



Alternatives to Suspensions and Expulsions Advisory Group Report

FINAL REPORT

Prepared for the Milwaukee Public Schools
Safe Schools/Healthy Students Initiative

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Table of Contents

Introduction	1
Planning Process	1
Background Information.....	1
Role of the Planning Council.....	1
Alignment with Current MPS Goals and Objectives	2
Advisory Group Deliberations.....	2
Major Ideas	4
Recommendations	5

Attachments

Attachment A:	Suspension Data (provided by MPS)
Attachment B:	Expulsion Data (provided by MPS)
Attachment C:	Advisory Group Membership Roster
Attachment D:	Three-Tiered Approach to Suspensions and Expulsions
Attachment E:	Notes from Small Group Discussions
Attachment F:	Observations of the Advisory Group

About the Planning Council

This report was prepared by the Planning Council for Health and Human Services, Inc. (the Planning Council), which promotes community planning as a systematic way of viewing community issues and developing planned solutions to address those issues. Principles of effective community planning include engaging broad and diverse sectors of the community; securing committed leadership; relying on objective data and information to inform decisions and determine actions; placing emphasis on measurable results; and focusing on systems change, sustainability, and long-term solutions.

Acknowledgments

The following Planning Council staff members contributed to the preparation of this report: Kathleen Pritchard, Ph.D., Executive Director; Carol Johnson, M.A., Director of Planning; Lonna Kruse, B.A., Assistant Planner; Quinton D. Cotton, M.S.S.A., Associate Planner; and Michelle Doneis, B.S., Administrative Assistant.

Report of the Alternatives to Suspensions and Expulsions Advisory Group

Introduction

As of June 13, 2008, according to Milwaukee Public School (MPS) data, 24,887 students were suspended at least once during the 2007-2008 academic year. This represented 26 percent of the District's total student population. Suspension data show that African-American males and students with special education needs represented a large number of suspended students. Of the 357 students expelled during the 2007-2008 academic year, 82 percent (293 students) were African-American. For more data regarding suspensions and expulsions, see Attachments A and B.

Attendance is a critical factor in maintaining and improving student achievement. The average attendance rate for all students was 88 percent across the 2007-2008 school year. On average, about one out of every ten students was absent in the MPS system. Some of these absences were the product of suspensions and expulsions. Noting the escalating number of absences related to suspensions and expulsions, officials at MPS initiated a process to study and address this issue. This report summarizes the planning process and recommendations of the Alternatives to Suspensions and Expulsions Advisory Group.

The Planning Process

Background Information

Milwaukee's Safe Schools/Healthy Students (SS/HS) Initiative receives funding through a collaborative federal grant from the Departments of Education, Health and Human Services, and Justice. SS/HS focuses on improving learning and social environments in the school setting. Both teachers and students in the targeted schools have access to programming and resources to deal with class disruption, gang awareness, violence prevention, early childhood education, mental health, and substance abuse. SS/HS is implemented in approximately 30 Milwaukee elementary, middle, and high schools.

In 2007, the SS/HS District Attorney's Partnership Group, composed of representatives from MPS Central Services and the Milwaukee County District Attorney's Office, convened meetings to begin understanding issues related to suspensions and expulsions. Staff of the SS/HS Initiative began a planning process in January 2008 to develop alternatives to suspensions and expulsions. An advisory group, which included external partners from the community, formed to examine suspension and expulsion issues.

The advisory group is comprised of approximately 45 members from the school system: Milwaukee County's Behavioral Health Division, the District Attorney's Office, the Milwaukee Police Department, the teachers' union, the administrators' union, and community-based organizations. See Attachment C for a membership roster of the advisory group. The advisory group's charge was to generate ideas leading to:

- The development of programs and supports for suspended and expelled students;
- The reduction in the number of students being suspended and expelled; and
- The revision of policies and procedures for suspensions and expulsions.

Role of the Planning Council

The Planning Council for Health and Human Services, Inc. (Planning Council) is a non-profit, community-based planning and research agency with expertise in designing, facilitating, and documenting planning processes. In April 2008, the Planning Council was engaged by the SS/HS Director to facilitate meetings of the advisory group, provide a record of each meeting, and assist the advisory group in preparing a report detailing the deliberations and recommendations of the group.

