

Policy Committee Meeting

Tuesday, March 23, 2021 4:00 PM
Online Meeting

1) **Call to Order and Roll Call**

2) **Adoption of Agenda**

3) **Acceptance of Minutes**

a. February 23, 2021 Minutes

4) **Reports and Discussion**

a. Community Education EDIA Review

5) **New Business**

a. Revision of Policy 5600

b. Revision of Policy 6450 and Repeal of Policy
3250

6) **Adjournment**

**OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION**

**POLICY COMMITTEE MEETING
FEBRUARY 23, 2021**

CALL TO ORDER

Chair Josh Pauly called the meeting to order at 4:05 p.m., a quorum being present.

Pursuant to Minnesota Statutes Section 13D.021, the meeting was held by electronic means and Directors participated remotely due to the local public health emergency (COVID-19 pandemic).

ROLL CALL

Present: Directors Jenny Arneson, Adriana Cerrillo, Kim Ellison, Josh Pauly (4)

Absent (at roll call): Siad Ali (1)

Ali arrived at 4:10 p.m.

APPROVAL OF AGENDA

Arneson moved to approve the agenda.

On roll call, the result was:

Aye: Arneson, Cerrillo, Ellison, Pauly (4)

No: (0)

Absent: Ali (1)

Adopted.

APPROVAL OF MINUTES

Arneson moved to approve the minutes from the January 26, 2021 meeting.

On roll call, the result was:

Aye: Arneson, Cerrillo, Ellison, Pauly (4)

No: (0)

Absent: Ali (1)

Adopted.

REPORTS AND DISCUSSION

Staff presented an overview of the Equity and Diversity Impact Assessment (EDIA) process, as well as a summary of recent EDIAs conducted.

NEW BUSINESS

Adoption of Policy 8112 (Governing Rules); Revisions of Policies 8140 (Election of Officers), 8210 (Meetings of the Board of Directors), 8120 (Standing Committees), 8220 (Agenda), 8231 (Voting), 8500 (Board Director Development), 8505 (Director Travel), 8550 (Electronic Communication); and Repeals of Policies 8230 (Parliamentary Procedure), 8300 (Duties of Board Officers), 8400 (Orientation of Directors), 1200 (Board Meetings and Public Participation), Renumbering of Policies 8300 (Duties of Directors), 8420 (External Representation)

Arneson moved to forward the proposed changes related to the board's operations to the full board with the committee's recommendation.

On roll call, the result was:

Aye: Arneson, Ali, Cerrillo, Ellison, Pauly (5)

No: (0)

Absent: (0)

Adopted.

ADJOURNMENT

Arneson moved to adjourn.

On roll call, the result was:

Aye: Arneson, Ali, Cerrillo, Ellison, Pauly (5)

No: (0)

Absent: (0)

Adopted.

The meeting was adjourned at 4:36 p.m.

Minutes submitted by Ryan Strack, Administrator of Board and Government Relations.

Meeting materials: <https://meetings.boardbook.org/Public/Agenda/1807?meeting=455800>

Meeting video: <https://mps.eduvision.tv/Share.aspx?q=3SfVi13wT7Rt4Z3y3pOLYQ%253d%253d>

Minneapolis Public School After school Programming

March 23, 2021

MPS Board Policy Committee



Accountability,
Research, &
Equity

EDIA Processes



Full Equity and Diversity Impact Assessment

The Full EDIA process **involves three phases**: 1) Conducting a **study** to identify and examine inequities in policies and its practices; 2) Developing and **implementing an Action Plan** that addresses the findings from the EDIA Study; and 3) **Monitoring Progress** by tracking progress on the action plan implementation. Additionally, **MPS partners with the EDIA Committee**, an advisory and consulting group who provides equity considerations.

Equity Considerations for Budgeting

The Equity Considerations for Budgeting process is designed to walk schools and departments through recommended steps for an **equity-driven budget planning process** that includes meaningful engagement of diverse perspectives as well as other equity considerations. Any proposed change that significantly impacts student resource allocation would also need to go through this process.

Equity Considerations for Policies

The Equity Considerations for Policies Process **supports the MPS policy review efforts established by the Board Policy Committee**. When policies are periodically reviewed and updated or when new policies are proposed that significantly impact student learning, departments and policy owners are tasks to record in an Equity Considerations for Policies document how they have used an **equity-driven lens to develop the policy revision or proposal**.

Equity Considerations for Practices

The Equity Considerations for Practices process is designed for departments to record how they have used an **equity-driven process to propose changes to practices** that significantly impact student learning. Examples of changes to a practice include but are not limited to curriculum changes for pre-K through 12th grade students, changes to grading practices, and changes to required student assessments.



Mission: Minneapolis Community Education exists to engage youth and adults in community driven learning and enrichment opportunities.

Programs include:

- Adult Education
- Youth Programs
- Adult Enrichment
- Minneapolis Kids
- City of Lakes AmeriCorps
- Community Use of Facilities

Funding sources:

- Community partners
- Federal, state, and local funds
- Grants
- Participation fees (collected at sites that can support a low-cost program model; scholarships and reduced rates are also available at any site)

Programming is located throughout the city of Minneapolis.

