

## **Policy Committee Meeting**

Tuesday, April 28, 2020 4:30 PM  
Online Meeting

1) **Call to Order**

2) **Approval of the Agenda**

3) **Approval of Minutes**

4) **Old Business**

a. Comprehensive District Design Policies

1. Student Placement Regulations Discussion  
(5262A)

2. Student Placement Policies

5) **Announcements/Adjournment**

Directors Present: Josh Pauly, Ch.  
Siad Ali  
Jenny Arneson  
Kerry Jo Felder  
Kim Ellison, e.o.

Staff Present: Nan Miller, Dir. Policy Development  
Amy Moore, General Counsel  
Ryan Strack, Board Liaison  
Ed Graff, Superintendent  
Eric Moore, REAA  
Aimee Fearing, Teaching and Learning  
Lisa Purcell, Social Studies DPF

Directors Absent:

---

#### Agenda

- I. Call to Order
- II. Approval of Agenda
- III. Approval of Minutes for 12/12/2019, 1/28/2020
- IV. New Business:
  - A. Student Placement Policies
  - B. Ethnic Studies Discussion
  - C. World's Best Workforce Advisory Committee Charter Discussion
  - D. Revision Proposal for Capital Plan and Budgeting Policies, Policies 3170-3178
  - E. Next Meeting
- V. Adjournment

1. **Call to Order** The meeting was called to order at 4:30 p.m.. Quorum being established the meeting continued.
2. **Approval of Agenda.** Motion to approve the agenda made, seconded, motion carried.
3. **Approval of Minutes for Committee Meeting of December 12, 2019 and January 28, 2020** Motion made, seconded to approve the minutes of the December and January meetings as proposed. Arneson moved to amend Paragraph 4. C to include the words “without prioritization” after “too many policies”. The amendment was passed. The motion to approve the minutes as amended was passed.
4. **New Business**
  - A. **Student Placement Policies – Comprehensive District Design Proposal.** Pauly introduced the topic saying that the EDIA committee had provided a lot of information regarding their recommendations regarding the placement policies. Superintendent Graff expressed thanks to the EDIA committee for their work and said that the resulting recommendations regarding policies would be going back to them for their review and comment at their next scheduled meeting. He called on Ryan Strack and Eric Moore to present the proposed policy and regulation changes currently under consideration. Strack went through the materials

---

provided to the committee in the agenda packet. Repeal is suggested for policies 6120 and 5263. Remaining features of these policies are either to be switched to the revised 5262 or placed in regulations. Director Felder said that she objected to the inclusion in the revised 6130 regarding financial restrictions regarding grade configurations that benefit students. She said she wants language about equity in the first line of the general statement of policy 6130. Director Arneson said she agreed about including equity as a consideration for decision making. Director Felder said she also wanted language regarding financial and physical restrictions removed. Strack stated this language was necessary due to limits on configurations required by the physical sizes of buildings since they are not all equal. He said the current language provides the flexibility to allow other non-conforming configurations. Director Felder said that she feared it would be used against some schools. Director Arneson pointed out that the purpose of policy language is to be broad and to provide an overview of the topic. She said it was not easy to have everything addressed. She said the language will be used as necessary combined with the stated values, and thought the inclusion of the language was fine. Director Felder stated that she believes such language has been used against North side schools and wants the language removed. Director Ellison stated that she thought adding in “equitable” would address these concerns. She said that she agreed that sometimes decisions will have to be made on the basis of financial and physical restraints. Superintendent Graff stated that while the board passes the policy, it is the administration that will have to take into account the physical and financial restraints in executing the board’s policies, unless the board specifically does not want him to. He said that he would take these factors into account when making decisions. Eric Moore discussed the proposed revision to Regulation 5262 A, School Choice and Assignment. He stated that the current policy is too detailed. He believes that the policy should state the guiding values for student placement. He said the administration is trying to manage enrollment for the purposes of equity and reducing the number of racially and economically isolated schools. He highlighted the value statement in the purpose statement, the declaration that no transportation would be provided outside of the student’s attendance area and placement would be based on space availability. The proposal eliminates the expanded choice option and the elimination of culturally identified schools. He noted that recommendation No. 3 which applies to all schools establishes a 90% capacity for early placement, saving spaces for later arrivals and registrations. Director Pauly asked if the recommendations would give disproportionate access to certain areas of the district. Moore said that the goal was integration and that the models they were working with demonstrated that this will work. Director Arneson said that her first observation was that there was lacking any language regarding the values of integration, and decreasing the number of racially and economically isolated schools. Superintendent Graff asked her if she wanted this expressly stated in policy. Arneson answered that she wanted it in policy and regulation. She reflected that, as magnets are currently used by some to “escape” their community schools. She said that the board wants people to attend schools that they are excited about, not as an escape clause. She said the models are banking on the idea that the magnets will be located in different areas. She said she wanted to assure that the redesign does not end up using integration funds to transport white students to white predominant schools. Director Felder said that she sees North Side Students being used to create the balance. Director Arneson said it was also getting students to go over the river. She said that there needs to be an evaluation system to make sure that the policy is doing what they intend it to do. She said we should be clear about

