Policy Committee

Tuesday, November 23, 2021 4:30 PM
Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

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

2) **Adoption of Agenda**

3) **Acceptance of Minutes**

4) **Reports and Discussion**

4)a. Regular Policy Reviews

4)a.1. Review Policy 5210 (Student Personal Electronic Devices)

4)a.2. Review Policy 6415 (Internet And Educational Network Use)

4)a.3. Review Policy 6680 (Safety, Security And Emergency Management)

4)b. EDIA Progress Update Report

5) **Adjournment**

OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION

POLICY COMMITTEE MEETING
SEPTEMBER 28, 2021

CALL TO ORDER

Chair Josh Pauly called the meeting to order at 4:00 p.m., a quorum being present.

ROLL CALL

Present: Directors Jenny Arneson, Adriana Cerrillo, Kim Ellison, Josh Pauly (4)
Absent: Directors Siad Ali (1)

APPROVAL OF AGENDA

Arneson moved to approve the agenda.

On a voice vote, the motion was adopted unanimously.

APPROVAL OF MINUTES

Arneson moved to approve the minutes from the August 24, 2021 meeting.

On a voice vote, the motion was adopted unanimously.

REPORTS AND DISCUSSION

Regular Policy Reviews

Staff provided a review of Policy 4002 (Harassment And Violence Prohibition Protected Classes) and Policy 5050 (Title IX Non-Discrimination).

Review School Name Change Policies and Regulations

Staff provided an overview of policies and regulations related to the changing of school names including Policy 7960: Naming Schools And District Property, Regulation 7960A: Naming Principles And Procedures, Regulation 7960C: Changing Names, and Form 7960C1: Submit Name Change Request.

NEW BUSINESS

Revision of Policies 4200 (Personnel Data) and 5690 (Student Data)

Arneson moved to forward the proposed revision of Revision of Policies 4200 (Personnel Data) and 5690 (Student Data) to the full board with the committee's recommendation to adopt in one meeting.

On a voice vote, the motion was adopted unanimously.

DRAFT

ADJOURNMENT

Arneson moved to adjourn.

On a voice vote, the motion was adopted unanimously.

The meeting was adjourned at 5:12 p.m.

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

Meeting materials: https://meetings.boardbook.org/Public/Agenda/1807?meeting=497701