2017-18 Timeline

Board request to conduct an EDIA on Minneapolis Kids (Mpls Kids). A Partial EDIA was completed for Mpls Kids and it was determined that a Full EDIA was not needed.

2018-19 Timeline

Board request to conduct an EDIA on Minneapolis Community Education (MCE). The Partial EDIA process began in the winter of 2018/spring of 2019 for Community Education, including Mpls Kids, Youth Programs, Adult programs, and Adult Education.

Four Partial EDIAs were begun, but in spring 2019, the work was put on pause. As a part of the Partial EDIA process, the following steps were taken:

- Interviews and focus groups were completed with program leaders and staff
- Program descriptions were completed
- Problems/inequities were identified

Next steps would have been to determine if a Full EDIA was needed, but at that time, there was a shift to focus on CDD priorities/the CDD proposal.



Athletics: 2018-19

The **MPS Athletics Department** offers 35 high school programs for grades 7-12.

- Adapted Bowling
- Adapted Soccer
- Adapted Softball
- Adapted Hockey
- Alpine Ski
- Badminton
- Baseball
- Basketball
- Cheer
- Cross Country
- Danceline
- Football
- Golf
- Gymnastics
- Hockey
- Lacrosse
- Nordic Ski
- Soccer
- Softball
- Swimming
- Tennis
- Track and Field
- Volleyball
- Wrestling



Minneapolis Kids: 2018-19

- **Minneapolis Kids:** Provides school age care before and after school, on non-school days, and during the summer. The programs operate out of MPS elementary schools throughout the city with transportation available to/from homeschools that do not have a Minneapolis Kids program onsite. Financial assistance through county and community resources may be available to qualifying families.

Minneapolis Community Education - Youth Programming: 2018-19

- **After School Academic and Enrichment Programs:** Includes a wide variety of academic and enrichment classes for youth in grades K-8, including: tutoring, academic skills development, aquatics, dance, languages, cooking, sports, hobbies, games, and computers. Classes are low cost or free.
- **External Strategic Community Partner Organizations:** These partners are supported by 21st Century Community Learning Center Grants
 - **Beacons**
 - Boys and Girls Club - Henry, Olson
 - YMCA - Anishinabe/Sullivan, Edison, Nellie Stone Johnson, Roosevelt
 - YWCA - Hmong International Academy, Franklin
 - **Eastside Neighborhood Services** - Heritage, Pratt

Extended Learning: 2018-19

Extended Learning 9-12 Credit Recovery and K-8 Targeted Services, the primary goal of Extended Learning is to help our students recover credits and increase academic growth that will lead to graduation and a brighter future beyond.

Extended Learning offers:

- Rigorous, standards based and engaging academic programming for K-8
- Holistic support for students including social emotional learning
- Focuses on improving academic achievement
- Community Based Organizations (CBOs) partnerships

Participation by Zone



	# of Sites	# of Students Participating
Athletics	7	2,418
Zone 1	3	768
Zone 2	2	828
Zone 3	2	824
Mpls Kids	22	2,656
Zone 1	4	302
Zone 2	5	467
Zone 3	13	1,887

Note: Students who participated in activities at schools in more than one zone are counted towards each zone, so the zone numbers may add up to more than the totals.

Participation by Zone



	# of Sites	# of Students Participating
Mpls ComEd (Youth Enrichment) Including External Strategic Community Partners	46	10,593
Zone 1	18	3,281
Zone 2	13	3,762
Zone 3	15	3,685
Extended Learning	63	10,821
Zone 1	26	4,206
Zone 2	19	3,213
Zone 3	18	3,317

Note: Some programs fall under both Extended Learning and Community Education. In this table, students participating in those programs are counted in both categories. As in the previous slide, zone rows may not add up to the totals.

Athletics Participation - Demographics



Gender	N	%
Female	1,118	47%
Male	1,247	53%
Non-Binary	<5	n/a
Total	2,366	100%

Free/Reduced Lunch Status	N	%
FRL Eligible	932	39%
Not Eligible for FRL	1,434	61%
Total	2,366	100%

Race/Ethnicity	N	%
African American/Black	782	33%
American Indian or Native Alaskan	43	2%
Asian	149	6%
Hispanic or Latino/a/x	228	10%
Native Hawaiian or Other Pacific Islander	<5	n/a
White	1,126	48%
Two or More Races	35	1%
Total	2,366	100%

Note: These tables do not include 52 students in the Athletics program who were not enrolled at MPS in the 2018-19 school year.

Mpls Kids Participation - Demographics



Gender	N	%
Female	1,250	47%
Male	1,396	53%
Total	2,646	100%

Data Notes:

- Numbers shown in these tables do not include students who did not submit the relevant demographic information. There were 10 students who did not record their gender and 853 who did not record their race/ethnicity.
- Minneapolis Kids does not collect any FRL eligibility information or Two or More Races as a race/ethnicity category.