what the evaluation will be and that this should be evident in the policy language. Moore said language could be added to the policy. He said the goal of No. 4 is to have magnets be representative of city demographics. Director Ellison asked if the priorities for placement were listed in order of application? Moore said that except for #4. He said that in Year 1 of implementation there might be a new process, and earlier lottery in the fall, then a third lottery in April. He said that the intention was to do more door-to-door recruitment and registration to support the plan. Director Ellison asked to clarify that seats would be held to fill with a late lottery. Moore confirmed that this was the case. Director Ellison asked about the inclusion of the language “as appropriate” what does this language mean? Moore said it provides flexibility for the administration to define the attendance district. Director Felder asked about the limitation of ½ mile in priority #4, and wanted it increased for North side schools. She said this was in response to gang issues on city busses, the location of trade programs and access to them. She said she wanted the magnet area around North High increased, due to safety issues for high school students. She asked about attendance areas – were they to be established by the Superintendent? She wants the board to be involved in determining attendance areas. Superintendent Graff noted that this is the difference between governance and administration. He said he wanted the language to remain as is to maintain the appropriate roles of board and administration. Director Felder said that she was trying to share knowledge, not manage. Graff stated that he was open to information but was not sure how that fits into policy and regulation. Director Felder stated that it needed to be in policy because they cannot trust who will be in the administration. Graff stated that in the implementation of the CDD boundaries will be voted upon by the board, and that that may be the time for those issues to be discussed. This may be part of monitoring the implementation of the plan. Director Arneson said that she wanted it clear that the board is prioritizing matters regarding integration, that while allowing choice between schools, choice will not trump integration goals. Director Pauly asked Moore and Strack to make changes and bring back amended policy and regulations to the March 24<sup>th</sup> Policy Committee Meeting. Director Felder said she was concerned about using a lottery, and using former North High program Summatech as an example stated that the lottery resulted in racial imbalance, denying students of color to get into programs. Moore acknowledged that he understood the directive to include more information regarding the values being used and the place of integration in those values. He suggested that there might be a lottery with eligibility based on a student’s eligibility for educational benefits. He said that they would return with different language. Graff said that the administration will be looking for balance. Moore said that a goal was having magnet schools balanced on educational benefit eligibility.

- B. **Ethnic Studies Discussion.** Aimee Fearing and Lisa Purcell were present to present information regarding the progress toward providing Ethnic Studies options to high school students. Placing the topic in context she reported that the administration had started the process in 2014 and were now in the last stretch of development. Lisa Purcell, K-12 Social Studies District Program Facilitator, described what was meant by Ethnic Studies. Pointing to the document provided in the Agenda packet, she said that the program was based on the four pillars. Eventually this may lead to additions to Policy 5391 – Graduation Requirements. The current proposal is that individual schools may decide their own path to satisfying a requirement that students complete an Ethnic Studies course prior to graduation. This may be either through a stand alone course or an Emphasis Core Class. Their choices would have