Alignment with current MPS goals and objectives

During its deliberations, the advisory group was mindful of current MPS goals and objectives relating to suspensions and expulsions, including:

- The five-year objective set forth in the District's 2007-2012 strategic plan, that "no more than 40% of suspensions will be under the category of violations of school rules."
- The goal set forth by Safe Schools/Healthy Students Initiative to "increase attendance, reduce suspensions, and improve school climate."

Advisory group deliberations

Between January and June of 2008, the advisory group convened six meetings. During that time, members of the advisory group reviewed literature on model programs for addressing suspension and expulsion concerns, attended presentations from representatives of these models, and made several visits to sites where the models under consideration were already being implemented. A summary of these visits and presentations follows.

Cincinnati, Ohio

The MPS Department of Parent and Student Services sponsored a trip for the Superintendent, a school board member, union officials, principals, teachers, student support services personnel, and other administrators to Cincinnati, Ohio, in May 2008. Members of the advisory group who participated in the trip reported their findings to the rest of the advisory group, noting that Positive Behavioral Interventions and Supports (PBIS), paired with the tiered prevention-intervention approach, are being implemented district-wide in Cincinnati Public Schools (CPS).¹

In CPS, alternative learning sites are available for suspended or expelled students. One very important component of the CPS program is that the instructional content at alternative sites reflects that of the students' primary learning environment. Instructional content at the site is the same at the students' primary site because CPS uses the same district-wide curriculum, curriculum guidelines, curriculum materials (i.e., textbooks), and pacing charts at all schools. Students return to their primary learning environment after their suspension or expulsion has expired, accompanied by an intervention plan.

CPS supports all district initiatives through Instructional Support Teams (ISTs) assigned to each school to provide technical assistance and support. CPS contracts out for professional development and has a data system in place to assist in monitoring student success and school performance.

Los Angeles, California

The MPS Department of Parent and Student Services sponsored a presentation on Positive Behavior Interventions and Supports (PBIS), given by a representative from the Los Angeles Unified School District (LAUSD), at Cardinal Stritch University in April 2008. Representatives from the Governor's Office, the District Attorney's Office, and the National Association for the Advancement of Colored

¹ Positive Behavioral Interventions and Support (PBIS) is a strategy that defines, teaches, and supports appropriate student behavior in a positive school environment. This strategy can be adapted at the state, district, or school level. The tiered prevention-intervention approach often complements PBIS. Prevention can be primary, secondary, or tertiary. All students benefit from primary prevention efforts, while secondary prevention targets a group of at-risk students. Tertiary prevention is specialized and focuses on individual students. (Information accessed at <http://www.pbis.org/schoolwide.htm> from the U.S. Office of Special Education Programs Technical Assistance Center on Positive Behavioral Supports website.)

People (NAACP) were invited to the presentation. The Superintendent and other MPS administrators, principals, teachers, student support services personnel, union officials, social workers, parent groups, disability rights organizations, and other interested community stakeholders were also invited. Members of the advisory group who attended summarized the presentation for the advisory group.

LAUSD has developed a comprehensive three-tiered prevention-intervention approach that contains principles to guide behavior as well as expectations for students, parents and caregivers, teachers, school administrators, school support personnel, school staff, and Central Office staff. The three-tiered intervention program was adopted by the LAUSD School Board as the district's discipline policy. LAUSD schools received toolkits to develop school-specific PBIS strategies. Collaborative teams are available to aid students and their parents in developing individualized behavior support plans if a student is identified as needing intervention.

Chicago, Illinois

MPS Safe Schools/Healthy Students Initiative sponsored a trip to Dyett High School in Chicago, Illinois, for MPS administrators, staff, and Milwaukee County District Attorney staff. Members of the advisory group who traveled to Dyett High School reported their findings to the rest of the advisory group.

Dyett High School has implemented the Justice Youth Advisors (J-YA) program, which utilizes Restorative Practices and has been found to dramatically decrease the number of students being suspended or expelled.²

As a follow-up to the on-site visit to Dyett High School, the Safe Schools/Healthy Students Initiative sponsored a presentation in Milwaukee, Wisconsin, in May 2008. Representatives from Chicago's Dyett High School presented information on their peer jury program to MPS teachers, administrators, staff, and students.

