



6 Best Practices to Address Disproportionality

Research has identified six best practices that schools should engage with in addressing racial disproportionality of disciplinary practices.

- [Define & categorize behaviors](#)
- [Talk about race](#)
- [Engage student voice](#)
- [Interrupt bias during vulnerable decision points](#)
- [Re-entry of students after discipline](#)
- [Components of School Climate through an Anti-racist 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>

School-wide task examples:

- [Professional Development on race and bias](#)
- School book study ([Examples](#))
- Regular [article/video](#) discussion across all staff
- [Documentary](#) viewing & discussion
- [Staff-wide activities](#)
- Student/family focus groups
- Classroom management plans
- Re-entry protocols
- Professional development in Restorative Practices, PBIS, Mindfulness, etc

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](#).

A Behavior T-chart should also include specific classroom strategies to utilize with classroom managed behaviors. Are there specific strategies as a school we will use when students engage in a specific behavior? Are there resources and best practices that can be utilized by staff members?

Best practice would be for schools to monitor their PLP Classroom Behavior and Behavior Referral data to identify most common behaviors that occur throughout the school and ensure are referenced accurately on the Behavior T-chart.

Some example [specific classroom strategies can be found online](#) including articles, videos and webinars.

Classroom-Managed Behaviors

- Leaving classroom without permission
- Arguing
- Disrespect
- Profanity
- Lack of homework
- Lack of supplies
- Tattling
- Refusing orders
- Refusing to work
- Sleeping in class
- Throwing items
- Off task behavior
- Name-calling/Teasing
- Running
- Lying
- Cheating
- Toys
- Electronics/ cell phone

Office-Managed Behaviors

- Chronic disrespect/disruption
- Vandalism and/or defacement of school property
- Substances
- Chronic teacher-managed behavior (detrimental to the learning or safety of others)
- Weapons
- Assault
- Battery
- Fighting
- Verbal/Physical intimidation
- Major stealing
- Gang-related activity
- Bullying
- Harassment and/or assault (including sexual)
- False Alarms (fire/AED)

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:

<u>Expectations</u>	<u>What it looks like in school</u>	<u>What it looks like at home</u>	<u>What it looks like in my neighborhood</u>
<u>Be Safe</u>	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
<u>Be Respectful</u>	Treat peers well Listen to adults	Do exactly what adults ask Don't stand out	Text back to friends Share
<u>Be Responsible</u>	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.

Section of IC	Use/definition
PLP Classroom Behavior	Document classroom managed behaviors and staff response. Classroom managed side of T-Chart. Anything involving a negative behavior in school (not limited to classroom)
PLP General	Any other non-behavior/general documentation to record. Parent contact when not involving negative behavior.
Behavior Referral	Office-managed side of T-Chart or repeated classroom managed behaviors. Handled by administrator according to district code of conduct.

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. What role does race play in your life? The life of coworkers? The life of students and families? The life of the greater Milwaukee community? How might this role be different or the same?

Courageous Conversations about Race

All MPS staff members have been trained in the protocols with Courageous Conversations about Race by Glenn Singleton. This is a framework used across the country in numerous school districts and private organizations to support individuals talking about race.

While creating space to talk about race participants utilize the Four Agreements, while embedding any additional agreements or norms the group typically uses.

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

1. Identify where you are on the Compass
2. Center yourself and find how you navigate into all quadrants
3. Recognize where others are located on the Compass
4. Meet others where they are, help to center them.

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

1. Tier 1- Engage
 - a. Focus on the personal, local & immediate
 - b. Isolate race historically & in present context
2. Tier 2- Sustain
 - a. Normalize social construction and multiple perspectives
 - b. Monitor agreements and conditions and establish parameters
3. Tier 3- Deepen
 - a. Use a working definition for race
 - b. Examine the presence and role of whiteness



[More resources can be found online](#)

Individuals must ensure to have protocols and agreements/norms created prior to talking about race to ensure harm is not caused or individuals disengage from the conversations. 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.”

Additional tips for talking about race:

1. Normalize discussing race/ embed within culture of your team or school
2. Find multiple entry points for staff members
3. Be humble / continue to learn / listen
4. Be clear/ ask for clarification as needed
5. Build relationships & trust
6. Invite others
7. Ask for feedback
8. Stick with it & come back to previous conversations as needed

Schools trained in the restorative practices circle process can utilize that [framework to talk about race](#).