to be clear how they were connecting to the four pillars. Director Felder asked if there was a requirement that Ethnic Studies teachers be themselves ethnic? Purcell replied that teachers in stand alone courses, which would be in the social studies division, would be pulling from the regular social studies pool of teachers, so there was no such requirement. The materials included a proposed budget to support the program. Director Arneson asked if they were seeking approval for the program now? Fearing said, no, they were looking for more discussion and their purpose here was to get feedback. Arneson stated that she thought the proposal was strong because it explains the values behind it. She asked if the district was ready to implement with integrity? Will students understand where this requirement fits into their program, and how it fits with other stated values of the board. She was concerned about fiscal sustainability and support of career tech education and wanted to make sure that these values did not conflict. She asked what would happen to a six hour school day schedule with adding a credit requirement. She showed the program description of a high school program with all of the current requirements and expressed concern about where the ethnic studies requirement would fit in with other values served by the current requirements. Purcell acknowledged that these concerns were part of the remaining dilemma. She said the administration considers the program important enough to pursue, and said that it could be used to get four years of social studies instruction. Superintendent Graff noted that this was the tension, how schools making individual decisions about how to express core values. He noted that schools will need to consider their flexibility, possibly meeting the requirement in other core courses (other than a stand alone social studies credit). Director Ali asked Director Arneson to clarify what her concerns were. Director Arneson said that she wants to know more about how it would work, that she was not sure she liked the “your school will figure this out” answer. Director Felder said that schools will see what they want in their programs. They are doing this because it was lacking formerly. She was concerned about making sure that there would have to continuing professional development for teachers who were of persons of color. Director Ali asked about Somali Social Studies classes – where were they available currently? Purcell said that Heritage Academy is the only one currently. Schools currently decide if they include it. Director Ali was concerned that when such classes are offered, they are not chosen. He was interested in not only having a recommendation on paper, but that there was true district investment in the program. He noted that the community is interested in these courses being available to their students. He said they approved courses where the students are reflected. Purcell responded that this was why they were proposing it as a requirement. Superintendent Graff noted that currently this may be confusing to people because they go to the course list and think that a school is not teaching ethnic studies because they do not see a course specific to their own ethnicity. There may be multiple ethnicities of interest in a school, how will schools provide courses accommodating this without being specifically linked to a specific ethnicity. Director Ellison commented that she was pleased that the proposal was being brought forward, and liked the four pillars. She said that as a former teacher, she know that social studies, as well as other courses, do not have to be Eurocentric. She noted that there may not be a need to add any more electives, so long as the ethnic lens is used in instruction.

- C. **World’s Best Workforce Committee Appointments Discussion** Director Ellison introduced the topic noting that due to the current method of appointments and terms of elected officials there is a problem with having current board members with no appointees on the

---

committee, and members of the committee not connected to the current board. She said that she will be proposing changes to the charter language to align terms. Director Felder asked if the proposal was to get rid of the two year term appointments. Ellison replied that there would be flexibility given to Board members regarding their appointees within their own terms of election.

D. **Capital Planning and Budgeting Policy Proposals** Miller introduced the proposed policy work regarding policies 3170-3178. She asked for a motion recommending the proposed policy actions to the full board. Motion made, seconded and passed.

E. Next Meeting: March 24, 2020 at 4:30 p.m.

**Next Regular Meeting: Date: March 24, 2020, 4:30 p.m.**

**NOTE: COPIES OF SUPPORTING DOCUMENTS MAY BE OBTAINED ONLINE THROUGH BOARDBOOK**

## Regulation 5262 A Protocols for School Assignment (Proposed Revisions)

Original Adoption: 09/15/2010

Effective Date: 09/15/2010 Revision Dates:

### I. PURPOSE

Minneapolis Public Schools will assign students to schools in an equitable way consistent with Board values and District goals. The purpose of this regulation is to state the protocols guiding student placement.

At all grade levels, MPS supports the right of parents and guardians to apply to the school(s) that they feel best meet the needs of their student(s), however, if that school is outside of their designated attendance area no transportation will be provided and the students will be placed based on space available, only after students who have specific priorities (detailed below) have been placed. described in items A – C.

### II. DEFINITIONS

These terms shall have the following meanings for the purposes of this regulation.

- A. "Attendance area" shall mean the geographic area identified by the Superintendent or Superintendent's designee as the area from which a school's population should primarily come.
- B. "Concurrently enrolled" means two or more students enrolled at the same school in the same school year.
- C. "Elementary schools" shall mean any school containing grades Pre-K through 8, regardless of configuration.
- D. "Magnet schools" shall mean any school which accepts students from across the entire city District to meet the District's integration goals. Magnet schools offer thematic programming ~~or educational pedagogy offered by the school.~~
- E. "~~Neighborhood or~~ Community schools" shall mean any school for which an attendance area has been assigned.