Race/Ethnicity	N	%
African American/Black	109	6%
American Indian or Native Alaskan	25	1%
Asian	164	9%
Hispanic or Latino/a/x	114	6%
Native Hawaiian or Other Pacific Islander	8	0%
White	1,303	72%
Another Race/Ethnicity	80	4%
Total	1,803	100%

Minneapolis Community Ed Youth Programs Participation - Demographics



Gender	N	%
Female	5,465	52%
Male	5,034	48%
Non-Binary	6	0%
Total	10,505	100%

Free/Reduced Lunch Status	N	%
FRL Eligible	5,896	56%
Not Eligible for FRL	4,609	44%
Total	10,505	100%

Race/Ethnicity	N	%
African American/Black	3,786	36%
American Indian or Native Alaskan	285	3%
Asian	310	3%
Hispanic or Latino/a/x	1,860	18%
Native Hawaiian or Other Pacific Islander	12	0%
White	3,821	36%
Two or More Races	431	4%
Total	10,505	100%

Note: These tables do not include 88 students in the Minneapolis Community Ed Youth Programs or External Strategic Partner Organizations who were not enrolled at MPS in the 2018-19 school year.

MPS Extended Learning Participation - Demographics



Gender	N	%
Female	5,440	51%
Male	5,247	49%
Non-Binary	5	0%
Total	10,692	100%

Free/Reduced Lunch Status	N	%
FRL Eligible	6,760	63%
Not Eligible for FRL	3,932	37%
Total	10,692	100%

Race/Ethnicity	N	%
African American/Black	4,279	40%
American Indian or Native Alaskan	305	3%
Asian	504	5%
Hispanic or Latino/a/x	2,064	19%
Native Hawaiian or Other Pacific Islander	13	0%
White	3,009	28%
Two or More Races	518	5%
Total	10,692	100%

Note: These tables do not include 129 students who attended Extended Learning programming and were not enrolled at MPS in the 2018-19 school year.

Minneapolis Community Education Partial EDIAs from 2018-19

2018-19 Timeline

Board request to conduct an EDIA on Minneapolis Community Education (MCE). The Partial EDIA process began in the winter of 2018/spring of 2019 for Community Education, including Mpls Kids, Youth Enrichment, Adult Enrichment, and Adult Education.

Four Partial EDIAs were begun, but in spring 2019, the work was put on pause. As a part of the Partial EDIA process, the following steps were taken:

- Interviews and focus groups were completed with program leaders and staff
- Program descriptions were completed
- Problems/inequities were identified

Next steps would have been to determine if a Full EDIA was needed, but at that time, there was a shift to focus on CDD priorities/the CDD proposal.

NOTE: The EDIA Process no longer includes conducting Partial EDIAs.

Mission: Minneapolis Community Education exists to engage youth and adults in community driven learning and enrichment opportunities.

Programs include:

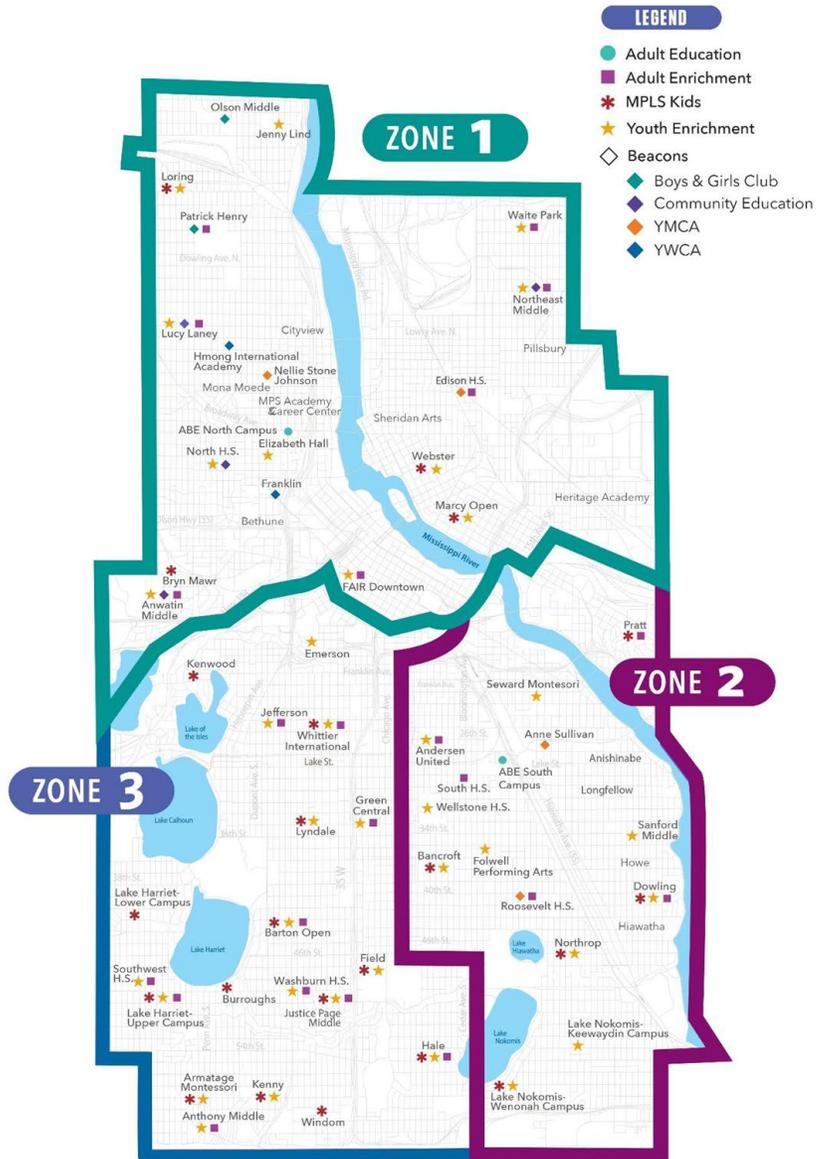
- Adult Education
- Youth Enrichment
- Adult Enrichment
- Minneapolis Kids
- Full Service Community Schools
- Community Use of Facilities

