including, but not limited to skin and eye color, hair texture, and bone structures of people in the United States and elsewhere.

As an educator, and as a school community as a whole, do you understand the historical context of race in Milwaukee and Milwaukee Public Schools? Our schools are located within a racial system that has been in place for years and is continually upheld through various practices and policies. Staff members must understand that larger racial context of Milwaukee.

- The hyper segregation of Metro Milwaukee (UWM article)
- What is housing redlining? (Now This video)
- How redlining continues to shape racial segregation in Milwaukee (article)
- Metro Milwaukee historical housing covenants (UWM research)
- Redlining, racial covenants and suburbia (Shephard Express article)
- History of Milwaukee Schools (video)

Videos

- How America invented race
- The myth of race debunked (Vox)
- Unequal Opportunity Race

Continued personal growth

As an individual what work are you doing to continue your journey understanding race, bias, and antiracism? How are you continually reflecting on your role within sustaining systemic racism in education and throughout society? How are you reflecting on your journey with anti-racism?

Resources

- Articles
- Videos
- Podcasts
- Books

Engaging multiple perspectives

Reflecting on "How diverse is your universe," how many different perspectives do you engage with on a regular basis? How diverse are your circles of interaction and media you engage with in terms of race, gender, cultural background, etc?

To move towards anti-racism, one should find opportunities to engage with multiple perspectives as often as possible Engaging with books from diverse authors, watching media from diverse writers/directors/actors, attending different religious services, shopping at stores and restaurants throughout the city, sitting with different coworkers at every staff meeting/lunch, etc.

What aspects of students, families and the greater community are you aware of? What do you need to learn more about?

Videos

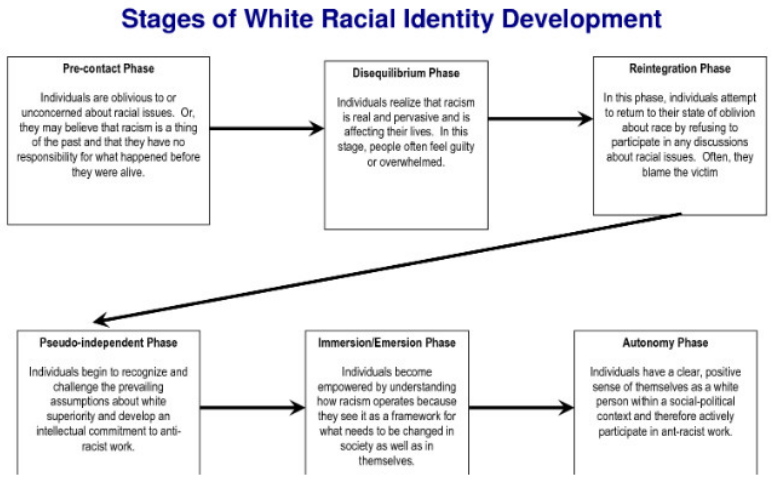
- Danger of a Single Story Chimamanda Adichie TED Talk
- This is a WE Thing

Understanding Whiteness

Whiteness is everywhere around us. Educational practices have been rooted in Whiteness and coming from a lens of Whiteness for years. Educators should reflect on which elements of Whiteness they see in education, which they participate in, and which elements they can work to dismantle. Showing up for Racial Justice created list of elements of Whiteness that can be used for reflection. Oftentimes policies, practices, systems etc coming from the sole lens of Whiteness are taken as the norm instead of engaging in those multiple perspectives.

How is your world view and practices within education centered in Whiteness? What racists beliefs have you internalized? What are specific steps we can take to de-center Whiteness in our educational practices?

Which stage along the Racial Identity Development would you find yourself?



How can you continue your journey along the development?

- The history of Whiteness
- Whiteness WTF: White privilege and the invisible race
- A conversation with White people on Whiteness
- Robin DiAngelo on racism and Whiteness

Identifying and interrupting bias

There are many definitions of bias one can use. A working definition of bias used within the work of discipline disproportionality can be "attitudes that affect our understanding, actions, and decisions in unconscious manners that are activated involuntarily and without awareness or intentional control." Dr. Sharroky Hollie looks at bias as your "first thought, doesn't have to be your last thought."
We want to come from the understanding that we all have bias. We can't navigate this world without internalizing bias. The task is what do we do with the bias to ensure these thoughts are not our last thought. Staff members utilize specific strategies within vulnerable decision points.
Videos on bias:

- NY Times- Peanut Butter Jelly & Racism
- Bias starts in kindergarten
- PBS Learning- let's talk bias
- Additional videos online

Specific strategies to interrupt bias

Reimaging Classroom Management for Equity

"These Kids are Out of Control" by Richard Milner

Positive framing

Teachers use an optimistic and enthusiastic outlook when talking about all facets of student learning, believe and communicate to all students that they can and will succeed, All staff members hold the work of teaching and learning and high regard. This positive framing communicates to students that their endeavors as students are worthwhile and that they are likely to experience success in the classroom.