- F. "Oversubscribed" shall mean that there are more school request forms received for the school than available places in the school.
- G. Residency of the student is determined by the residence of the parent or legal guardian of the student, unless federal or state laws require otherwise. ~~the student is covered by the federal Carl Perkins Act.~~ When parents or guardians have shared custody and reside in different attendance areas or zones, the student is eligible for residency in either area.
- H. "Sibling" means any children or enrolled students who share at least one parent, or who reside in the same household.
- ~~I. As appropriate "zone" shall mean the geographic area identified by the Superintendent or Superintendent's designee as a larger region of the City of Minneapolis used for school assignment purposes.~~

### III. PLACEMENT PROTOCOLS FOR ~~NEIGHBORHOOD~~/COMMUNITY SCHOOLS (Grades Pk-8).

Minneapolis Public Schools reserves the right to determine maximum enrollment in its community elementary, middle and K-8 schools to ensure systemic programmatic and resource equity.

First pPriority shall be given to students who reside in the attendance area for the requested school.

Second pPriority shall be given for students whose siblings currently attend the requested school and:

1. The sibling will be concurrently enrolled with the requesting student; and
2. The sibling resides in the attendance area for the requested school.

If the school(s) in a student's eligible ~~neighborhood~~/community school attendance area is at more than 90 percent capacity and the student cannot enroll, the student would receive ~~a higher~~ priority for enrollment at a District magnet school.

#### IV. PLACEMENT PROTOCOLS FOR MAGNET SCHOOLS (Grades Pk-8)

Using a lottery-based school choice placement system, students will be assigned to magnet schools with the goal of creating integrated learning environments. Placement in these schools will be managed to have economic integration that mirrors the district average. ~~W~~When necessary to meet integration goals, priority will be given to:

1. First priority shall be given to sStudents who live within a half-mile radius of the school
2. Second priority shall be given to sStudents who were unable to enroll at their requested attendance area community school because the school was projected to be at more than 90 percent capacity,
3. Third priority shall be given to sStudents whose siblings currently attend the requested school and:
  - 1. the sibling will be concurrently enrolled with the requesting student; and
  - 2. The sibling resides in the attendance area for the requested school.
4. Fourth priority shall be given to sStudents who qualify for educational benefits and the requested school has a low representation of qualifying students in the current year or conversely; if the requested school has a low representation of students who are ineligible for education benefits priority will be given to such students.
- 4.5. Fifth priority shall be given to students who are experiencing homelessness.
- ~~5. If a student withdraws from a school for any reason and later returns to the district, the student will be considered a newly entering student (a seat within their former school will not be held).~~

#### V. PLACEMENT PROTOCOLS FOR COMMUNITY HIGH SCHOOLS

Minneapolis Public Schools reserves the right to determine maximum enrollment in its high schools to ensure systemic programmatic and resource equity.

1. **First p**Priority shall be given for students who live in the high school attendance area.
2. **Second p**Priority shall be given for students whose siblings currently attend the requested school and:
  - 1. the sibling will be concurrently enrolled with the requesting student; and
  - 2. The sibling resides in the attendance area for the requested school.
3. **Third p**Priority shall be given for students seeking to enroll in any MPS High School through the “We Want You Back” recruitment program.

## **VI. PROTOCOLS FOR DESIGNATED CITYWIDE PROGRAMS WITHIN COMMUNITY HIGH SCHOOLS**

In the event that the District establishes citywide academic programs at high schools, students would be placed using the following priorities:

1. First priority would be given to students who live in the high school attendance area.
2. Second priority would be given to middle school students that have participated in a similar academic program and who request continuation in that academic program area.
3. Third priority is for siblings of students currently enrolled in the requested citywide program when the siblings will be concurrently enrolled in the citywide program.

## **VII. OTHER PLACEMENT PROTOCOLS**

**\*1. Where applicable, based on language in a collective bargaining agreement contractual agreement a lasta placement -priority for placement at**

~~any would be given for the children of MPS school would be given for children of current,~~ permanent, benefits-eligible employees of the District.

2. If a student withdraws from a school for any reason and later returns to the district, the student will be considered a newly entering student (a seat within their former school will not be held).