Funding sources:

- Community partners
- Federal, state, and local funds
- Grants
- Participation fees (collected at sites that can support a low-cost program model; scholarships and reduced rates are also available at any site)

Programming is located throughout the city of Minneapolis.

Minneapolis Community Education: Sites



In addition to MCE Youth Enrichment programs, there are **21st Century and Beacons Partnership to support afterschool programming in 18 MPS school sites.**

- 21st Century locations provide free high-quality academic and youth development opportunities at schools with higher student eligibility (free/reduced lunch).
- Minneapolis Beacons Network partners MPS with The YMCA of Metropolitan Minneapolis, The YWCA of Minneapolis, The Boys & Girls Clubs of the Twin Cities, and Minneapolis Schools Community Education to offer comprehensive free programming at more high priority sites.

MCE Inequities and Mitigation Plan



MCE program leaders and staff named the following program inequities and mitigation strategies to address them:

Youth Enrichment Inequities

- **Student Support Services:**
Inconsistent practices implementing behavior policy and use of using inclusion process, health services mostly unavailable during program time, limited department resources
- **Staffing:** High turnover of direct service staff makes consistency across the programs a challenge, staff don't always reflect the diversity of students, and day school support staff and teachers available/willing to teach after school is limited at some locations

Mitigation Plan

- Use site-based behavior tracking and provide professional development and train direct service staff to ensure more consistency in applying the behavior policy and around inclusion for students with special needs
- Pilot all-abilities classes and find partners to provide accommodations
- Continue to provide authorization forms for students needing medication and work with parent-nurse coordinator on medication schedule coordination
- Provide alternative snacks to accommodate needs
- Implement creative recruiting - tap community
- Provide onboarding and professional development to increase consistent and quality practices
- Hire external partners to cover temporary hiring needs
- Have hired multilingual staff
- Continue Leaders in Training (grow your high school staff) program designed to provide a high-quality stream of youth workers

MCE Inequities and Mitigation Plan



MCE program leaders and staff named the following program inequities and mitigation strategies to address them:

Youth Enrichment Inequities

- **Enrollment, Participation, and Attendance:**
Registration process may not work for all families and the fee structure varies across sites, program offerings are not available for all grade levels and have registration caps, no program on Fridays, and transportation challenges
- **Marketing:** Gaps in translation of forms, flyers and other documents, inconsistent representation of programs in citywide marketing

Mitigation Plan

- Utilize multiple registration methods and strategies (online, paper, phone, in person) and hold spaces for users with special needs.
- Communicate scholarship policy and access procedures.
- Make flexible/multi-grade level offerings.
- Review bus information for every participant and provide a bus pass for students on route
- Do Robocalls with broad updates (late bus, etc.)
- All policies are translated and available in multiple languages
- Targeted marketing with flyers, posters, radio, yard signs etc.

MCE Inequities and Mitigation Plan



MCE program leaders and staff named the following program inequities and mitigation strategies to address them:

Mpls Kids Inequities	Mitigation Plan
<ul style="list-style-type: none">● Affordability: Minneapolis Kids is a fee-based program which may not be accessible to all● Location: Minneapolis Kids is located in 22 buildings across the district, mostly in south Minneapolis● Transportation: District transportation is not available for families between home and the program● Behavior management of students: Lack of consistent use of positive behavior intervention strategies● Accessibility: Inability for all families to utilize services due to space and staffing limitations	<ul style="list-style-type: none">● Continue to share information about applying for Childcare Assistance Program (CCAP) and partner with non-profit scholarships to support families that are involved in the military or are waiting to get on county assistance● Utilize data to assess ongoing program enrollment and location demands● Continue to develop positive engagement plans, staff training, inclusion & behavior plans, Inclusion Specialist support● Continue partnerships with other departments, exploring a career pathway, recruitment task force