[Here's how White people can broach difficult conversations about race](#)

[The 10 R's of talking about race](#)

[Conversation Guide: Talking about Race, Racism, Care, and Caregiving](#)

[Talking about racism, racial equity and racial healing with friends, family, colleagues and neighbors](#)

[What to do instead of saying 'I don't see race'](#)

[Talking about race: National Museum of African American History & Culture](#)

[Let's Talk](#) (From Teaching Tolerance)

[Talking to kids about racism: self reflection and self education about race](#)

[Talking about racism, racial equity and racial healing with friends, family, colleagues and neighbors](#)

[Racing towards equality: why talking to your kids about race is good for everyone](#)

[Sesame Street: coming together- talking to children about race and identity](#)

[Teacher to teacher: let's improve how schools and families talk about race](#)

[Wharton University of Pennsylvania- How to begin talking about race in the workplace](#)

[NEA edjustice: Let's talk about race](#)

Videos

- [Moving the race conversation forward](#)
- [Black student voices: what we need from our schools](#)
- [How to talk about race: Eric Deggans TEDX Talk](#)
- [Color blind or color brave?](#) Mellody Hobson TED Talk
- [Racism has a cost for everyone](#) (Heather McGhee Ted Talk)
- [Get comfortable being uncomfortable](#)
- [The danger of silence](#)
- [How to teach kids to talk about taboo topics](#)
- [How to have a voice and lean into conversations about race](#) (Amanda Kemp Tedx Talk)

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.

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](#)
- Should 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](#)

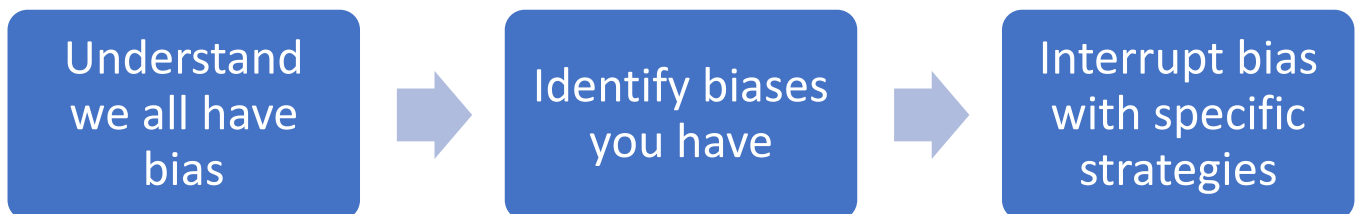
Student Survey & Feedback

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 Rtl 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 and throughout their lives as they navigate the world.

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

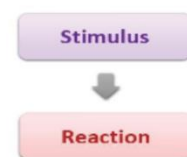
Specific strategies

- Identify strategies PRIOR to behavior situations

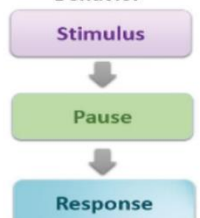
[Additional strategies](#)

Mindful Behavior

Autopilot/Reactive Behavior



Mindful Behavior



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

After any student is suspended and is returning to school, how are they welcomed back into the school community? Are there specific supports or interventions put into place? Are there conversations held with the student? 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:](#)