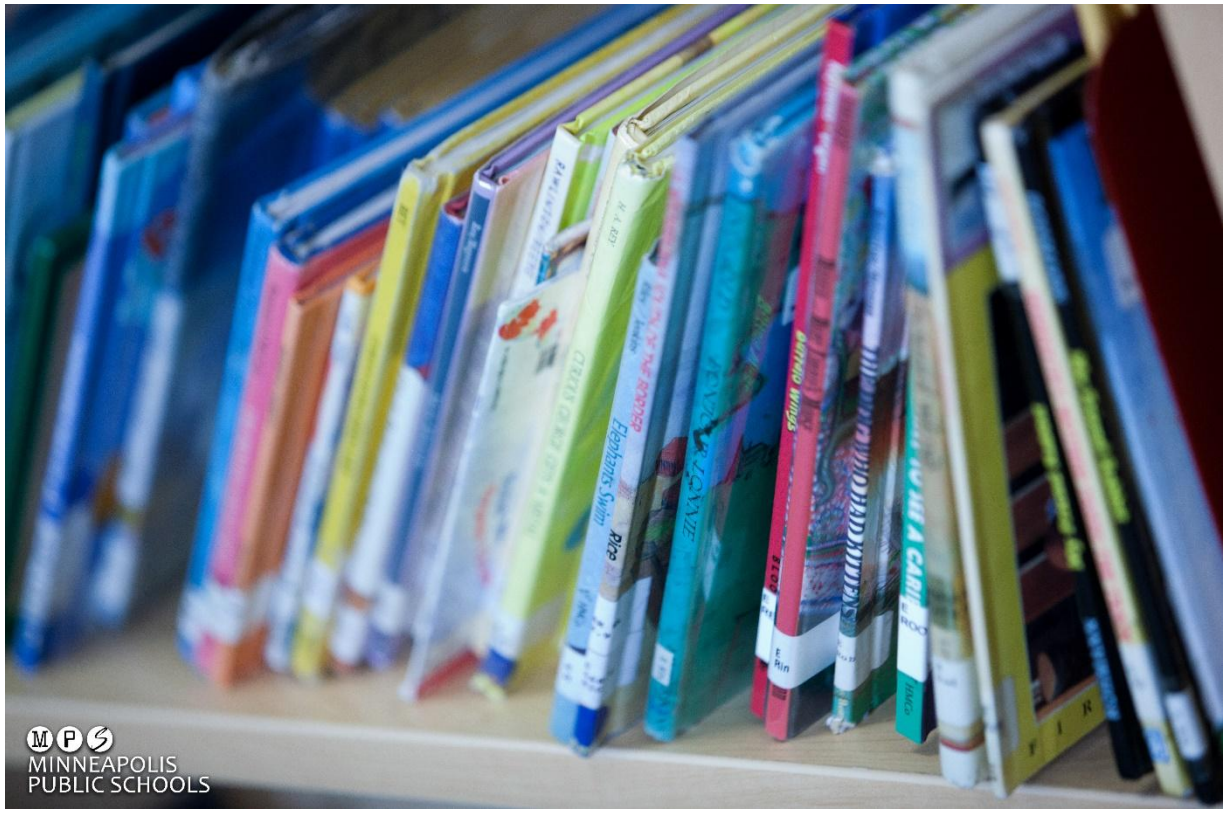
DRAFT

Required Regular Policy Review Schedule

Item Type	Number	Title (hyperlink to item)	Review Frequency	Committee Meeting Review Month	Last Review Date	Next Review Year	Primary Responsible Division
Policy	3500	Records Retention	Every 5 years	June	6/1/2021	2026	Board Office
Policy	3548	Bus Safety	3 year cycle	February			Operations
Policy	3700	Fund Balance	"No more than annual"	May			Finance
Policy	4002	Harassment And Violence Prohibition Protected Classes	Annual	September	9/28/2021		General Counsel
Policy	4016	Family Medical Leave Act	Annual	May			Finance
Policy	5200	Behavior Standards And Code Of Conduct	Annual	TBD, revision pending			Accountability, Research, Equity
Policy	5201	Bullying And Hazing Prohibition	Annual	April			Accountability, Research, Equity
Policy	5210	Student Personal Electronic Devices	Annual	October			Information Technology Services
Policy	5635	Reporting Maltreatment Of Minors And Vulnerable Adults	Annual	March			Special Education and Specialized Services
Policy	5050	Title IX Non-Discrimination	Annual	September	9/28/2021		General Counsel
Policy	6200	Curriculum And Instruction	Periodic	TBD			Academics
Policy	6415	Internet And Educational Network Use	Annual	October	10/27/2020		Information Technology Services
Policy	6680	Safety, Security And Emergency Management	Annual	November			Operations
Policy	6690	Wellness Policy	No less than every 3 years	February			Operations
Policy	8505	Director Travel	Annual	January	2/23/2021		Board Office

Equity and Diversity Impact Assessment (EDIA)

Progress Monitoring Update



November 23, 2021

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

EDIA Processes

Full Equity and Diversity Impact Assessment	The Full EDIA process is designed to walk senior and department leaders through three phases (a study, action plan and implementation, and progress monitoring). Additionally, MPS partners with the EDIA Committee, who provides equity considerations.
Equity Considerations for Budgeting	The Equity Considerations for Budgeting process is designed to walk school and department leaders through steps for an equity-driven budget planning process. All schools and departments are required to complete an Equity Considerations for Budgeting document during budget-tie-out.
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 recommended, policy owners complete an Equity Considerations for Policies document to describe 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 to walk senior and department leaders through an equity-driven process for proposing a practice change. 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 EDIA Phase III: Progress Monitoring

Board of Education Requests a Full EDIA

Phase I: EDIA Study
Identify and examine inequities in policies and practices

Phase II: Action Plan & Implementation
Efforts to Address EDIA Findings

Phase III: Progress Monitoring
Track Progress on Action Plan Over Three Years

Full EDIA Phase III: Progress

Short-Term Action

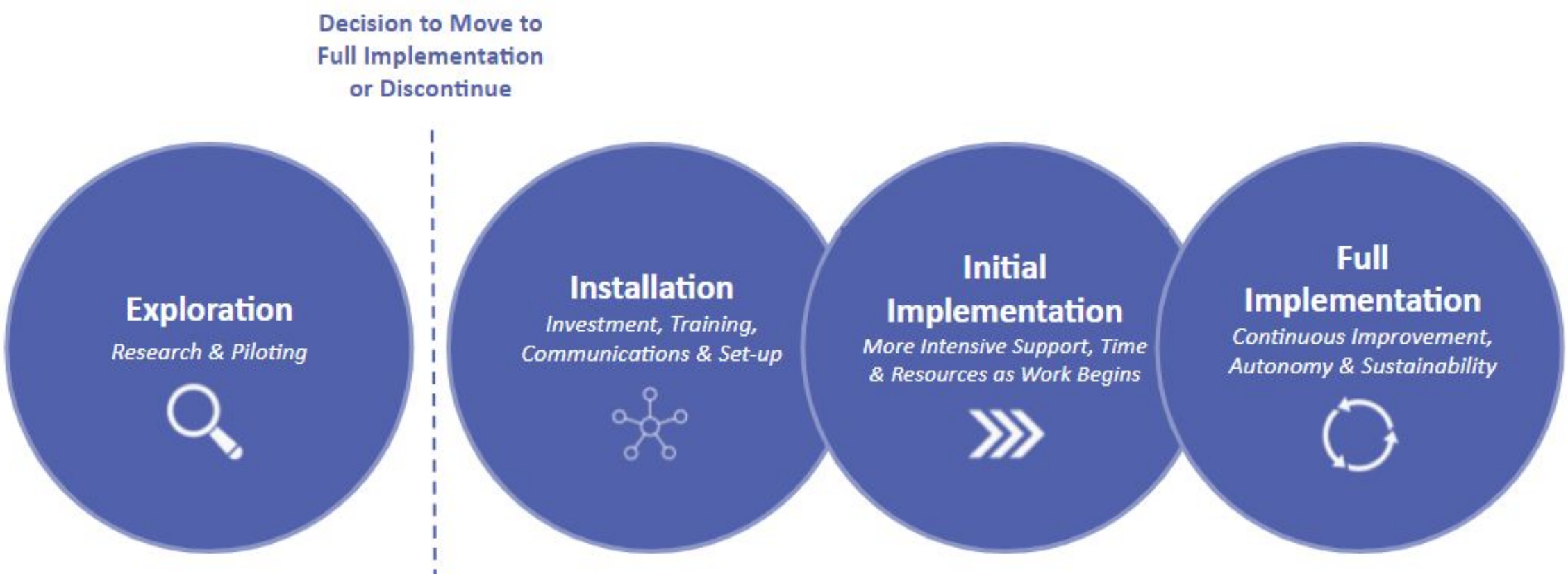
Generally, complete within a shorter window of time and could be seen more as a task that needs to completed.