Minneapolis Community Education Inequities



MCE program leaders and staff named the following program inequities and mitigation strategies to address them:

Adult Education Inequities	Mitigation Plan
<ul style="list-style-type: none">● Pedagogy: Needs curriculum/instruction that can be more flexible to respond to student attendance● Resources: Limited resources or less timely support for students with disabilities on the north side.● Staffing and Skills: Staff don't always reflect the diversity of students, limited flexibility in scheduling due to teacher contract, low teacher pay, and lack of opportunities to build teaching skills	<ul style="list-style-type: none">● Offer distance learning option● Pay for practice exams to help students prepare for testing● Limit required information at registration● Create a more welcoming atmosphere● Send out postcards to advertise program● Provide targeted professional development for staff● Diversify class offerings - location, time, distance learning platform● Adapting curriculum to meet the needs of students● Look into partnering with Metro Transit TAP program

Minneapolis Community Education Mitigation Plan



MCE program leaders and staff named the following program inequities and mitigation strategies to address them:

Adult Programs/Enrichment Inequities	Mitigation Plan
<ul style="list-style-type: none">● Offerings: Size of programs differ across city, limited number of family programming, limited offering times (very few weekends due to lack of facility availability and suitability for offering, limited number of culturally relevant/specific offerings. Many of the more suitable buildings of Zone 1 are programmed by community partner organizations (YWCA, YMCA, Boys and Girls Club).● Resource: Limited resources available due to lack of department resources● Program fit: Traditional model or format may not be serving diverse populations	<ul style="list-style-type: none">● Actively/intentionally recruit diverse candidates when coordinator positions open and instructors from communities around site.● Provide a range of offering fees, including establishing more partnerships to provide free offerings, including with local businesses and community serving organizations to increase general and culturally specific offerings.● Direct coordinators' work to focus on targeted audiences, including hiring staff focused on outreach and culturally relevant offerings.● Build relationships with other departments and school staff to identify facility availability on the weekends● Create a feedback system to gather information (e.g., program offering ideas)● Explore connecting the school day with MCE programs (e.g., connecting youth to adult programs)

Community Education has continued to pursue the identified mitigation strategies while digging into the work to identify new ones. Below are some of the highlights:

- **Staffing:** Intentional focus on increasing diversity amongst all CE staff, especially at the leadership level.
 - At the time of this study CE only had 2 (13%) staff of color in leadership positions. Since then that number has increased to 7 (40%) at its top levels of leadership.
 - In order to provide opportunities to non-traditional applicants, the department has worked with HR to identify and breakdown barriers to employment. We believe that these steps will allow us to build a more representative staff, reflecting the families we serve.
- **Professional Development:** Over the past few years the department has invested resources in PD around Leadership Development, Trauma Informed Instruction, Mindfulness, and Equity. We plan to build on our PD opportunities, equipping staff with the tools they need to effectively engage our students.

- **Key Initiatives:**

- **Full Service Community Schools at Green, Cityview, and Bethune (via MPRB):** Provides comprehensive academic, social, and health services for students, students' family members, and community members that results in improved educational outcomes for children. Schools become centers of the community and are open to everyone - during and outside of school hours.
- **Equity and Engagement Teams:** Adult Education and Youth and Adult Enrichment have started equity and engagements teams to review internal and external inequities, and develop strategies to address them. MPLS Kids is in the process of establishing a Shared Leadership Team, that will allow for staff voice in the decision making process. This group will also be responsible for reviewing internal and external inequities.
- **Adult Diploma:** Provides a rigorous but more flexible option than the GED for adults without a secondary credential.

- **800 West Broadway:** One of the states only comprehensive CareerForce locations. Providing onsite Adult Education, workforce development, mental health ,and dental services to MPS families and the broader community. CE is a key contributor to the West Broadway Livability Coalition. Our role is to provide family friendly opportunities for community members along the West Broadway corridor.
- **Access:** While many of our programs are free or low cost, and are offered throughout the day we recognize that this is still an area of growth for the department. In order to mitigate some of the inequities around access we have taken the following steps.
 - **Youth and Adult Enrichment:** Piloted sliding fee scale for out of school time programs as well as adult enrichment.
 - **Adult Education:** Switched its practice of enforcing strict attendance policies, to focusing on effective student engagement.
 - **MPLS Kids:** A number of schools have reached out about hosting MPLS Kids in their building. We will continues to review locations, and explore options for accessing the child care assistance program (CCAP).