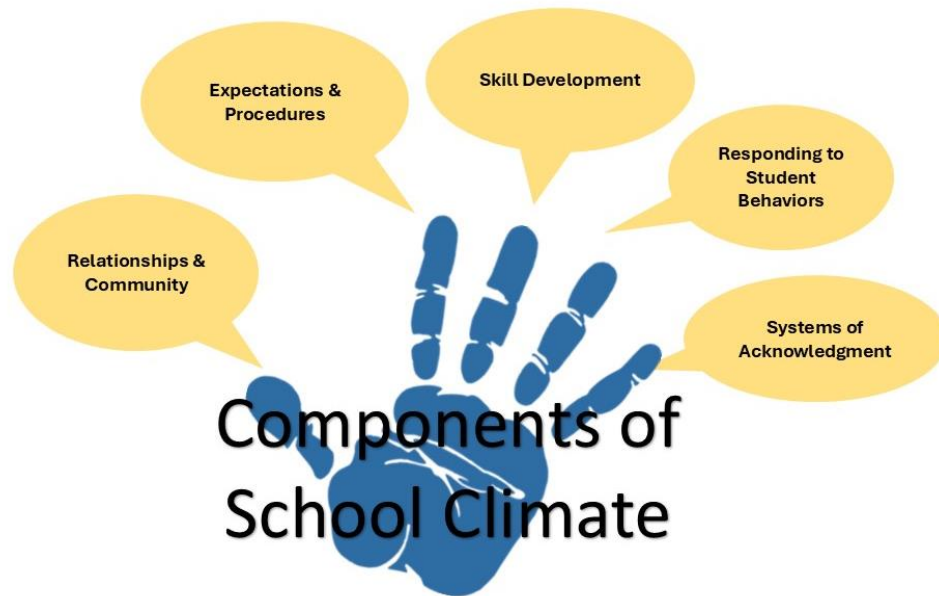
- Build rapport with student
- Listen to student thoughts & feelings
- Listen to understand needs
- Identify student supports
- Orient student to school processes
- Closing

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.

Videos for reflection:

- [Do school suspensions work?](#)
- [TED Talk- what are we doing about school suspensions?](#)
- [TED Talk- school suspensions are an adult behavior](#)
- [De-escalation spaces: helping students manage emotions](#)
- [Restorative circles: creating a safe environment for students to reflect](#)

Components of School Climate 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
- Positive framing
- Persistent practices
- Identifying and interrupting bias

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

What is anti-racism?

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.

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.

[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/ critical reflective practices

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

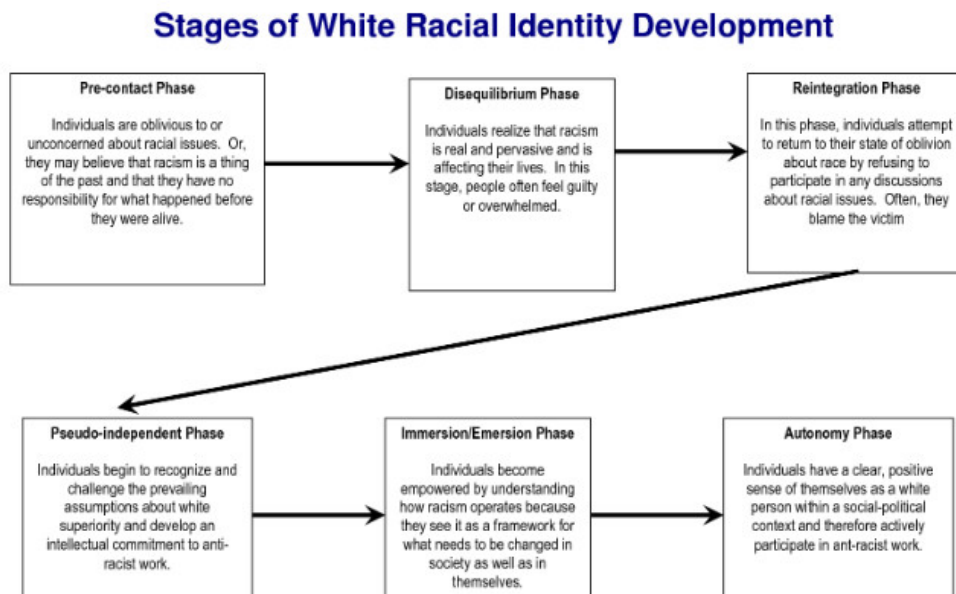
- [Danger of a Single Story Chimamanda Adichie TED Talk](#)
- [This is a WE Thing](#)

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 racist 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](#)
- [A conversation with White people on Whiteness](#)
- [Robin DiAngelo on racism and Whiteness](#)

Positive framing (from Richard Milner- “These kids are out of control....”)

Positive framing is staff members using an optimistic and enthusiastic outlook when talking about all facets of student learning. Staff members believe and communicate to students that they can and will succeed, while holding the work of teaching and learning in high regard. This consistent positive framing communicates to students that their endeavors are worthwhile and that they are likely to experience success in the classroom.