Long-Term Action

A project, program, or practice that is meant to exist for a long period of time or might require time to implement.

Full EDIA Phase III: Progress

Implementation Science Framework for Long-Term Actions/Goals



Leaders will need to identify a decision date for the action in the Exploration Stage. By the date, the Leader will decide whether or not to move forward.

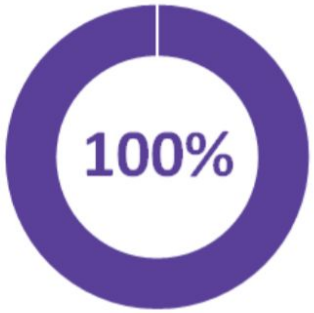
EDIA Progress Monitoring High-Level Overview

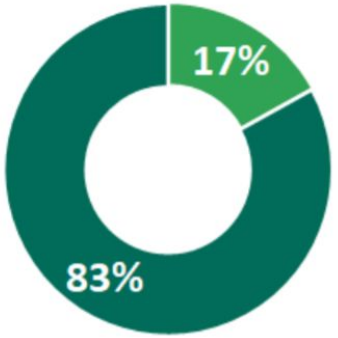
Full EDIA progress monitoring projects during 2020-21 school year	Progress Monitoring Year
Athletics EDIA	3
Human Resources EDIA	2
Student Placement EDIA	1

The following slides provide a high-level overview of each project's short-term and long-term actions. Refer to the Appendix for more details.

Acknowledgement: Many programs, services, initiatives, and activities across the district were impacted by the COVID-19 pandemic. The district priorities may have shifted in 2020-21 due to the pandemic, which may have impacted department and policy owners' ability to lead the implementation of their action plans with fidelity.

Athletics EDIA

1 Short-Term Actions	
Key	**2020-21 End-of-Year Status**
Completed Action	

12 Long-Term Actions	
Key	**2020-21 End-of-Year Status**
Exploration Installation Initial Implementation Full Implementation	

Athletics EDIA

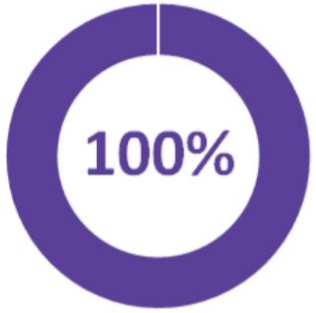
Implementation Successes:

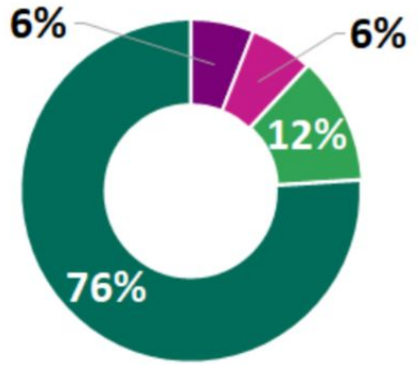
- Capability to live stream athletic programming at all seven high schools.
- Implementation of an Equity Funding Model to assist with reducing the current equity gap in athletics across the district.
- Overseeing the integration of Middle School sports back into the District Athletic Department.
- Piloting Online Ticketing program to reduce the amount of cash handled by schools and added convenience for fans securing tickets.

Implementation Challenges:

- Use of Rycor, an online registration software to register students interested in participating in MPS athletic programming, including: user-friendliness and navigating software capabilities such as processing fees, printing reports, uploading documents, to name a few.
- Feedback to Athletics Department helped improve communications with stakeholders and provide support to Athletic Directors as they continue to learn and navigate the use of Rycor. Athletics Department has begun conversation with a new vendor (rSchool Today) who provides a more user friendly service.

Human Resources EDIA

3 Short-Term Actions	
Key	**2020-21 End-of-Year Status**
Completed Action	

17 Long-Term Actions	
Key	**2020-21 End-of-Year Status**
Exploration Installation Initial Implementation Full Implementation	