Conference on Positive Behavior Interventions and Supports

The MPS Department of Parent and Student Services sponsored a trip for MPS representatives to attend the Fifth International Conference on PBIS in March 2008 in Rosemont, Illinois. Members of the advisory group who attended the conference reported their findings to the rest of the advisory group.

At the advisory group meeting on May 22, 2008, small group discussions were held to explore issues involved in implementing a three-tiered approach to reducing suspensions and expulsions. Information on the three-tiered approach can be found in Attachment D. These discussions focused on how current MPS programs fit within the proposed model, what changes need to occur for successful implementation of a newly adapted model, and the identification of stakeholders who can provide insight into the development of the proposed model. See Attachment E for documentation of small group discussions.

² Restorative Practices focus on building healthy relationships within a community and on repairing the harm caused by hurtful behavior. A restorative approach can be used to address truancy, interpersonal conflicts, alternatives to suspension/expulsion, exit and re-entry related to suspensions, bullying, staff decision-making, and relationship-building. (Information accessed at http://www2.milwaukee.k12.wi.us/sshs/events_2008-06-24_restorativePractices.htm from the Safe Schools/Health Students Initiative website.)

The following table summarizes major ideas explored by the advisory group.

Table 1: Summary of Advisory Group Major Ideas

Issue	Major Ideas
Suspensions	<ul style="list-style-type: none"> ● Implement a three-tiered approach district-wide, based on prevention (bottom tier), intervention (middle tier), and focused intervention (top tier). ● Assure that all staff have access to professional development activities related to the three-tiered approach. ● Expand the implementation of effective concepts and programs, such as Restorative Practices, and integrate those into the new model. ● Pilot academic support centers inside schools to provide in-school supports. ● Coordinate external community efforts to support students and families (e.g., Behavioral Health, Wraparound, Children’s Court, District Attorney, Public Defenders Office, Children’s Hospital, police and fire departments, community-based organizations).
Expulsions	<ul style="list-style-type: none"> ● Expand the role of and continue to collaborate with community organizations to develop programs and alternative learning sites for students. ● Have a specific individual hearing officer assigned to each student to provide consistency throughout the Central Service expulsion hearings. ● Continue to utilize Creative Option Seats (COS) with parental consent.³ ● Create a Saturday program (e.g., Chicago’s SMART program) for students to attend in lieu of an expulsion or Central Office suspension.⁴ ● Continue and expand support programs for students and parents around issues such as substance abuse, sexual offenses, anger management, and gang involvement. ● Expand Restorative Practices at schools, courts, in the community, and at expulsion hearings. ● Work with the Public Defender’s Office and probation and parole personnel to monitor and follow up with expelled students who are not receiving services.
Complementary Tasks	<ul style="list-style-type: none"> ● Continue to revise the Rights and Responsibilities Handbook. ● Work with Milwaukee Board of School Directors and Administration to revise policies and procedures related to suspensions/expulsions. ● Develop a data plan to include outcomes that track the results of intervention. ● Continue to establish identifiers to support students who might be at risk of suspension and/or expulsion. ● Develop a communications plan regarding suspension/expulsion processes that identifies how parents are to be involved. ● Educate parents at the time of a suspension or expulsion and give them the option of using an advocate.

³ Creative Option Seats (COS) is a program where seats are set aside in an alternative school setting to support students in traditional schools who have significant unproductive educational patterns. (Information accessed at http://mpsportal.milwaukee.k12.wi.us/portal/server.pt/gateway/PTARGS_0_2_42048_0_0_18/Creative_Option_Seats_COS_Booklet_FY09.pdf from the Milwaukee Public Schools website.)

⁴ Chicago’s Saturday Morning Reach Out and Teach (SMART) Program is part of the Chicago Public School’s dropout prevention and recovery initiative. The SMART Program provides an alternative school site for students. (Information accessed at http://www.cps.k12.il.us/AboutCPS/Departments/Dropout_Prevention_Recovery/juvenile.html from the Chicago Public School system website.)

Recommendations of the Advisory Group

An underlying principle of the following recommendations is that MPS will need to collaborate with various entities in the community and leverage external resources in order to successfully reduce suspensions and expulsions.

