

# ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

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## ADMINISTRATIVE POLICY 1.01 VISION, MISSION, CORE BELIEFS, AND GOALS

### (1) VISION

Milwaukee Public Schools will be among the highest-student-growth school systems in the country. All district staff will be committed to providing an equitable educational environment that is child-centered, supports achievement, and respects embraces diversity. Schools will be safe, welcoming, well-maintained, and accessible community centers meeting the needs of all. Relevant, rigorous, and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families and community for the benefit of all.

### (2) MISSION

Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work, and citizenship.

### (3) CORE BELIEFS

- (a) Students come first.
- (b) Wherever students are learning is the most important place in the district.
- (c) Educators and school staffs have high expectations for all students and provide the foundation for their academic success.
- (d) Leadership, educator development and child-driven, data-informed decision making are keys to student achievement.
- (e) Equity drives all district decision-making.
- (f) Involved families are integral to increasing student achievement.
- (g) Student voice is encouraged and respected.
- (h) Quality community partnerships add value.
- (i) Increased operational and financial efficiencies are consistently pursued to support learning opportunities for our students.
- (j) Central Services supports student achievement, efficient and effective operations, and student, family, and community engagement.
- (k) Public education provides the cornerstone to American democracy.

### (4) GOALS

- (a) Academic achievement
- (b) Student, family, and community engagement
- (c) Effective and efficient operations

**History:** Adopted 2-3-93; Revised 3-30-94; reaffirmed 4-20-95; Revised 4-25-96, 7-29-98, 3-28-00, 2-27-14, 5-29-14

**Previous Coding:** Admin. Policy AA, AD, prior to May 1995

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# ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

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## ADMINISTRATIVE POLICY 1.06 EQUITY IN MPS

### BACKGROUND

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

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

### DEFINITIONS

1. *Equality* is defined as a uniform distribution of district resources, supports, and opportunities.
2. *Equity* is defined as an allocation of district resources, supports, and opportunities that is based on the needs of students and staff.

### GUIDING PRINCIPLES

1. *Achieving equity* may require an unequal distribution of resources and services in order to ensure all children have an equal opportunity to a free and appropriate public education.
2. *Illuminating the strengths* of students, staff, families, and community members to eliminate implicit and explicit deficit thinking.
3. *Developing a school system* in which all students receive the support and resources they need to become successful.
4. *Prioritizing the use of equitable practices* at all levels of district leadership.
5. *Utilizing practices* that respect the reality that all students will learn.

### EQUITY GOALS

1. *Milwaukee Public Schools* will create a district-wide culture of reflection and awareness-building.
2. *MPS* will cultivate a district-wide culture of data-and research-based decision making.
3. *MPS* will incorporate student, family, and community voices in decision making district-wide.
4. *MPS* will be a system that supports equitable leadership practices district-wide.
5. *MPS* will provide every student with equitable access to high-quality and culturally relevant instruction, curriculum, support, facilities, technology, and other educational resources that respect their individual identities, backgrounds, abilities, and experiences.
6. *MPS* will recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel.

### POLICY

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

### **MONITORING AND EVALUATION**

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

### **Guidance:**

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

# ADMINISTRATIVE PROCEDURES OF THE MILWAUKEE PUBLIC SCHOOLS

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## ADMINISTRATIVE PROCEDURE 1.06 EFFORTS TO ACHIEVE EQUITY

### DEFINITIONS

In addition to the definitions in Administrative Policy 1.06, the following definitions will be used:

1. *Equity Lens* is defined as a point of view used to acknowledge the disparities that impact historically marginalized groups and identify priorities based on areas of greatest needs. These needs will drive district priorities for the most equitable distribution of resources, supports, and opportunities.
2. *Culturally Responsive Practices* is defined as beliefs, methods, and practices that support and empower all students socially, emotionally, intellectually, and civically by leveraging students' lived experiences and learning styles to ensure student achievement.

### IMPLEMENTATION

To ensure an equitable allocation of district resources and to achieve the district's equity goals, the following practices are hereby implemented:

1. The District shall monitor and evaluate the individual needs of schools and distribute resources and effective personnel based on those needs.
2. The District shall work to provide all students with equitable access to co-curricular and extra-curricular activities, social services, tutoring, enrichment opportunities, and special programs.
3. The District shall identify, develop, and apply best practices for which there is evidence they have made a positive difference for individual students and groups of students in order to reduce prevalent and persistent learning outcome gaps.
4. The District shall work to recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional, and support personnel.
5. The District shall create a standard system of practice for examining and using data and research to empower mindsets about students' ability to learn rather than reinforce deficit thinking.
6. The District shall work to train all employees to use an equity lens to analyze and reflect on data collected by the District.
7. The District shall work to train all employees in culturally responsive practices and to give all employees opportunities for professional development that will further establish a culture of collaboration and equity.
8. The District shall work to give all staff and students opportunities to understand cultural identity and the impact of their own cultural identities on themselves and others.
9. The District shall welcome and empower students and families, including underrepresented families and those whose first language may not be English, as essential partners in students' education, school planning, and district decision making.
10. The District shall engage other partners who have demonstrated culturally-specific expertise, including government agencies, non-profits, community based organizations, and businesses, in meeting our educational objectives.