



**MILWAUKEE
PUBLIC SCHOOLS**

Equity Guidebook

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PUBLIC SCHOOLS

Equity Guidebook

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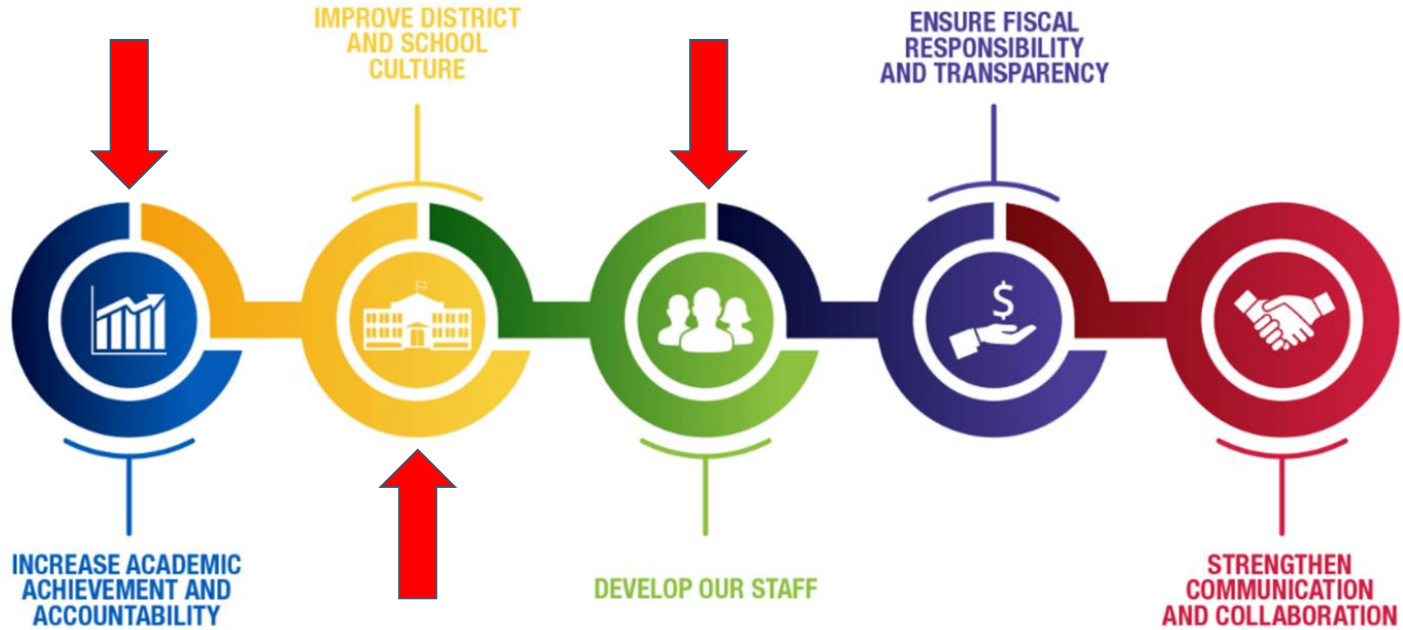
Strategic Plan Driving Our Mission



Strategic Plan Driving Our Mission:

MPS is a diverse district that welcomes all students and prepares them for success in higher education, post-education opportunities, work, and citizenship.

Five Priorities for Success



Administrative Policy 1.06: Equity in MPS

Administrative Procedure 1.06: Efforts to Achieve Equity

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

Equity lens is defined as a point of view used to acknowledge the disparities that impact historically marginalized groups and to identify priorities based on areas of greatest needs. These needs will drive district priorities for the most equitable distribution of resources, supports, and opportunities.

Culturally responsive practices are 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.



Updates to the Equity Guidebook

Resources have been aligned to the five equity goals:

- Equity in academics
- Equity in cultural and linguistic awareness and responsiveness
- Equity in human resources
- Equity in finance
- Equity for students, families, educators, and community stakeholders



Activities, literature, and informational text that support engagement for staff, students, families, and community stakeholders are in Section 5.

How Is the Guidebook Utilized?

Restorative Practices

Goal 1: Equity in Academics

1. **Alignment:** *To create school communities that are inclusive to support the physical, emotional, mental, and spiritual well-being of its members using balance in the process.*
2. **Objective:** *To engage stakeholders in an immersive experience that emphasizes the importance of building, maintaining, and repairing relationships within the community.*
3. **Application:** *Stakeholders can use the guidebook to participate in experiential learning activities that celebrate diversity, honor different perspectives, and embrace individual and collective accountability.*



How Is the Guidebook Utilized?

Gender and Identity Inclusion

Goal 2: Cultural and Linguistic Awareness and Responsiveness

1. **Alignment:** *To prioritize equity and academic achievement by supporting girls of color and LGBTQ+ students, staff, and families with principles highlighted in the Equity Guidebook.*
2. **Objective:** *To create safe, affirming, and representative academic environments using tools such as gender inclusion guidance, the girls of color guide, and safe space posters to address intersectional barriers and advance equity in the district.*
3. **Application:** *Provide professional development on these strategies and resources, support inclusive curriculum design, review school spaces, and evaluate progress to sustain belonging and enhance district practices.*



How Is the Guidebook Utilized?

Bilingual Multicultural Education

Goal 2: Equity in Cultural and Linguistic Awareness and Responsiveness

1. **Alignment:** *Cultivate school communities that provide equitable access to high-quality multilingual and multicultural programs, engaging all stakeholders in fostering learning environments that respect, reflect, and amplify diversity.*
2. **Objective:** *Equip students with strong cultural and linguistic identities, empowering them to use these assets to succeed in college, in careers, and as global citizens.*
3. **Application:** *Stakeholders can use this guidebook to explore programming options for English learners and multilingual/multicultural students while recognizing and celebrating their own cultural and linguistic identities to strengthen diversity in the district.*



Professional Learning Opportunities

Beginning January 2025, the Office of Academics will provide interactive sessions that engage all stakeholder groups on how to use the guidebook.

- District staff/students
- District Advisory Council
- Community stakeholders



Thank You!