Suspension Process

Short-Term Objectives

1. Administrators at MPS should continue to develop ways to identify students who might be at risk of suspension and/or expulsion and provide them with appropriate services.
2. Examine lessons learned from schools with Safety Resource Officers (SROs).
3. All Milwaukee Public Schools should examine suspension data and assess the effectiveness of in-house suspensions and other programs designed to improve school behavior.
4. The MPS Department of Parent and Student Services should provide principals with information on alternatives to suspensions.
5. Principals and teachers should include alternatives to suspensions in their discipline plans.

Long-Term Objectives

1. Central Office Administrators should implement a district-wide three-tiered approach to reduce suspensions at the school level.
2. The MPS Department of Parent and Student Services should ensure that all staff members have access to professional development activities related to the three-tiered approach. The Department of Parent and Student Services should work with external partners and consultants to meet the training needs of the District.
3. The SS/HS Initiative should work to expand the utilization of effective programs, such as Love and Logic⁵ and Restorative Practices, which are already being implemented in MPS.

Expulsion Process

Short-Term Objectives

1. The SS/HS Initiative should identify community groups that can provide services to students who are expelled and build formal partnerships with them.
2. The MPS Department of Parent and Student Services should create an individual hearing officer position to provide consistency throughout the Central Service expulsion hearings.
3. The MPS Department of Parent and Student Services should provide principals with information on alternatives to expulsions.

⁵ Love and Logic: This approach to classroom and school-wide behavior management puts teachers in control while teaching children to be responsible and preparing them for the real world. With this approach, the staff does not engage in arguing with the students and provides logical and enforceable consequences for misbehavior. This method of behavior management makes students accountable for solving their problems in a manner that does not make a problem for others. (Information accessed at http://mpsportal.milwaukee.k12.wi.us/portal/server.pt/gateway/PTARGS_0_2_31097_0_0_18/wingsacademy_643_rp_2-20-2007.doc from the Milwaukee Public School system website.)

Long-Term Objectives

1. The MPS Department of Parent and Student Services should consider reviewing the policies and procedures of the expulsion process.
2. The MPS Department of Parent and Student Services should assess the types of cases that are being sent to the individual hearing officer for review in order to reduce the number of expulsion hearings.
3. The SS/HS Initiative should assume responsibility for cross-systems coordination of services to students who have been expelled.
4. Central Office Administrators should implement a district-wide three-tiered approach to reduce expulsions at the school level.
5. MPS Department of Parent and Student Services should assure that all staff members have access to professional development activities related to the three-tiered approach. The Department of Parent and Student Services should work with external partners and consultants to meet the training needs of the District.

The recommendations of the advisory group will be presented to the School Board in the summer of 2008. The advisory group identified a number of additional issues that were outside the scope of its work. The advisory group will share these noted issues with the implementation group as it moves forward to address issues relating to suspensions and expulsions. See Attachment F for these observations.

ATTACHMENT A

SUSPENSION DATA

**Table 1
Milwaukee Public School District, Number and Percent of Students Suspended
2004-2005 to 2007-2008**

Years	No. of Students Suspended (at least once)	Percent of Students Suspended
2004-05	21,607	21.9%
2005-06	22,398	23.1%
2006-07	24,148	24.9%
2007-08	24,887	26.4%

**Table 2
Milwaukee Public School District, Number and Percent of Suspensions -- By Category of Suspensions
2004-2005 to 2007-2008**

Years	Learning Environment		Personal and Physical Safety		Weapons		All Suspensions	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
2004-05	50,050	71.3%	19,237	27.4%	908	1.3%	70,195	100.0%
2005-06	51,462	70.4%	20,924	28.6%	760	1.0%	73,146	100.0%
2006-07	55,864	70.5%	22,570	28.5%	809	1.0%	79,243	100.0%
2007-08	61,538	71.0%	24,311	28.0%	826	1.0%	86,675	100.0%

**Table 3
Milwaukee Public School District, Percent of Students Suspended
(at least once during the school year)
By Student Group (2006-07 and 2007-08)**

Student Groups	Percent Suspended	
	2006-07	2007-08
All	24.9%	26.4%
Female	19.9%	21.0%
Male	30.5%	31.5%
Special Education	31.7%	37.4%
Non-Special Education	20.0%	23.8%
Asian	5.8%	6.6%
White	10.4%	10.7%
Hispanic	16.4%	15.8%
African-American	38.7%	35.5%
African-American - Male	39.9%	41.5%
African-American Male Special Education	42.7%	50.0%

Data Source: MPS Data Warehouse, June 13, 2008.