APPENDIX

Community Education: Sites (SY19)



Community Education: Sites (SY19)



- LEGEND**
- Adult Education
 - Adult Enrichment
 - * MPLS Kids
 - ★ Youth Enrichment
 - ◇ Beacons
 - ◆ Boys & Girls Club
 - ◆ Community Education
 - ◆ YMCA
 - ◆ YWCA

EDIA Overview

MPS Equity and Diversity Policy 1304

*The Board of Directors, Superintendent and staff commit to conducting an Equity and Diversity Impact Assessment on **all future policies** that have a significant impact on student learning and resource allocation. This commitment also includes conducting assessments on **policies that are periodically reviewed and updated** through the policy development process that have a **significant impact on student learning and resource allocation.***

Activating Threshold

<i>Significantly Impacts Student Learning</i>	<i>Significantly Impact Resource Allocation</i>
<ul style="list-style-type: none">● Impacts all students in the district● Impacts all students within an attendance zone● Impacts all students within a school● Impacts all students within a district-wide grade band● Impacts 5,000 or more students● Impacts 30% of students from a protected class* <p><small>*Protected class defined in the MPS Policy 1304 include: 1. race 2. culture 3. color 4. creed or religion 5. national origin 6. gender 7. mental and physical ability 8. age 9. marital status 10. family structure 11. citizenship status 12. sexual orientation or affectional preference 13. gender identity or expression 14. economic status 15. veteran's status 16. any other protected class in conformance with federal, state and local laws.</small></p>	<ul style="list-style-type: none">● Equal to/greater than 30% of your (e.g., a school, department, or division) budget● Equal to/greater than 30% of the MPS District budget

Full Equity and Diversity Impact Assessment

The Full EDIA process **involves three phases**: 1) Conducting a **study** to identify and examine inequities in policies and its practices; 2) Developing and **implementing an Action Plan** that addresses the findings from the EDIA Study; and 3) **Monitoring Progress** by tracking progress on the action plan implementation. Additionally, **MPS partners with the EDIA Committee**, an advisory and consulting group who provides equity considerations.

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The Equity Considerations for Budgeting process is designed to walk schools and departments through recommended steps for an **equity-driven budget planning process** that includes meaningful engagement of diverse perspectives as well as other equity considerations. Any proposed change that significantly impacts student resource allocation would also need to go through this process.

Equity Considerations for Policies

The Equity Considerations for Policies Process **supports the MPS policy review efforts established by the Board Policy Committee**. When policies are periodically reviewed and updated or when new policies are proposed that significantly impact student learning, departments and policy owners are tasks to record in an Equity Considerations for Policies document how they have used an **equity-driven lens to develop the policy revision or proposal**.

Equity Considerations for Practices

The Equity Considerations for Practices process is designed for departments to record how they have used an **equity-driven process to propose changes to practices** that significantly impact student learning. Examples of changes to a practice include but are not limited to curriculum changes for pre-K through 12th grade students, changes to grading practices, and changes to required student assessments.

Full Equity and Diversity Impact Assessment

Start process in June, prior to the upcoming school year

Here's what the process entails:

**Board of Education
Requests a Full EDIA**

Year 1: June

Phase I: EDIA Study

Identify and examine
inequities in policies and
practices

*Year 1: July-June
(Year-Long Process)*

Phase II: Action Plan & Implementation

Efforts to Address EDIA
Findings

*Year 2: July-November
(5 month Process)*

Phase III: Progress Monitoring

Track Progress on Action Plan
Implementation

*Years 3-5: Nov-Dec
(Three-Year Process)*



Board of Education | Request for a Full Equity and Diversity Impact Assessment

The purpose of this document is for the Board of Education to complete a request for the REAA Department to conduct a Full EDIA. The information in this document may also be used to share consistent, transparent language with the public about why a Full EDIA is being conducted.

If you have any questions, feel free to reach out to the EDIA Team. *Please submit this document to any member of the EDIA Team:*

- Eric Moore, Senior Accountability, Research, and Equity Officer, eric.moore@mpls.k12.mn.us
- Sarah Hunter, Executive Director of Research, Evaluation, Assessment, & Accountability, sarah.hunter@mpls.k12.mn.us
- Leona Thao, Evaluation Specialist, leona.thao@mpls.k12.mn.us
- James Gleckner, Evaluation Specialist, james.gleckner@mpls.k12.mn.us

Date of Request

Proposal: Which policy(ies) do you propose the REAA Department conduct a Full EDIA on?

Activating Threshold: Does the policy(ies) meet one of the activating thresholds listed above? If so, which one(s)?

Name the Problem/Inequity: Describe what the data (which could include conversations with stakeholders) tell you about possible existing student inequities related to the policy(ies) and/or practice(s). Identify which specific student groups may be negatively impacted by the current policy(ies) and/or practice(s).

Additional Information: Share any additional information that would be helpful for ARE to understand the purpose, intention, and scope of the project.

The Full EDIA Request Form provides ARE with helpful information to understand the scope of the project before the process begins.

- Name of policy(ies) to examine
- Identify the activating threshold(s) that are met
- Describe the problem(s)/inequity(ies)
- Share additional information for better understanding of the Board's request

Equity Considerations for Budgeting

Complete during Budget-Tie-Out

Here's what the process entails:

Complete the Equity Considerations Document

The School Leader or Department Leader completes and submits the Equity Considerations for Budgeting Document to the EDIA Team

Review Document

The Research, Evaluation, Assessment, and Accountability (REAA) staff reviews and provides feedback on the Equity Considerations for Budgeting Document

Revise Document

The School Leader or Department Leader makes revisions to the Equity Considerations for Budgeting Document

Final Review

The REAA staff ensures the document is completed

The Equity Considerations for Budgeting document will ask schools and departments to describe how their budget aligns to their values or core functions, to identify any trade-offs and anticipated impacts, what meaningful engagement was carried out, and what mitigation plan is in place to address potential negative impacts.