Human Resources EDIA

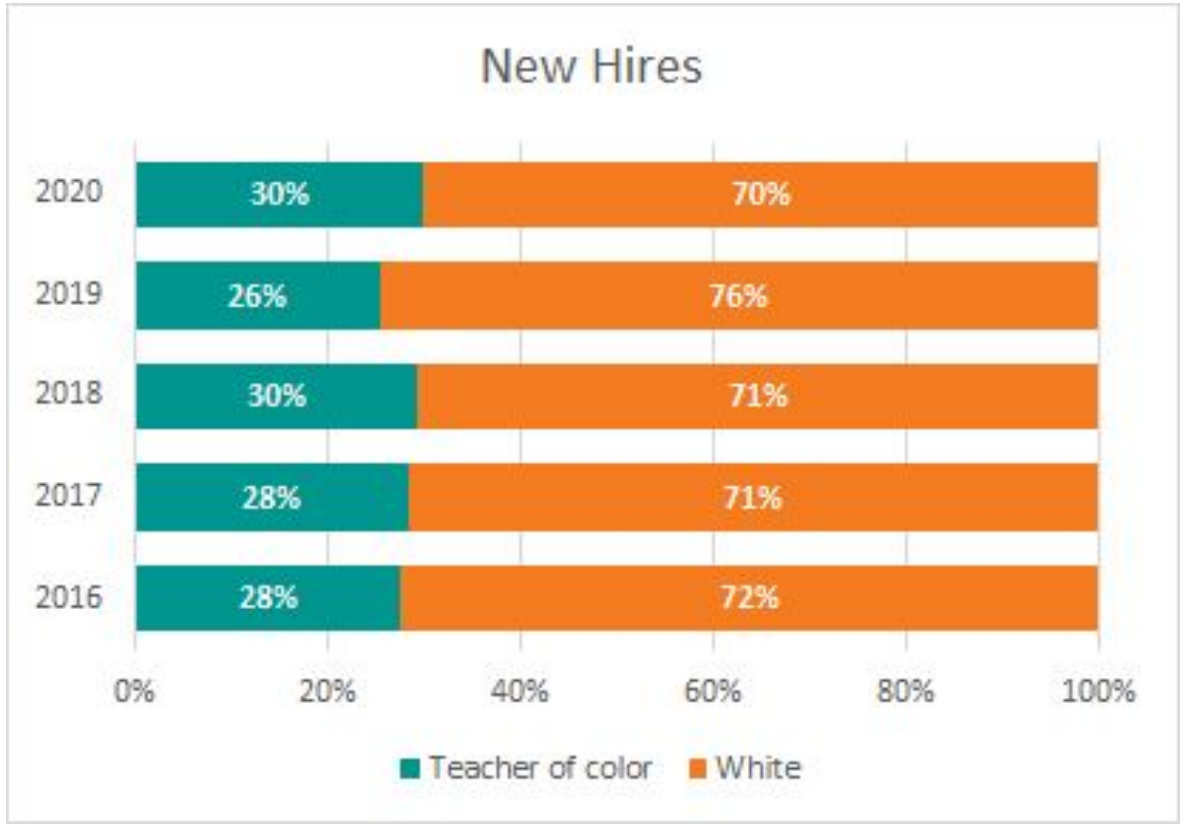
Implementation Successes:

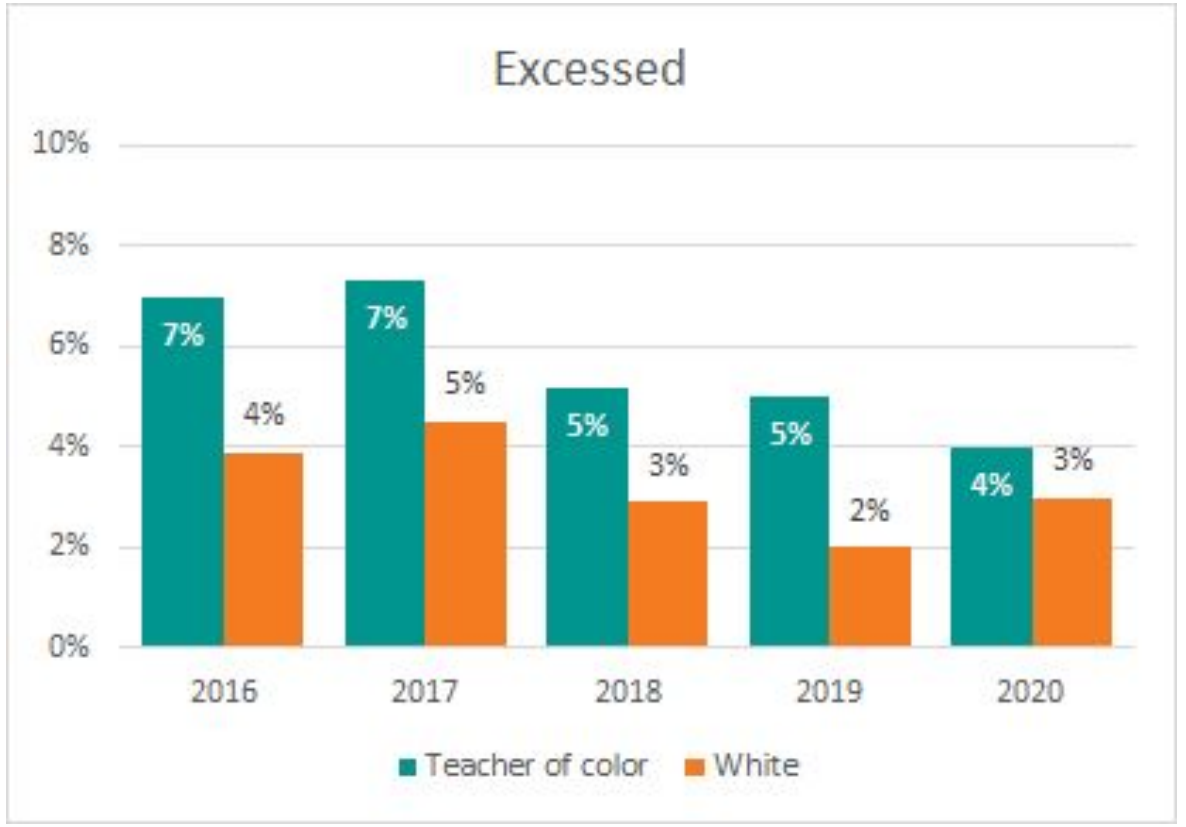
- HR EDIA overlaps with the work of the MPS World's Best Workforce Committee, another critical group of stakeholders to help inform, support, and provide critical feedback to the HR EDIA action and implementation plans.
- Eight affinity groups (some district-wide and some school-specific) were active in the 2020-21 school year and received funding from MPS