*Cross References: MPS Policy 3545 (Transportation) ~~MPS Policy 3547 (Service Areas)~~ MPS Policy 5262 (Assignment of Students to Schools) ~~MPS Policy 5263 (Sibling Preference)~~ MPS Policy 5741 (Special Education Placement) ~~MPS Policy 6120 (Educational Choices)~~*

# Request for Board Action

## Item Title

Resolution amending policies 5262 and 6130 and repealing policies 6120 and 5263

## Recommended Motion

I move approval of the resolution amending policies 5262 and 6130 and repealing policies 6120 and 5263

## Requesting Division

Communications, Engagement,  
External Relations

## Item File Number

2020-xxxx

## Meeting Date for Action

5/12/2020 (First Reading)  
6/9/2020 (Vote)

## Reason for Board Action

Adopting, Amending, or Repealing  
Policy

## Background

Minneapolis Public Schools is committed to the goal of creating a system in which all students and families, particularly those with the greatest need, have equal access to the best possible education and experience in our district's schools.

The Minneapolis Public Schools Accountability, Research, and Equity department supported by the Office of Student Placement completed an Equity and Diversity Impact Assessment (EDIA) of the district's policies that relate to the placement of students in our schools, which was presented to the Board on November 28, 2019. In response to those findings and in conjunction with the Comprehensive District Design, staff have begun the work of reviewing all policies that are directly and indirectly related to choice and placement in the District to ensure that support our values of equity. Likewise staff are reviewing any related administrative regulations also using an equity lens.

Having received feedback at the March 5, 2020 Policy Committee the changes recommended at that meeting should now be reflected in the proposed policy revisions. They are:

## Request for Board Action

<b>Policy</b>	<b>Summary/Purpose</b>	<b>Recommendation</b>
6120 (Educational Choices)	The purpose of this policy is to express the availability of educational choices for families enrolling their students in Minneapolis Public Schools.	<b>Recommend repeal of policy and corresponding regulations.</b> Covered in Policy 5262, which would be renamed <i>School Choice and Assignment of Students to Schools</i> .
5262 (Assignment of Students to Schools)	The purpose of this policy is to establish the authority of the Superintendent to assign students to district schools, provide guidance to staff, and assure fair and consistent information to families about the organizing principles for assignment of students to schools.	<b>Recommend revision and renaming.</b> Recommend revision and renaming. Also strengthened language to signal the Board's value around integration, diversity and inclusion.
6130 (Organizational Plan)	Establishes the configurations of district schools, and authorizes the Superintendent to recommend configurations as alternates to those established.	<b>Recommend revision.</b>
5263 (Sibling preference)	The purpose of this policy is to strengthen the relationship between families and school communities by giving enrollment preferences to siblings of currently enrolled students.	<b>Recommend repeal of policy and corresponding regulations (R5263A).</b> Sibling preference would not be contained in placement protocols R5262 A

# Request for Board Action

## Timeline/Next Steps

The recommended changes will have their first readings at the May board meeting and a vote at the June board meeting.

DRAFT

SPECIAL SCHOOL DISTRICT NO.1  
Board of Education

June 9, 2020

**RESOLUTION AMENDING POLICIES 5262 AND 6130 AND REPEALING 6120 AND 5263**

**WHEREAS**, Minneapolis Public Schools is committed to the goal of creating a system in which all students and families, particularly those with the greatest need, have equal access to the best possible education and experience in our district's schools; and

**WHEREAS**, the MPS Accountability, Research, and Equity department supported by the Office of Student Placement completed an Equity and Diversity Impact Assessment (EDIA) of the district's policies that relate to the placement of students in our schools; and

**WHEREAS**, this assessment recommended changes to the policies, regulations, and practices of the placement of students in schools; and

**WHEREAS**, the Policy Committee of the Board joins the Superintendent in recommending these changes.

**NOW, THEREFORE, BE IT RESOLVED**, that the Minneapolis School Board, Special School District No. 1, hereby amends policies 5262 and 6130 and repeals policies 6120 and 5263.