Equity Considerations for Policies

Complete as needed, during the year

Here's what the process entails:

Complete the Equity Considerations Document

The Department Leader or Senior Officer completes and submits the Equity Considerations for Policies Document to the EDIA Team

Review Document

The EDIA Team reviews and provides feedback on the Equity Considerations for Policies Document

Revise Document

The Department Leader/Senior Officer makes revisions to the Equity Considerations for Policies Document

Review Final Proposal

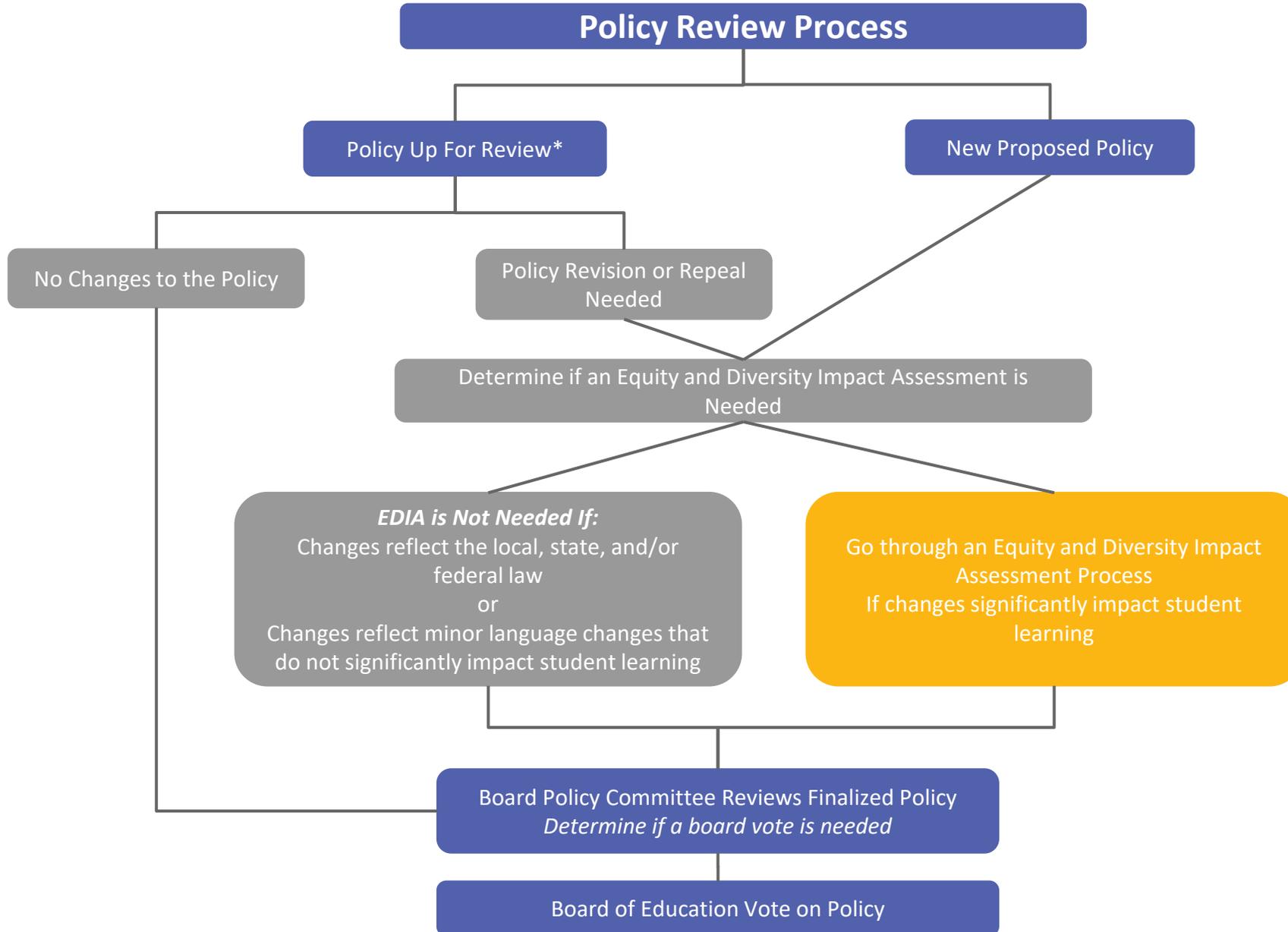
The Board Policy Committee reviews the policy proposal and determines if a Board of Education vote is needed

Board of Education Vote

If required, the Board of Education votes on the proposed policy change

The Equity Considerations for Policies document will ask department leaders/senior officers to describe their proposal, any anticipated impacts, what meaningful engagement was carried out, what current problem or inequity is being addressed, and what mitigation plan is in place to address potential negative impacts.