Implementation Challenges:

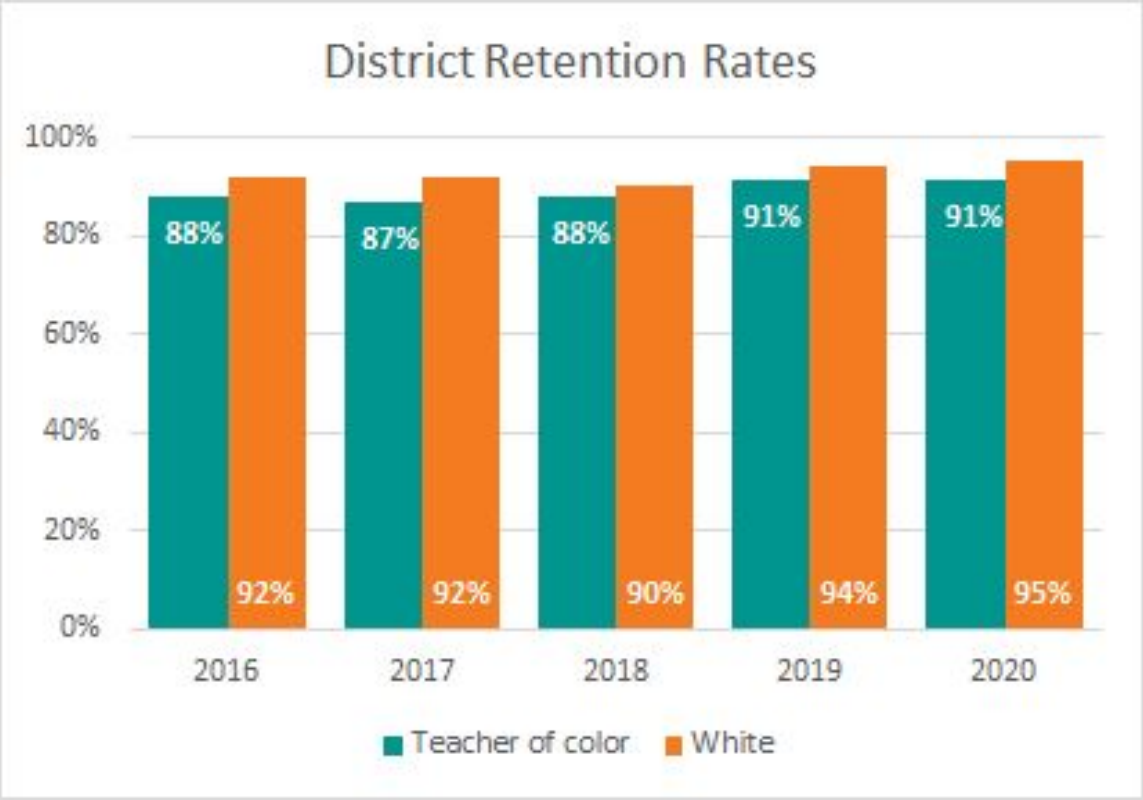
- COVID-19 added complications and the inherent grassroots structure of affinity groups and distrust of the district have limited the scale of the groups. Continual feedback is being collected to adjust and remove funding barriers (e.g., where you can order from and how much money can be spent for each meal) and create other supports for affinity group spaces.