Signed by:

\_\_\_\_\_  
Kim Ellison  
Board of Education Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Josh Pauly  
Board of Education Clerk

\_\_\_\_\_  
Date

**Minneapolis Public Schools Policy 6130: Grade Configuration and System Organization**

**Policy Adopted: 4/25/67 Revised: 3/28/72 12/16/75 8/13/85 6/13/00**

**ORGANIZATIONAL PLAN**

I. GENERAL PURPOSE Schools shall be organized to serve the educational needs of students with a program of instruction from Pre-kindergarten through grade 12.

II. GENERAL STATEMENT OF POLICY Minneapolis Public Schools shall be classified as follows:

*At the district level, consideration should be given to alterations in grade configurations that equitably benefit students, or make sense given physical and financial constraints. The instructional program will comply with all requirements and expectations established by law and the regulations of the Minnesota Board of Education. Instruction will be arranged in units commonly designated as grades. Grades will be organized into schools or programs as follows: • Elementary schools will typically have a grade organization plan of prekindergarten through fifth. The middle schools will typically consist of grades six through eight. High schools will typically have a grade organization plan of nine through twelve. (Grade configurations for the various levels of school are general in nature and may be varied where circumstances dictate.) • All schools in the District will be organized with reference to an aligned program of instruction and be operated as an integrated school system under the general direction of the Superintendent or designee.*

~~A. Elementary schools with a program from kindergarten through grade five, or any portion thereof. Units with more than or less than six grades may be organized to fit the needs of a particular locality or program.~~

~~B. K-8 schools with both elementary (K-5) and secondary (6-8) programs.~~

~~C. Secondary school means any school ordinarily in grade six through twelve or any portion thereof such as: 1. Middle schools with grades six, seven and eight. 2. Senior high schools with grades nine through twelve.~~

~~C. Other grade organizations as may be recommended by the Superintendent.~~

Legal References: M.S. 120A.05, Subd. 9, 11, 13

Cross References: Policy 5700, Student with Disabilities



# 6130

## Grade Configuration and System Organization

***Policy 6130***

Original Adoption: 04/25/1967

Effective Date: 07/01/2020

Revision Dates: 03/28/1972, 12/16/1975, 08/13/1985, 06/13/2000, 06/09/2020

Review Dates:

### **I. PURPOSE**

Schools shall be organized to serve the educational needs of students with a program of instruction from Pre-kindergarten through grade 12. Consideration shall be given to grade configurations that equitably benefit students, or make sense given physical and financial constraints in establishment or alteration of a school's grade configuration. The purpose of this policy is to establish the values of the board to establish schools that equitably benefit students, and that serve the educational needs of students.

### **II. GENERAL STATEMENT OF POLICY**

- A. The instructional program will comply with all requirements and expectations established by law and the regulations of the Minnesota Board of Education.
- B. Instruction will be arranged in units commonly designated as grades.
- C. Grades will be organized into schools or programs as follows:
  1. Elementary schools will typically have a grade organization plan of prekindergarten through fifth grade.
  2. Middle schools will typically have a grade organization plan of grades six through eight.
  3. High schools will typically have a grade organization plan of grades nine through twelve.
  4. Grade configurations for the various levels of school are general in nature and may be varied by the Superintendent or designee where circumstances dictate.
- B. All schools in the District will be organized with reference to an aligned program of instruction and be operated as an integrated school system under the general direction of the Superintendent or designee.

#### ***Legal References:***

Minn. Stat. §120A.05, (Definitions)

Subds. 9, (Elementary School), 11 (Middle Schools), 13 (Secondary Schools)



***Cross References:***

MPS Policy 5260 (School Attendance Areas)

MPS Policy 5262 (Assigning Students to Schools)

MPS Policy 5700 (Special Education)

MPS Policy 5741 (Education Placement)

DRAFT

## Policy 5262 School Choice and Assignment of Students to Schools

Policy 5262 Original Adoption: 08/13/1985

Effective Date: 09/15/2010 Revision Dates: 06/13/2000, 09/14/2010

Formatted: Font: 10 pt

I. PURPOSE The purpose of this policy is to express the District's value of providing an array of educational choices for families enrolling their students in Minneapolis Public Schools.

Additionally, this policy is to ~~establish~~ establish the authority of the Superintendent to create both a student placement system and accompanying mechanisms that provide assign students to district schools, provide guidance to staff, and equitable access to assure fair and consistent information to families about the organizing principles for assignment of students to schools how schools are organized, which schools or programs may best fit their child's educational needs, and the process by which children can be placed in a specific school or program.