Board Policy Review Process



*A policy up for review includes policies that are periodically reviewed and updated.

Equity Considerations for Practices

Complete as needed, during the year

Here's what the process entails:

Complete the Equity Considerations Document

The Department Leader or Senior Officer completes and submits the Equity Considerations for Practices Document to the EDIA Team

Review Document

The EDIA Team reviews and provides feedback on the Equity Considerations for Practices Document

Revise Document

The Department Leader/Senior Officer makes revisions to the Equity Considerations for Practices Document

Final Review

The EDIA Team review and determine whether or not to approve a practice

The Equity Considerations for Practices document will ask department leaders/senior officers to describe their proposal, any anticipated impacts, what meaningful engagement was carried out, what current problem or inequity is being addressed, and what mitigation plan is in place to address potential negative impacts.

SECTION 1:**AMENDMENT** “Policy 5600: Releasing Children From School” of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

A M E N D M E N T

Policy 5600: Releasing Children From School

~~No child should be released from school to any person other than the parent or legal guardian unless the school has reasonable evidence that the parent or legal guardian has given permission for such release. In the event that the parents are separated, the school should release the child only on the directions of the parent who has custody.~~

1. PURPOSE

The safety of students is of paramount interest to Minneapolis Public Schools. When students must be released during the defined school day, parents must be assured that district staff will take such measures as are necessary to assure the safety of their students while accommodating family needs. The purpose of this policy is to establish what efforts will be required to release students safely at parent requests.

2. GENERAL STATEMENT OF POLICY

- a. A student may be released from school to a parent or guardian upon proper identification of the parent or guardian.
- b. A student may be released from school to an adult person authorized by the parent or guardian to receive the student who presents appropriate identification.
- c. District staff shall honor all custodial orders of a court of competent jurisdiction. District staff shall have no responsibility to establish whether or not any court order received is the current order of the court. It is the responsibility of the parents of the student to provide a copy of the court order to their students' schools. Students shall be released based on the court orders provided to the school.

Original Adoption:

04/25/1967

Revision Dates:

2/29/72, 8/28/73, 6/12/84

SECTION 1: **REPEAL** “Policy 3250: Materials Fees” of the Minneapolis Public Schools Policies & Regulations is hereby *repealed* as follows:

REPEAL

~~Policy 3250: Materials Fees (Repealed)~~

~~The Board of Education shall provide learning materials and make budgetary provision for basic instructional supplies for each pupil. The pupil will provide his own expendable and personal supplies.~~

~~**Original Adoption:**~~

~~04/25/1967~~

~~**Revision Dates:**~~

~~10/09/1973~~

~~**Legal References:**~~

- ~~● M.S. 123.35 Subd. 2m Subd. 10 (Independent School District)~~
- ~~● M.S. 128.04~~

SECTION 2: **AMENDMENT** “Policy 6450: Pupil Fees” of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

AMENDMENT

Policy 6450: ~~Pupil~~Student Fees

~~No student should be denied a required educational experience because of the student’s economic inability to pay fees or furnish educational books, or supplies necessary for graduation. In brief, no student should be required to pay a fee for a required (i.e. where it affects the student’s grade) program, project, or activity that occurs, for the most part, during the regular school day, in the regular school year (summer school and interim week are not part of the regular school year if courses are taken on a voluntary basis).~~

~~It is recognized that Special School District No. 1 has the right to accept voluntary contributions, to make certain charges and to establish fees in areas considered extra-curricular, non-curricular or supplementary to the regular school program. Further, each school should attempt to provide equal educational opportunities and services for students who are unable to pay fees.~~

1. PURPOSE

Minneapolis Public Schools is dedicated to providing a free, public education to all enrolled students. The purpose of this policy is to establish when and if fees may be charged to students of Minneapolis Public Schools.

2. GENERAL STATEMENT OF POLICY

- a. No student should be denied a required educational experience because of the student's economic inability to pay fees or furnish educational books, or supplies necessary for graduation. In brief, no student should be required to pay a fee for a required (i.e. where it affects the student's grade) program, project, or activity that occurs, for the most part, during the regular school day, within the regular school year, as defined by the School Board adopted calendar.
- b. Summer school and school break academies are included for this purpose in the definition of the regular school year.
- c. The District has the right to accept voluntary contributions, to make certain charges and to establish fees in areas considered extracurricular, non-curricular or supplementary to the regular school program. Further, each school should attempt to provide equal educational opportunities and services for students who are unable to pay fees.
- d. The District shall provide learning materials and make budgetary provision for basic instructional supplies for each student. Students may be required to furnish personal consumable items.
- e. The Superintendent is authorized to implement regulations or administrative rules for the implementation of this policy.

Original Adoption:

12/16/75

Revision Dates:

8/13/85

Legal References:

- M.S. 120.71 to 120.76, The Minnesota Public School Fee Law
- Minnesota Rules 3500.1050