Class community

Educators must acknowledge that the classroom is situated within both the local and community and wider social context. As staff members how do we create a space that is safe for students to make mistakes, learn, and actively support one another. Staff should work towards creating regular opportunities for students to learn about themselves, yourself, and each other.

Critical reflective practices

Do you reflect on your racial background and what ways this background provides you privileges or does not provide you privileges? Staff members must understand the ways their race shapes their own worldview, what you do, how you experience the world and what/how you teach? As an educator how do you view your role in shaping the students' experiences and the classroom climate and culture?

Persistent practices

Persistent practices are ways of being and doing consistently each day that create a caring classroom environment for students. The warm demander requires deep caring for students and continually challenging students. As staff members we believe building trusting, caring relationships is the foundation for learning with one another.

Classroom Implementation:

- Staff bring a positive attitude and energy to all students everyday in all activities they engage in
- Staff continually build class community emphasizing the classroom being a safe space with conflict used as a learning opportunity
- Staff reflect on their practices and role in the classroom community. Staff understand their experiences, beliefs and perspectives have an effect on students.
- Staff have high expectations and high support for students in all endeavors in the classroom.

Universal Supports

Build Meaningful Relationships and Community:

A positive classroom community begins with relationships throughout the classroom and school. All staff should regularly commit to building relationships with all students. In the classroom, teachers are encouraged to build in time and a structure for the regular use of community building and relationship-building activities for all students.

Strategy ideas:

- Pinterest ideas
- The rhythm of relationship building
- MPS Relationship Strategies Guide
- Building bridges
- Investing in parents
- Family connections

If there is a specific student struggling building relationships, a popular research-based strategy is the "2x10 strategy." The 2x10 strategy asks the educator to meet with an identified student in class for 2 minutes for 10 consecutive school days to talk about whatever the student wants to talk about. During this time the educator does not discuss the student's academic or behavior struggles and concerns. This time is to talk to the student about his or her life, interests, and positive things.

Example conversations:

- Ask about any pets the student may have.
- Discuss family members or holiday celebrations.
- Find out what sports teams the student is interested in.
- Student talks about a movie/TV show that he/she has seen recently.
- Student shares a hobby he/she enjoys.
- "I noticed you like ___. I really don't know anything about that, but I'm curious about it because I know you enjoy it so much."
- What kind of superpower do you wish you had?
- What kind of animal would you be if you could choose?
- Describe what would be a perfect day.

As one works to build relationships through an anti-racist lens, one can reflect on the following:

- Build relationships with students and families that validate and affirm their racial, linguistic and cultural beliefs,
- How do students see themselves and their experiences in classroom imaging?
- Teachers post images of individuals from a variety of racial groups filling professional roles throughout the classroom and school
- Two-way communication with all families
- Opportunities for genuine conversations about the role of race
- Opportunities for students to share about their community, values, families and culture and student voice leading relationship building opportunities.

Co-create Expectations, Procedures and Agreements

Individual teachers should create classroom expectations, agreements and procedures within the school-wide expectations with student voice. Expectations and procedures should all be stated positively, state the criteria for successful performance and must be taught and rehearsed regularly.

Expectations

- *School Expectations* are 3–5 positively stated broad statements that apply to all people and all settings. They are a general statement of the behavior you expect in your school. Most schools use "Be Safe, Be Respectful, and Be Responsible," but your school may have different expectations.

- *Classroom Expectations* are more specific and positive statements that fit within the schoolwide expectations. These should be created with student voice. Examples might include use appropriate voice volume, use materials appropriately, engage positively in small groups, etc.

Procedures

- Procedures are used so students have a clear knowledge of what is expected in the classroom when they enter the classroom, when work has been finished early, when there are classroom interruptions, when help is needed, when they are in transition periods, etc.

- Procedures are positively stated for students to know what exactly is expected of them in detailed steps.