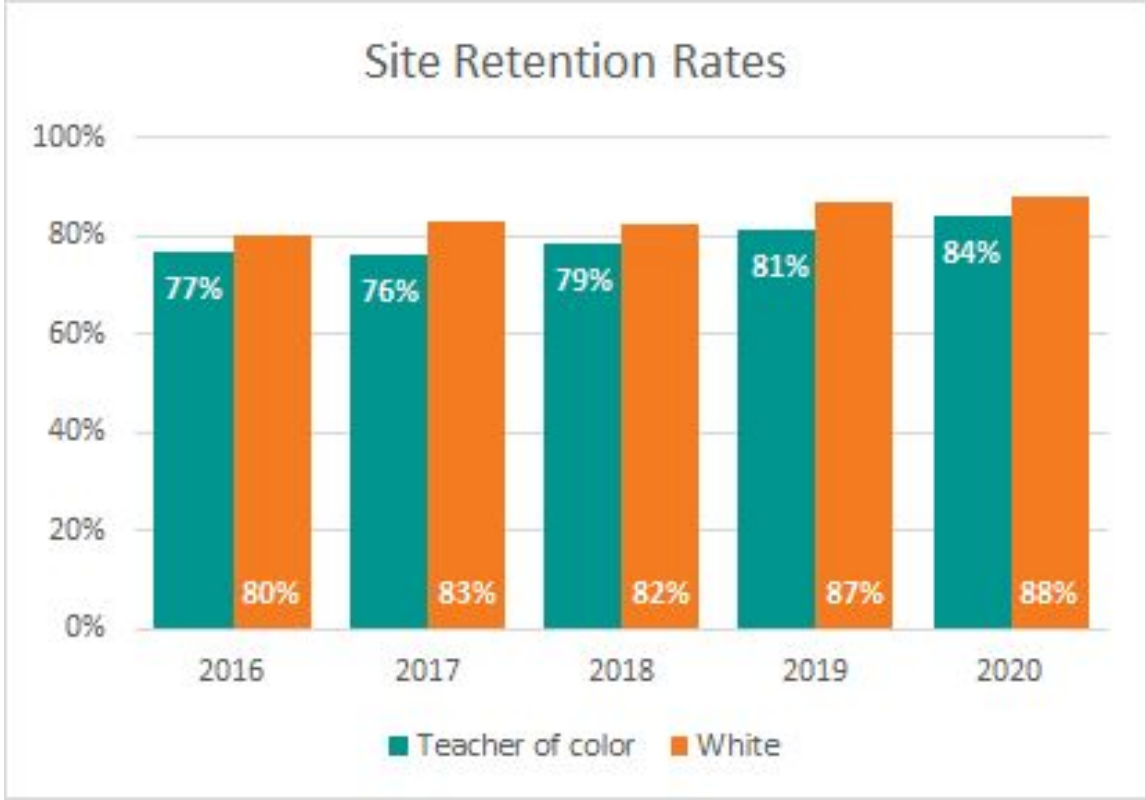
Human Resources Data



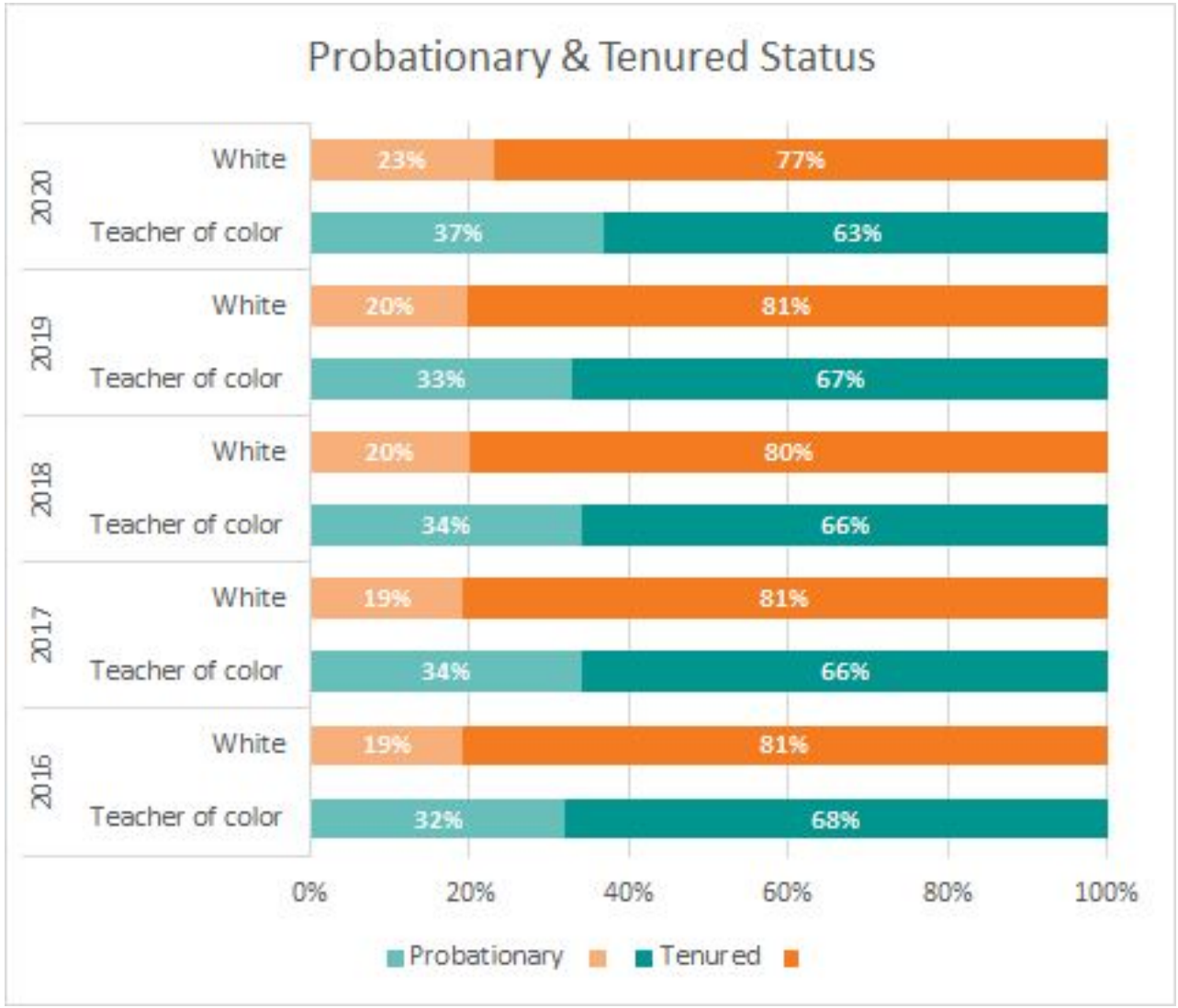


Human Resources Data

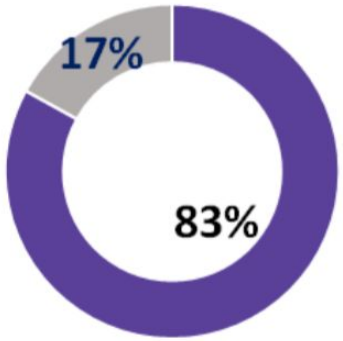


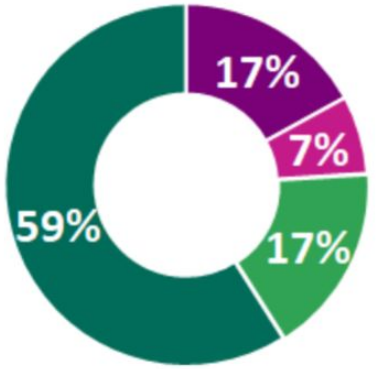


Human Resources Data



Student Placement EDIA

23 Short-Term Actions	
Key	**2020-21 End-of-Year Status**
Completed Action	

29 Long-Term Actions	
Key	**2020-21 End-of-Year Status**
Exploration Installation Initial Implementation Full Implementation	

Student Placement EDIA

Implementation Successes:

- Eight out of nine Student Placement staff are bilingual - can support outreach activities/events and families in English, Hmong, Somali, and Spanish
- During COVID, Student Placement team has been 100% available via phone, email, and through the MPS school request portal - will continue to utilize technology to make processes more accessible to families.
- Student Placement will incorporate a customer service survey which will be part of a regular part of every intake packet families complete
- Created portfolio teams aligned with the Associate Superintendents' schools portfolios
- New and improved School Request website

Appendix

Athletics EDIA

EDIA Finding	Short-Term Action	Status
Most MPS student athletes are impacted by limited resources, but students who play at host schools experience more hardship.	Keep current cooperative sponsorship model for 2018-19 school year; possible adjustment will be based on district comprehensive review.	*Complete*

EDIA Finding	Long-Term Action	Stage of Implementation
There are large discrepancies in school-generated funds for athletics.	Standardize gate fees and game protocols for consistency across the district.	*Full Implementation*
	Bi-weekly coaches payment process	*Full Implementation*
Most families are open to fee increases.	Standardize participation fee for consistency across the District.	*Full Implementation*
	Online registration at all high school sites.	*Full Implementation*
Current data practices are inconsistent across the District.	All high schools will use common software (e.g. rSchool or RFP final choice) for data collection.	*Initial Implementation*

Athletics EDIA

EDIA Finding	Long-Term Action	Stage of Implementation
A new data system for Athletics must comprehensively meet the needs of Athletic Directors and their staff.	All high schools will use common software (e.g. rSchool or RFP final choice) for data collection.	*Initial Implementation*