[Bettina Love](#) looks at this concept as “Freedom Dreaming.” Ensuring that students have dreams and aspirations and feeling that they can achieve greatness. Empowering students with positive words and framing in all aspects of their life.

Persistent practices (from Richard Milner- “These kids are out of control....”)

Persistent practices entail the ways of being and doing consistently each day that creates a caring classroom environment for all students. One is a warm demander of students that requires a deep caring for students while continually challenging them. Staff members build trusting, caring relationships as the foundation for learning with one another. Every day everyone is challenged and staff members are persistent and consistent in challenging students from a place of love and care.

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](#)

Components of School Climate

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?
- What is your earliest memory?
- Describe what would be a perfect day.
- What part of the school day do you love the most?

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.

Expectations and Procedures

Individual teachers should create classroom expectations 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.
- [Pinterest ideas](#)

Just as we teach $2 + 2 = 4$, we must be sure to teach students the expectations and procedures. 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 co-create expectations and procedures 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.

- 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

Skill Development

All staff members should work to ensure students are developing the skills that will lead to their success in the school environment throughout the day. One should work to cultivate student’s strengths to participate as members of their school community through prioritizing empowering students to develop and maintain their own wellness.

Staff members should model and support the use of skills prosocial skills such as emotion regulation and conflict resolution. Within the restorative practices model, staff members can utilize restorative communication, small impromptu conferences, community building circles, repairing harm circles, and other circle practices.

Students should be taught situational appropriateness of behaviors through making connections to their home and community skill development. The Courageous Conversations about Race framework tools including the Courageous Conversations Compass can be utilized to engage students in conversations regarding skill development.

As one works to develop skills of students through an anti-racist lens, one can reflect on the following:

- How are student strengths cultivate and amplified throughout the school day?
- Prioritizing empowering students to develop and maintain their own wellness.
- Utilization of restorative language and practices while engaging with students.
- Implementation of mindfulness practices and empowering students to utilize practices throughout the day to support emotion regulation and conflict resolution.
- Utilizing the Courageous Conversations Compass to center oneself and supporting others in all four quadrants when working with students.

Responding to Student Behaviors

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 students 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

Some example strategies to use on an ongoing basis to support all behaviors include the following:

- | | |
|---|--|
| Using direct “I” statements | Changing proximity (being closer to student) |
| Repeating requests | Remaining calm/teacher tone |
| Allowing time | Asking reflective restorative questions |
| Reinforcing/acknowledging | Making descriptive requests |
| Using more start requests rather than using all stop requests | |

Example strategies to use with specific students in specific situations:

- | | |
|-------------------------|-----------------------|
| Seat change | Secret signal |
| Proximity control | One-on-one conference |
| Planned ignoring | Praise 3 |
| Recovery area “time out | |

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](#)
- [PBS Learning- let’s talk bias](#)
- [Bias starts in kindergarten](#)
- [Additional videos online](#)

Specific strategies to interrupt bias

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.

Systems of Acknowledgement

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 students 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

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

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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.

	Beginning	Developing	Accomplished	Exemplary
Define & categorize behaviors	School has created a t-chart that is shared with all staff members. School utilizes behavior definitions as defined in the district code of conduct and has not engaged in further discussion defining behaviors. Behaviors are categorized differently depending on staff members, student and situation. 25-50% of staff members properly document behaviors and categorize accurately. 25-50% of students receive documented interventions prior to behavior referral for chronic behaviors.	School has created a t-chart with staff, student, and family voice. School utilizes behavior definitions as defined in the district code and has begun further defining behaviors at the school level. Behaviors are categorized differently depending on staff members, student, and situation. 50-80% of staff members properly document behaviors and categorize accurately. 50-80% of students receive documented interventions prior to behavior referral for chronic behaviors.	School behavior t-chart created with staff, student and family voice and includes specific strategies to use to support behaviors. School has engaged in conversations on specifically defining behaviors and what they look like, sound like, and feel like. Behaviors are categorized equally and accurately across staff members, students, and situations. 50-80% of staff members properly document behaviors and categorize accurately. 50-80% of students receive documented interventions prior to behavior referral for chronic behaviors.	School behavior t-chart created is updated regularly based on feedback from staff, students and families. School continually engages in conversations on defining behaviors, regularly reviewing data and categorizing behaviors with all staff members. Behaviors are categorized equally and accurately across staff members, students and situations. 80-100% of staff members properly document behaviors and categorize accurately. 80-100% of students receive documented interventions prior to behavior referral for chronic behaviors.