ATTACHMENT B

EXPULSION DATA

**Table 1
Milwaukee Public Schools Student Expulsions, By Offense and by Student Ethnic Group
June 19, 2008**

Offenses	Native American	African-American	Asian	Hispanic	White	Other	Total	Percent Of Expulsions
Arson	0	1	0	0	0	0	1	1%
Alcohol	0	2	0	0	0	0	2	1%
Battery	0	51	1	7	0	0	59	16%
BB Gun	0	19	1	0	0	0	20	5%
Bomb Threat	0	0	0	0	0	0	0	0%
Box cutter	0	7	0	1	0	0	8	2%
Calibrated	0	7	0	0	0	0	7	2%
Drugs	0	85	2	23	10	1	121	32%
Endangerment	0	5	0	0	0	0	5	1%
False Fire Alarm	0	1	0	0	0	0	1	1%
Fighting	0	0	0	0	0	0	0	0%
Knife	0	33	2	4	1	0	40	11%
Other Weapon	0	13	1	2	1	0	17	4%
Pellet	0	7	0	3	0	0	10	3%
Pepper Spray/Mace	0	3	0	0	0	0	3	1%
Reckless Vehicle Use	0	1	0	0	0	0	1	1%
Rep. Violation	0	42	0	1	0	1	44	12%
Replica	0	1	0	0	0	0	1	1%
Robbery	0	2	0	0	0	0	2	1%
Sex	0	9	0	0	0	0	9	2%
Theft	0	2	0	1	0	0	3	1%
Vandalism	0	1	0	1	0	0	2	1%
Harassment	0	1	0	0	0	0	1	1%
Total	0	293	7	43	12	2	357	100%
Percent of Expulsions	0%	82%	2%	12%	3%	1%	100%	100%

Data Source: MPS Data Warehouse, June 13, 2008.

Note: This table details the number of student expulsions by type of offense by ethnic group. The table also shows the percentage of all expulsions by type of offense. For example, 32% of the 357 total expulsions to date have been for drugs. The percentage of all expulsions by ethnic group is also shown. For example, 82% of the 357 total expulsions to date have involved African-Americans. Percentage in this table have been rounded to nearest whole number.

