



**Committee on Parent and Community Engagement
Report with Possible Action on Progress in Fulfilling Equity Goals
October 9, 2018**

Administrative Policy & Procedure 1.06 Development & Background

In spring of 2016, an equity commission was established to explore current MPS equity initiatives, research other school districts' equity policies, and draft a district equity policy. The equity commission was comprised of approximately 25 individuals from various MPS offices, departments, schools, and community partners. MPS, with co-sponsorship from the Milwaukee Teachers' Education Association, held a mini-equity summit in the summer of 2016. Approximately 150 teachers attended and were asked to provide feedback on a preliminary equity policy. During the 2016-2017 school year, the equity policy was refined and vetted by several stakeholders. On August 31, 2017, the Board unanimously passed Administrative Policy & Procedures 1.06.

To truly achieve equity, two important factors must be actualized. First, it is important for stakeholders to understand what equity means through education and reflection. During the 2017-18 year, several opportunities for equity training were provided. Secondly, stakeholders must explore their specific contexts and begin to identify inequities to be addressed.

Equity Education Opportunities

During the 2017-18 school year, several opportunities to provide equity and/or culturally responsive practices (CRP) training were provided. Many of these ongoing opportunities include:

1. The first cohort of Culturally Responsive Teacher (CRT) Fellows was piloted. A second cohort will be continued through the UWM ACCESS Grant.
2. A Restorative Practices (RP) training for school administrators was developed and facilitated through a collaboration between Violence Prevention (Office of Academics), Project AWARE (Office of Communications and Student Performance) and Student Services (Office of Administration). MPS is exploring ways to expand knowledge about RP through the work facilitated by Violence Prevention, Project AWARE, and the Black Lives Matter Resolution. This year, RP Champions at each school will undergo three training to understand RP foundations.
3. The Education, Equity & Empowerment Speaker Series was launched with two speakers presented keynote speeches, workshops, and engaging sessions with students. The series will continue with at least three speakers for the 2018-19 school year.
4. CRP is a focus in both the New Educators Institute and Customer Service Level III-Training.
5. Principal Leadership Institutes include equity and culturally responsive speakers and workshops to provide capacity building for school leaders.
6. The Middle School Collaborative Principals and their leadership teams participated in customized CRT/Educator Effectiveness Training.
7. The following departments have engaged in and will continue customized equity and culturally responsive practices (CRP) professional development (PD): School Counseling, School Psychology, and Recreation. The Strategic Partnerships and Customer Service Department and the Office of Academics are scheduled to begin equity professional development this fall.

There are several school-specific professional development opportunities that engage classroom teachers in equity and CRP. These schools include:

- Dr. MLK Elementary School – African American Immersion CRT
- Vincent High School - Choosing and Using Culturally Authentic Texts & Sociolinguistic Informed Professional Learning
- The Community Schools Mini-CRT Conferences
- BLMA Manhood Teacher Pilot professional development at Dr. King Elementary, Audubon Middle, South Division & Washington (CRT & RP training & coaching)
- French Immersion – CRT PD for staff and parents
- Civics Course Revision Pilot inclusive of CRT & RP
- The SEE US Grant which is designed to help teachers recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs. The SEE US schools include: Bethune, Clarke, Clemens, Congress, Jackson, Keefe, Kilbourn, Parkview, Siefert, Story, Sherman, Stuart, and Thoreau.

The equity specialist collaborates regularly with the Department of Black and Latino Male Achievement, the Department of Student Services, and Positive Behavior and Intervention Supports (PBIS) (Office of Administration) to address the Office of Civil Rights Resolution. The equity specialist will also work with the Office of Human Resources to address the Wisconsin DPI Inequitable Teacher Distribution Plan. To reinforce the revision to Nondiscrimination Administrative Policy 1.04, Project AWARE is beginning to coordinate gender inclusion supports already within the district and those outside of the district to create on-the-ground support for students to have safe advocates in schools.

The Wisconsin Department of Public Instruction (DPI) will collaborate with MPS to provide free equity and culturally responsive training for MPS. In fall 2018, the Wisconsin DPI Disproportionality Network is offering an *Equity and Social Justice Summit* to MPS since it is the largest district and is working on implementing the Equity Policy. In spring 2019, the DPI Network will also provide, *Beyond Diversity*, a two-day seminar to MPS educators and communities to understand the impact of race on student learning and investigate the role that racism plays in institutionalizing academic achievement disparities. The United Way Community Schools Partnership is also an important partner in these two opportunities.

Next Steps for Equity Policy/Procedure Implementation

Efforts will continue to engage specific departments and offices in equity and culturally responsive professional development. The goal is to provide equity and CRP training for individuals and teams that develop district-wide professional development. By establishing a common understanding, these teams can conceptualize equity and culturally responsiveness within their trainings.

In October 2018, a group of 30 administrators comprised of principals, chiefs, regionals, directors, supervisors, and managers will work to develop a guidance document to accompany Administrative Policy & Procedure 1.06. District audit data will be analyzed to identify and prioritize areas of greatest inequities. The team will determine which offices and or/departments are needed to address the prioritized issues. As the guidance is being developed, measurable outcomes and strategies to proliferate equity education and culturally responsive practices within MPS will be determined. The final guidance document will be presented to the Board of Directors by January 2019.