Most stakeholders know about participation fees and participation fee waivers, though students and families who do not play MPS sports are less familiar with this information.	Leverage Memorandum of Understanding (MOU) with Park Board.	*Full Implementation*
	Meet with Parks and Rec three times a year.	*Full Implementation*
	Improve communication on differences between Minnesota State High School League sponsored athletics and club/recreational activities.	*Full Implementation*
Students, parents, and school staff have different perceptions about why some students do not play MPS sports.	Leverage Memorandum of Understanding (MOU) with Park Board.	*Full Implementation*
	Meet with Parks and Rec three times a year.	*Full Implementation*
	Improve communication on differences between Minnesota State High School League sponsored athletics and club/recreational activities.	*Full Implementation*

Human Resources EDIA

EDIA Finding	Short-Term Action	Status
MPS has access to a limited pool of teacher candidates of color.	Hire new Recruitment Coordinator to engage with the broad MPS community, gather feedback from community stakeholders to improve recruitment and retention efforts, and develop strategies to increase recruitment and hiring of staff of color.	*Complete*
Teachers of color endure a challenging work environment.	Hire additional Equity Coaches to support a positive and inclusive climate.	*Complete*
	Hire a Staff Ombudsperson (Office of the Senior Executive) to support employees, especially teachers of color	*Complete*

EDIA Finding	Long-Term Action	Stage of Implementation
MPS has access to a limited pool of teacher candidates of color.	Increase recruitment budget to expand recruitment efforts (i.e. community-focused and out-of-state recruitment).	*Full Implementation*
	Expand pipelines and career trajectories for critical and hard-to-staff positions across the District, including Special Education Residency program.	*Full Implementation*
	Reframe our annual Higher Ed event to amplify and showcase teachers of color	*Full Implementation*
	Expand and deepen recruitment networks.	*Full Implementation*
	Investigate how new licensure rules through Professional Educator Licensing and Standard Board (PELSB) create flexibility and opportunity to hire more teachers of color.	*Installation*