ATTACHMENT C

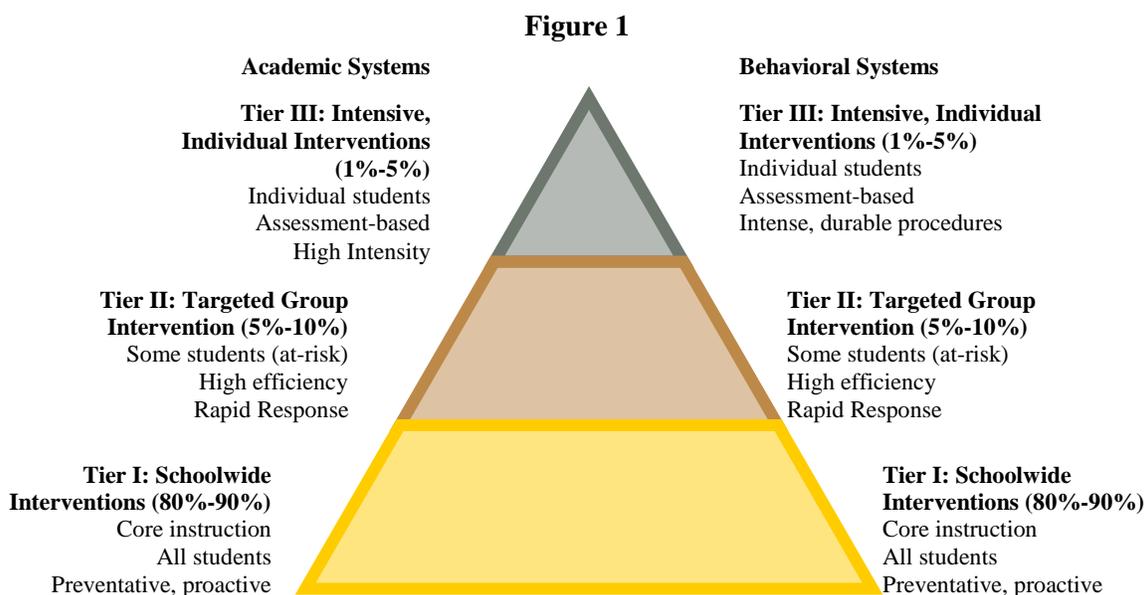
ALTERNATIVES TO SUSPENSION AND EXPULSION ADVISORY GROUP ROSTER

Jeffery Altenburg	Milwaukee County District Attorney's Office
William Andrekopoulos	Milwaukee Public Schools
Alvin Baldwin	Milwaukee Public Schools / Vincent
Michael Bonds	Milwaukee Board of School Directors
John Chianelli	Milwaukee County Behavioral Health Division
John Chisholm	Milwaukee County District Attorney's Office
Kristi Cole	Milwaukee Public Schools
Paul Dedinsky	Milwaukee District Attorney's Office
Ralph DeVito	Milwaukee Public Schools / Victory
Jennie Dorsey	Milwaukee Public Schools
Vincent Flores	Milwaukee Public Schools
Janine Geske	Marquette University Law School
Patricia Gill	Milwaukee Public Schools
Sharon Grant	Milwaukee Public Schools
Charlene Hardin	Milwaukee Board of School Directors
Sid Hatch	Milwaukee Teachers' Education Association
Jill Hewitt	Milwaukee Public Schools / SELL
John Hill	Milwaukee Public Schools
Mary Hoerig	Milwaukee Police Department
Aquine Jackson	Milwaukee Public Schools
Bruce Kamradt	Behavioral Health/Wraparound
Erin Katzfey	Milwaukee County District Attorney's Office
Patricia Kirby	Milwaukee Public Schools
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Jim Koleas	Futures First / MPS
Sarah Kubetz	Milwaukee Public Schools / SSW
Patricia Lacocque	Milwaukee Public Schools
David Lerman	Milwaukee County District Attorney's Office
Marty Lexmond	Milwaukee Public Schools
Gary Mahkorn	Milwaukee County District Attorney's Office
Tim McElhatton	Milwaukee Public Schools
Gregory Moore	Milwaukee Police Department
Chris Morano	Behavioral Health/Wraparound
Keith Posley	Milwaukee Public Schools
Audrey Potter	Milwaukee Public Schools
Dawn Rablin	State Public Defender
Dena Radtke	Milwaukee Public Schools
Cindy Raven	Milwaukee Public Schools
Cesar Stinson	Milwaukee Public Schools
Paige Styler	Milwaukee Public Defenders Office
Mary Triggiano	Milwaukee County Children's Court
John Weigelt	Administrators & Supervisors Council
Lenard Wells	Safety Task Force
Pat Yahle	Milwaukee Public Schools
David Zerwick	Office of State Public Defender

ATTACHMENT D

THREE-TIERED APPROACH TO SUSPENSIONS AND EXPULSIONS

Following the site visits and informational presentations, the advisory group increasingly narrowed their focus to the “three-tiered approach.” The three-tiered approach to reducing suspensions and expulsions can take on many forms as districts adapt it to their own needs. For example, it can be in the shape of a cone or pyramid and can be called a “pyramid of success” or a “pyramid of intervention.” Regardless of what it is called or how it appears, the three-tiered approach is a framework of instruction and intervention which is nationally recognized, grounded in research and best practices, and endorsed by the U.S. Department of Education (<http://www.cps-k12.org/general/Pyramid/Pyramid.htm>).



The three-tiered approach is a systematic, data-driven, prevention-focused, collaborative model, which addresses students' academic and behavioral needs in an integrated way. The three tiers represent progressive levels of support and are often categorized as school-wide or universal (bottom tier), targeted or selected (middle tier), and intensive or targeted-intensive (top tier). The bottom tier includes all students and is a proactive and preventive level of support, which is generally successful for 80-90 percent of students. The middle, or targeted tier, provides strategies for the 5 to 10 percent of students who are struggling. The top tier, or intense intervention, supports about 1 to 5 percent of students.