	Beginning	Developing	Accomplished	Exemplary
Talk about race	Data is shared with staff members by race and other demographics throughout the year. Little or no time is set aside at staff meetings to talk about topics of race as staff. Little or no time is set aside in classrooms to talk about race with students. 0-25% of staff, department, grade level, and team meetings incorporate a topic of race and provide space for conversation and action. 0-50% of staff have engaged in additional activities on race including book studies, documentary viewings, or CCAR Exploration Continued Journey.	Staff understands that race has a role in the lives of staff, students, the school, and the community. School-wide there are opportunities for students and families to learn about and discuss race. 25-50% of staff, department, grade level, and team meetings incorporate a topic of race and provide space for conversation and action. 25-50% of staff members create space to talk about topics of race in the classroom. 25-50% of staff have engaged in additional activities on race including book studies, documentary viewings, or CCAR Exploration Continued Journey.	School has integrated protocols for talking about race into school-wide practices. 50-80% of staff, department, grade level, and team meetings incorporate a topic of race and provide space for conversation and action. 50-80% of staff members create space to talk about topics of race in the classroom. 80-100% of administrators have attended Courageous Conversations about Race Exploration or Beyond Diversity 50-80% of staff have engaged in additional activities on race including book studies, documentary viewings, or CCAR Exploration Continued Journey.	School has integrated Courageous Conversations about Race protocols of Four Agreements, Compass, and the Six Conditions/Three Tiers into school-wide practices and conversations. 80-100% of staff, department, grade level, and team meetings incorporate a topic of race and provide space for conversation and action. 80-100% of staff members have attended Courageous Conversations about Race Exploration or Beyond Diversity. 80-100% of staff have engaged in additional activities on race including book studies, documentary viewings, or CCAR Exploration Continued Journey.

	Beginning	Developing	Accomplished	Exemplary
Engage student voice	Classroom expectations, procedures and community created with student voice. Not all students provided regular, on-going opportunities to engage with instruction and classroom decisions. Little opportunities for students to provide input and recommendations to school leadership. 25-50% of classroom teachers have engaged student voice in classroom expectations, decisions, community, and climate. 25-50% of staff members have a weekly community building activity or morning meeting.	School has created procedures, including a survey, focus groups, etc for students to provide input and recommendations to school leadership. Classroom expectations, procedures, and overall community are created with student voice. 50-80% of classroom teachers have engaged student voice in classroom expectations, decisions, community, and climate. 50-80% of staff members have a weekly community building activity or morning meeting.	School regularly and on an on-going basis request input & recommendations from all students. School has a student group that meets throughout the year providing input and recommendations to school leadership. Classroom teachers engage all students in the classroom and have a system for student recommendations in the classroom. 50-80% of classroom teachers have engaged student voice in classroom expectations, decisions, community, and climate. 50-80% of staff members have a weekly community building activity or morning meeting.	School has a student committee that meets at least once monthly making recommendations to school leadership. School leadership has two-way communication channels with students, including a system for to implement student recommendations and monitored through data and further student input. 80-100% of classroom teachers have engaged student voice in classroom expectations, decisions, community, and climate. 80-100% of staff members have a weekly community building activity or morning meeting.