Agreements

- Shared agreements within the Restorative Practices framework are 3-4 overarching beliefs or agreements that establish how all members of the classroom or school community agree to interact, work with each other, and resolve conflict.
- More information on Restorative Practices can be found on mConnect.

Pinterest ideas

As one works to co-create expectations, procedures and agreements through an anti-racist lens, one can reflect on the following:

- Students co-create expectations with staff members.
- Creation of Pi Chart instead of a T-chart listing behaviors that are classroom managed, office managed, and situationally inappropriate (Pi Chart worksheet).
- Ensuring expectations and procedures are shared with families.
- Understanding the role of race in expectations, procedures and agreements and identify the presence of Whiteness in their creation and application.

Collectively Teach and Practice Expectations, Procedures, and Agreements

Just as we teach 2 + 2 = 4, we must be sure to teach students the expectations, procedures, and agreements. Regardless of grade level, we must teach and practice the expectations, procedures, and agreements but grade level will affect the process of how we teach them.

One popular method of teaching procedures is the "I do, we do, you do" model (oftentimes also called gradual release of control). In this model, first the teacher does the procedure himself/herself talking through each step ("I do"). In the next step, the teacher does the procedure ***with*** the students, providing feedback along the way ("We do"). The final step is that the students go through the behavior themselves without the teacher. If the students struggle with the procedure, the teacher starts back over at the "I do" step of the process.

Pre-correction is when the teacher reviews the expectations prior to transitioning to a new activity or a new setting in the school; for example, before getting into small groups, passing out a test, or lining up to go to recess. Pre-corrects are very short (2–3 minutes); must occur prior to the transition; are used to remind students of expectations, rules, and procedures previously learned; should be used in conjunction with a visual reminder such as an expectations poster; and can be teacher-led or student-led once students have fully learned the expectations, rules, and procedures.

Breathing new life into the rules
Interactive modeling
All classrooms should also utilize an attention signal to grab the attention of all students when needing throughout the day.
Examples of "call back" attention signals.

- Elementary
- Secondary

As one works to teach expectations, procedures, and agreements through an anti-racist lens, one can reflect on the following:

- Gradual release of control (I do, we do, you do) models used to teach expectations so over time students lead the practice of teaching behaviors
- Call and response attention signals used that indicate the desired behavior or next step for students ("Bring it back"- "way back")
- Use of Personal Matrix to allow opportunities for students to make connections to expectations at home or in their community
- Students taught situational appropriateness of behaviors
- Information is shared with families to support expectations, rules and procedures at home.
- Ensuring the student is centered throughout the process

Develop Systems for Holding Self and Others Accountable

Teachers should familiarize themselves with the school T-Chart of Behaviors and be sure to have strategies for all behaviors that are considered "classroom-managed." Classroom managed behaviors are not condoned or ignored, the understanding is that staff members will engage with students and redirect student away from behavior towards behavior in line with classroom expectations or shared agreements.

T-Chart

All schools have a T-chart of behaviors that should be reviewed and updated as a staff regularly. The T-chart lists which behaviors are considered classroom-managed, and which are considered office-managed as decided by the school. This document should be referenced regularly to ensure that all staff members have strategies to manage ALL behaviors that are listed as classroom managed. All classroom-managed behaviors should be managed by staff members with a specific strategy and documented in Infinite Campus as a PLP Contact Log–Behavior. The PLP Contact Log–Behavior should list the behavior and a specific strategy used. All classroom-managed behaviors can become office-managed behaviors if the student has exhibited the behavior over time and the staff member has successfully attempted a variety of strategies without successfully changing the behavior. All office-managed behaviors must have a behavior referral completed in Infinite Campus. Not all office-managed behaviors must lead to a suspension. Administration will review the situation and any strategies used by staff members in determining the most appropriate administrator action because of the office-managed behaviors. Additional specific classroom strategies

Staff members should also utilize VABB from Sharroky Hollie while re-directing students. VABB- Validate/Affirm Build/Bridge

- *Validate*-legitimize student culture and language intentionally
- *Affirm*- reversal of negative stereotypes associated with the nonmainstream cultural behavior
- *Build*- connect between the home culture & language with the school culture and language
- *Bridge*- demonstration of situational appropriateness

Example Behavior: student yells out answer to teacher question without raising their hand.
Validate & Affirm: "I appreciate your enthusiasm for wanting to share your knowledge." *Or* "I am grateful for your presence in class and your knowledge on this subject."
Build &Bridge: "In the culture of this classroom, what might be a more appropriate method of sharing your knowledge." *Or* "Can you share with me what might be an appropriate way to respond in the classroom?"
As one works to redirect negative behaviors through an anti-racist lens, one can reflect on the following:

- Culturally appropriate behaviors and situationally inappropriate behaviors are defined
- Staff members utilize VABB (Validate, Affirm, Build and Bridge)
- Staff members de-emphasize their personal approval/disapproval
- Use of a neutral tone
- A variety of re-direction strategies are used
- Student dignity and respect for racial, cultural and linguistic backgrounds are maintained throughout re-direction and discipline.