Over time, strong initiatives at the lower two tiers will reduce the number of students needing the top level of support. The three-tiered approach is a framework for implementing existing initiatives in a systematic and integrated way. It could be used to help assess what is currently being done and what could be done in the future at MPS.

ATTACHMENT E

NOTES FROM SMALL GROUP DISCUSSIONS

How do we achieve the necessary paradigm shift in implementing the three-tiered model? What changes do you think would need to occur in the mindset and the way we view misbehavior? What would need to happen to successfully implement this model?

- Focus on strengths rather than problems.
- Stop viewing misbehavior as the students' fault. View misbehavior as an opportunity for learning.
- Engage experts, e.g., Instructional Support Teams (ISTs), to support the schools.
- Share information on the model with all staff in the building (engineers, secretaries, teachers, etc. – all are part of the process).
- Build a consistent vision and message district-wide; this should be simple enough that anyone could recite it.
- Provide continual support and staff development. Hire new staff with the understanding that they are expected to use this model.
- Influence how teachers are trained at the university level.
- Develop a communications plan.
- Involve the community.
- Centralize supports.
- Establish consistency in schools; when teachers transfer among schools, they wouldn't need to learn a new philosophy or curriculum.
- Teach appropriate social behavior.
- Create a sense of community for students (even for students who would be re-entering the school after a suspension or expulsion).

What do we do currently that you feel would fit within this model?

- District-wide problem solving.
- Reading First.
- Functional Behavior Assessments / Behavior Intervention Plan (FBA / BIP).
- Response to Intervention (RTI).
- Progress Monitoring.
- Common curriculum in District / Schools Identified for Improvement (DIFI / SIFI).
- Love and Logic.
- Restorative Practices.
- Classroom Organization and Management Program (COMP).
- Second Step.
- Steps to Respect.
- MPS has a district-wide Code of Conduct and Discipline.
- A "pyramid" model for interventions already exists.

What do we do currently that you feel might not fit within this model?

- Currently, programs are carried out by individual teachers or schools, but not in a uniform or consistent manner.
- The District does not have a common curriculum or uniform expectations. This is necessary for implementation of a district-wide three-tiered approach.

Community Input

Who do we need to hear from as we move ahead in implementing this new model?

- Students.
- Parents / family members.
- Staff, including support staff, like social workers, psychologists, guidance counselors, etc. Teachers need to be part of the implementation process.
- Judiciary system (children and adult courts).
- District Attorney's office.
- Representatives from mental health agencies and other local agencies.
- Milwaukee Violence-Free Zone.
- Milwaukee Police Department.
- Representatives from mentoring programs.
- Administrators at the school-level and from Central Services.
- Safety Assistants.
- Union representatives (MTEA, ASC, PAMPS).
- Business representatives.

What are the best methods to obtain this input?

- Small group staff meetings at individual schools.
- Open forums.
- Have the MPS liaison gather input and report back.
- Surveys.
- Parent training meetings (these are voluntary monthly meetings that are well attended at the Central Services location and south-side parenting centers).

ATTACHMENT F

OBSERVATIONS OF THE ADVISORY GROUP

Data

- Investigate the discrepancies in MPS data regarding the number of students with five-day suspensions; information at Central Office differs from the information provided by the Data Warehouse.
- Look at Cincinnati's school data to see how effective the three-tiered model is in reducing suspensions and expulsions.

Perception and Terminology

- Review the number of students that are expelled from MPS. The perceptions of how many students are expelled are very different; the number of expelled students is actually relatively low.
- Consider the term "expulsion," what it means now, and what it will mean under the new model. Look into refining the terminology to reflect the fact that very few MPS students are expelled without services.
- Think about more clearly defining what acts are classified as violent and enforce the appropriate policies consistently at all schools.

The Model

- Think about how suspensions and expulsions fit into a "positive" behavioral model.
- Think about whether or not all students who are expelled should receive services under the new model.
- Consider what happens to students who are not provided with services or who refuse services.
- Think about ways to increase the efficiency of the referral process; decrease teacher utilization of referrals, maintain the required amount of instructional time, increase administrator processing time, work to prevent student behaviors that lead to violations of the conduct policy, etc.