	Beginning	Developing	Accomplished	Exemplary
Interrupt bias during vulnerable decision points	Some staff members are under the belief that they do not have any racial bias. Little opportunity to talk about specific adult strategies is provided school wide for staff. Data is rarely reviewed and shared disaggregated by race. 0-50% of staff members have engaged in 1 professional development on bias, microaggressions, specific strategies or vulnerable decision points. 0-25% of staff members have identified and utilized 2 or more strategies to interrupt bias.	All staff members understand that everyone has racial bias, and the work is interrupting those biases prior to acting on them. School staff members have all identified 1 or more specific strategies to interrupt their own biases. 50-80% of staff members have engaged in 1 professional development on bias, microaggressions, specific strategies, or vulnerable decision points. 25-50% of staff members have identified and utilized 2 or more strategies to interrupt bias.	Staff members have conducted a bias assessment or survey to identify specific biases they have. School regularly provides best practices and professional development on specific strategies to interrupt bias to all staff. All behavior data is disaggregated by race and shared with staff members regularly. 50-80% of staff members have engaged in 2 or more professional development on bias, specific strategies, or vulnerable decision points. 50-80% of staff members have identified and utilized 2 or more strategies to interrupt bias.	School provides exemplars and best practices on a regular basis of strategies to interrupt bias. On a monthly basis Discipline Work Group examine behavior data for any reflection of bias in documentation or discipline utilized. 80-100% of staff members have engaged in 2 or more professional development on bias, microaggressions, specific strategies, or vulnerable decision points. 80-100% of staff members have identified and utilized 2 or more strategies to interrupt bias.

	Beginning	Developing	Accomplished	Exemplary
Re-entry of students after discipline	School administrators are aware of students suspended but no meeting occurs upon return of students. Staff members do not provide additional support to students in class after a behavior situation occurs. 0-25% of staff members have a positive conversation with students returning to the classroom after a behavior referral and discipline. 0-25% of students suspended have a re-entry conference with a school administrator upon returning to school. 0-25% of students who receive a behavior referral are discussed at the BIT for potential inclusion with Tier 2 interventions.	BIT regularly reviews students in need of Tier 2 and Tier 3 interventions. Staff members are aware of students with repeated behavior concerns but are not fully involved in providing interventions. 25-50% of staff members have a positive conversation with students returning to the classroom after a behavior referral and discipline. 25-50% of students suspended have a re-entry conference with a school administrator upon returning to school. 25-50% of students who receive a behavior referral are discussed at the BIT for potential inclusion with Tier 2 interventions.	School has a system for re-entry of students after discipline occurs. Classroom exemplars and best practices on meeting with and supporting students after discipline are shared with staff members. 50-80% of staff members have a positive conversation with students returning to the classroom after a behavior referral and discipline. 50-80% of students suspended have a re-entry conference with a school administrator upon returning to school. 50-80% of students who receive a behavior referral are discussed at the BIT for potential inclusion with Tier 2 interventions.	School administrators ensure all students receive additional support after discipline with appropriate documentation occurring. Classroom teachers have a system for meeting with students after behavior concerns occurs in classroom. 80-100% of staff members have a positive conversation with students returning to the classroom after a behavior referral and discipline. 80-100% of students suspended have a re-entry conference with a school administrator upon returning to school. 80-100% of students who receive a behavior referral are discussed at the BIT for potential inclusion with Tier 2 interventions.

	Beginning	Developing	Accomplished	Exemplary
Components of School Climate through an anti-racist lens	Classroom teachers have a classroom management plan created. Staff members have been introduced to the idea of anti-racism but would not be able to define what it means to be antiracist. A few opportunities at the school offered to engage in anti-racism reflection and personal growth as staff. 0-50% of classroom teachers have created a universal supports through an anti-racist lens plan.	An overview of creating universal supports through an anti-racist lens has been provided to all staff members. Staff members can define what it means to be anti-racist to them in their role. The school has provided some opportunity for staff members to learn about and discuss anti-racism, Whiteness, and continued personal growth. 50-80% of classroom teachers have created a universal supports through an anti-racist lens plan.	Staff members engage in regularly opportunities of personal growth in anti-racism including reading articles, books, watching videos, listening to podcasts, etc and having discussions as a school community. Regularly opportunities for all stakeholders to engage in understanding anti-racism and personal growth are provided. 80-100% of classroom teachers have created a universal supports through an anti-racist lens plan. Plan is	School-wide practices, policies and systems have been viewed through an anti-racist lens with input from all stakeholders. All staff members engage in regularly opportunities of personal growth in anti-racism including reading articles, books, watching videos, listening to podcasts, etc and having discussions as a school community. Staff members understand the role of Whiteness and can identify the stage of racial identity development they find themselves in. 80-100% of classroom teachers have created a universal supports through an anti-racist lens plan.