Acknowledge All Students and Recognize Their Worth

All students need the opportunity to receive positive feedback when they are making positive behavior decisions and are meeting the expectations, rules, and procedures in various settings. Similar to providing students with feedback on their academic efforts, we need to provide feedback on their behavior efforts. Current research shows that ***all*** students should receive 5:1 positive-to-corrective/negative feedback from adults daily.

Teachers must make efforts to verbally acknowledge positive behaviors as they see them. The best feedback uses the student's name and is specific and timely. For example, when asking students to line up quietly, select 3–4 students displaying appropriate behaviors and verbally acknowledge them by saying, "Thank you, Mark, for being safe and walking carefully to the line." "Sara, I appreciate how you are being respectful and lining up silently."

All elements of an acknowledgment system should emphasize the positive choices a student is making. Negative behaviors should be addressed at the time they occur but should not affect the student's ability to receive positive acknowledgments. If an acknowledgment is going to occur for all students who line up safely and respectfully, all students who meet that expectation should get the acknowledgment. You would not exclude a student who lined up safely and respectfully because five minutes ago he or she refused to turn in their assignment. You would address the assignment behavior at that time, and then the student could be acknowledged for the positive behavior they displayed while lining up.

If the teacher is tracking positive behaviors on a chart of some kind (see image at right), only positive behaviors would be tracked – a student would not move down for negative behaviors. Those negative behaviors would be addressed when they occur, but they do not take away from the student's positive behavior. These public displays of tracking negative behavior just shame students or oftentimes give the students the function of the behavior they are looking for – attention from their peers. We want to publicly recognize positive behaviors and privately address negative behaviors.

As one works to acknowledge negative behaviors through an anti-racist lens, one can reflect on the following:

- Students racial, cultural, and linguistic backgrounds are validated through verbal acknowledgement frequently
- All students receive 5:1 positive: corrective feedback daily
- Students and families have input on what acknowledgements have value to them
- There are opportunities for students to acknowledge peers and staff members.

Research

Aldridge, Sarah (2018) *Criminalization and Discrimination in Schools: The Effects of Zero Tolerance Policies on the School-to-Prison Pipeline for Black Girls*. Aisthesis Volume 9, 2018.

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

Gordon, J. U. (2018). Measuring bullying prevention and intervention. In J. U. Gordon (Ed.), *Bullying prevention and intervention at school* (pp. 139–49). Cham, Switzerland: Springer Nature Switzerland AG.

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.

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

Koegel, R. L. (2017). The evolution of positive behavioral intervention and support. *Journal of positive behavioral interventions, 20*(1), 4–5. https://doi.org/10.1177/1098300717735058

Massar, McIntosh, & Eliason. Do Out-of-School Suspensions Prevent Future Exclusionary Discipline? PBIS Technical Assistance Center. 2015. University of Oregon.

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

Moore, T. C., Alpers, A. J., Rhyne, R., Coleman, M. B., Gordon, J., Daniels, S., Skinner, C., & Park, Y. (2018). Brief prompting to improve classroom behavior: A first-pass intervention option. *Journal of positive behavior interventions, 21*(1), 30–41. https://doi.org/10.1177/1098300718774881

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

Soeder-Kolodey, C. M. (2015). *Evaluating positive behavior interventions and supports (PBIS): Examining teachers' perceptions of managing student conduct and student achievement in PBIS and non-PBIS schools* (Doctoral dissertation). Retrieved from The University of Louisville's Institutional Repository (Paper 2310). https://doi.org/10.18297/etd/2310

Staats, Cheryl. *Implicit Racial Bias and School Discipline Disparities*. Kirwan Institute Special Report. May 2014.

Wood, J. Luke & Harris, Frank. *Suspending Our Future: How inequitable disciplinary practices disenfranchise Black kids in California's Public Schools*. San Diego State University. 2021.