-

### II. GENERAL STATEMENT OF POLICY

A. Minneapolis Public Schools supports a broad array of public education programs designed to meet the diverse needs of its learners.

B. School choice and student placement in MPS will support a citywide system of community schools that is equitably invested in and that provides predictable and fair access to high quality schools in all of the city's communities.

C. Minneapolis Public Schools also supports the establishment of a magnet school system highlighting a specific theme or approach to instruction. Magnet schools will be organized to specifically promote citywide, integrated learning environments and placement in these schools will be governed by a lottery process that will aim to produce economic integration that mirrors the

district average. Magnet schools shall be equitably accessed by all MPS students by District-supported transportation.

D. Assignment to an MPS school or program may be affected by such factors as location(s) of the program, space availability, student residence and student need.

~~The Superintendent is authorized to create placement protocols to assist in the fair and consistent placement of students in schools.~~

~~BE. To the extent possible, all school choice and placement guidelines and practices will prioritize the placement of students based upon their educational needs and the values stated above. However, nothing in this policy [or its accompanying regulations] will supersede the District's goal of creating integrated learning environments.~~

Formatted: No bullets or numbering

F. MPS will continue to support the right of parents and guardians to apply to the school(s) that they feel best meet the needs of their student(s), however, certain placement protocols will be applied if the school(s) chosen is outside of the family's designated attendance area.

~~Insofar as possible students enrolling in Minneapolis Public Schools shall be assigned to schools based upon: 1. educational needs of the student, 2. timely indication of parent or guardian choice of school, 3. the attendance area designated for the student's residence, 4. available space, 5. district integration goals and 6. other protocols established by the Superintendent.~~

~~C. The Superintendent shall report on assignment protocols to the Board of Education no less than annually.~~

### III. RESPONSIBILITY

A. The Superintendent is authorized to create administrative regulations and placement protocols to facilitate the equitable placement of students in schools and programs.

~~The Superintendent is authorized to promulgate regulations to implement this policy.~~

B. The Superintendent shall regularly report on the effectiveness of the student placement system.

~~C.B.~~ The Superintendent, or Superintendent's designee, shall ~~publish-distribute~~ the placement protocols ~~annually~~regularly in the predominate languages spoken by students and families in the District using multiple formats.

Legal References: Minn. Stat. §120A. 36 (School Attendance) Minn. Stat. §124D.896 (Desegregation/Integration and Inclusive Education Rules) Minn. Rules § 3535.0100 – 3535.0180 (Integration/Desegregation Rules)

Cross References:

MPS Policy 5260 (School Attendance Areas)

MPS Policy 5261 (Desegregation)

~~MPS Policy 5263 (Sibling Preference)~~

MPS Policy 5741 (Special Education Placement)

MPS Policy 6120 (Educational Choices)

MPS school guides (annual publications)



5262

## School Choice and Assignment of Students to Schools

*Policy 5262*

Original Adoption: 08/13/1985

Effective Date: 07/01/2020

Revision Dates: 06/13/2000, 09/14/2010, 06/09/2020

---

### **I. PURPOSE**

The purpose of this policy is to express the District's value of providing an array of educational choices for families enrolling their students in Minneapolis Public Schools.

Additionally, this policy is to establish the authority of the Superintendent to create both a student placement system and accompanying mechanisms that provide equitable access to information to families about how schools are organized, which schools or programs may best fit their child's educational needs, and the process by which children can be placed in a specific school or program.

### **II. GENERAL STATEMENT OF POLICY**

- A. The Minneapolis Public Schools supports a broad array of public education programs designed to meet the diverse needs of its learners.
- B. School choice and student placement in MPS will support a citywide system of community schools that is equitably invested in and that provides predictable and fair access to high quality schools in all of the city's communities.
- C. Minneapolis Public Schools also supports the establishment of a magnet school system highlighting a specific theme or approach to instruction. Magnet schools will be organized to specifically promote citywide, integrated learning environments and placement in these schools will be governed by a lottery process that will aim to produce economic integration that mirrors the district average. Magnet schools shall be equitably accessed by all MPS students by District-supported transportation.
- D. Assignment to an MPS school or program may be affected by such factors as location(s) of the program, space availability, student residence and student need.
- E. To the extent possible, all school choice and placement guidelines and practices will prioritize the placement of students based upon their educational needs and the values stated above. However, nothing in this policy or its



accompanying regulations will supersede the District's goal of creating integrated learning environments.

- F. MPS will continue to support the right of parents and guardians to apply to the school(s) that they feel best meet the needs of their student(s), however, certain placement protocols will be applied if the school(s) chosen is outside of the family's designated attendance area.

### **III. RESPONSIBILITY**

- A. The Superintendent is authorized to create administrative regulations and placement protocols to facilitate the equitable placement of students in schools and programs.
- B. The Superintendent shall regularly report on the effectiveness of the student placement system.
- C. The Superintendent, or Superintendent's designee, shall distribute the placement protocols regularly in the predominate languages spoken by students and families in the District using multiple formats

#### ***Legal References:***

Minn. Stat. §120A. 36 (School Attendance)

Minn. Stat. §124D.896 (Desegregation/Integration and Inclusive Education Rules)

Minn. Rules § 3535.0100 – 3535.0180 (Integration/Desegregation Rules)

#### ***Cross References:***

MPS Policy 5260 (School Attendance Areas)

MPS Policy 5261 (Desegregation)

MPS Policy 5741 (Special Education Placement)

MPS school guides (annual publications)



6120

## Educational Choices

**Policy 6120**

Original Adoption: 12/16/1975

Effective Date: 09/15/2010

Revision Dates: 08/27/1985, 06/13/2000, 09/14/2010

---

### **I. PURPOSE**

The purpose of this policy is to express the availability of educational choices for families enrolling their students in Minneapolis Public Schools.

### **II. GENERAL STATEMENT OF POLICY**

- A. Minneapolis Public Schools supports a broad array of public education programs.
- B. Minneapolis Public Schools provides special program sites to meet individual needs and also sponsors charter schools and enters into contracts with other educational service providers, when appropriate, to expand educational opportunities for students and families.
- C. Assignment to a student's program preference is affected by location(s) of the program, space availability, student residence and student need.

### **III. RESPONSIBILITY**

- A. The Superintendent is authorized to promulgate regulations to implement this policy.
- B. The Superintendent shall publish an annual K-12 school guide describing District programs and choices available to families.
- C. The Superintendent shall make a report on educational choice no less than annually.

#### ***Legal References:***

Minn. Stat. § 120A.36 (School Attendance)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

#### ***Cross References:***

MPS Policy 5700 (Special Education)

MPS Policy 5741 (Special Education Placement Policy)

MPS Policy 5120 (Age of Entrance)

MPS Policy 5260 (School Attendance Areas)

MPS Policy 5261 (Desegregation)

MPS Policy 5262 (Assignment of Students to Schools)



MPS Policy 5263 (Sibling Preference)

MPS Regulation 5290.B.II (Cost of Schooling-Children of District Employees)

MPS school guides (annual publications)



5263

## Sibling Preference

*Policy 5263*

Original Adoption: 08/13/1985

Effective Date: 09/15/2010

Revision Dates: 02/26/1991, 06/13/2000, 09/14/2010

### **I. PURPOSE**

Minneapolis Public Schools supports a broad school choice program of magnet and community schools. The school choice program allows families to enroll siblings at the same school and strengthens the relationship between the family and their school community.

### **II. GENERAL STATEMENT OF POLICY**

- A. Minneapolis Public Schools offers sibling preference for both older and younger siblings when selecting students for a specific elementary, middle, high or K-8 school subject to space availability.
- B. Sibling preference is available to employees who request enrollment for their children in a district school.

### **III. RESPONSIBILITY**

- A. The Superintendent is authorized to promulgate regulations to implement this policy.
- B. The Superintendent shall publish the sibling preference policy and regulations at least annually.

#### ***Legal References:***

Minn. Stat. §123B.02 (General Powers of Independent School Districts)

#### ***Cross References:***

MPS Policy 5260 (School Attendance Area)  
MPS Policy 5261 (Desegregation)  
MPS Policy 5262 (Assignment of Students to Schools)  
MPS Policy 5291 (Education of Homeless Children)  
MPS Policy 5744 (Special Education Placement Policy)

MPS Regulation 5263 A (Definitions: Sibling Preference)