Human Resources EDIA

EDIA Finding	Long-Term Action	Stage of Implementation
Teacher candidates of color face an uphill battle in hiring due to District and contractual policies and practices.	Anti-bias training for hiring managers.	*Full Implementation*
	Emphasize disparities as a focus in teacher contract negotiations.	*Full Implementation*
	Establish and support affinity groups for teachers of color.	*Initial Implementation*
	Leverage SY20 district calendar to identify new opportunities for equity-focused professional development (PD) at the start of the school year.	*Full Implementation*
Teachers of color endure a challenging work environment.	Partner with Indian Education, Office of Black Student Achievement (OBSA), Social Workers, and other groups/departments who are also leading equity PD.	*Full Implementation*
	Increase mentorship support for new teachers of color.	*Full Implementation*
	Articulate how teacher and principal performance demonstrate equitable practices	*Exploration*
	Enhance centralized orientation to improve employee experience onboarding.	*Full Implementation*
	Increase exit survey participation to better understand why we are losing talented staff.	*Full Implementation*
The compounding effort of these negative experiences makes MPS an unwelcoming place to work.	Provide recruitment & retention training for all school leaders (principals and assistant principals) to improve recruitment and retention efforts.	*Initial Implementation*
	Offer in-person reflection sessions to any staff of color leaving the district.	*Full Implementation*
	Increase exit survey participation to better understand why we are losing talented staff.	*Full Implementation*

Student Placement EDIA

EDIA Finding	Short-Term Action	Status
Outdated MPS Policies	Review and update Student Placement Services' (SPS) mission statement to include equity.	*Complete*
	Review and revise the Address Verification process.	*Complete*
	Add language to ask parents to let us know if providing address verification documents is a barrier.	*Complete*
	Look at reducing the required number of documents from three to two.	*Complete*
	Look at eliminating the requirement to have documents notarized.	*Complete*
	Extend the deadline to allow requests to be included in the lottery.	*Complete*
Ineffective Integration Strategy	Review and update Student Placement Services' (SPS) mission statement to include equity.	*Complete*
	Review and revise the Address Verification process.	*Complete*
	Add language to ask parents to let us know if providing address verification documents is a barrier.	*Complete*
	Look at reducing the required number of documents from three to two.	*Complete*
	Look at eliminating the requirement to have documents notarized.	*Complete*
	Extend the deadline to allow requests to be included in the lottery.	*Complete*

Student Placement EDIA

EDIA Finding	Short-Term Action	Status
Inaccurate Enrollment Projection and Disruptive Staffing Systems	Look into the possibility of hiring a staff person in the Student Placement department with expertise in this area to work with ARE, Student Accounting and Finance Departments.	*Incomplete*
Unclear Student Placement Processes and Practices	Rearrange work space to allow for face-to-face and sit-down customer interactions with staff	*Incomplete*
	Move registration paperwork online so parents can complete most forms at their convenience	*Complete*
Unclear Student Placement Processes and Practices	Purchase scheduling software to allow parents to schedule an appointment with a specific staff person at a convenient location	*Incomplete*
	Install computers at placement locations to allow families to submit school requests online. Staff support available, if needed.	*Incomplete*
	Create online training via The Source	*Complete*
Lack of Role Clarity	Update SPS website to add more information explaining process, including regular updates on “where we are” in the request process	*Complete*
Disproportionate School Requests	Add a second lottery to afford more families the opportunity to participate.	*Complete*
	The second lottery will hold a percentage of seats that will remain unfilled in the first lottery, so that late requests can have a better chance.	*Complete*
Lack of Equal Access to Schools	Add a second lottery to afford more families the opportunity to participate.	*Complete*
	The second lottery will hold a percentage of seats that will remain unfilled in the first lottery, so that late requests can have a better chance.	*Complete*

Student Placement EDIA

EDIA Finding	Long-Term Action	Stage of Implementation
Unequal Enrollment	Create a cross-functional committee to examine policies and protocols that may have led to inequities in the enrollment process, including: ● Lottery (timeline, etc.) ● Sibling Preference ● Increasing participation in the lottery	*Exploration*
Unclear Student Placement Processes and Practices	Improve Customer Service while continuing current outreach (i.e. visit with prospective families at many locations such as Head Start and other childcare and preschool locations, culturally specific centers and faith-based locations)	*Full Implementation*
	Provide ongoing PD to Student Placement Services staff	*Initial Implementation*
	Create a customer service survey to be sure families are receiving excellent service and follow up when they report concerns or have a negative experience	*Initial Implementation*
	Increase information available via SPS website and written materials	*Full Implementation*
	Continue to seek new community connections and locations to do outreach	*Installation*
	Increase methods for families to complete the placement step over the phone, via email, or with a school office staff acting as a liaison with SPS instead of needing to visit a placement location	*Full Implementation*

Student Placement EDIA

EDIA Finding	Long-Term Action	Stage of Implementation
Unclear Student Placement Processes and Practices	Explore a school request app to make it easier for families to submit their request	*Full Implementation*
	Train school site staff to connect parents with a Placement staff person who can assist by phone, text or email or video conference instead of referring them to visit a placement location	*Full Implementation*
	Provide in-depth and more frequent site-based placement process training for school staff	*Full Implementation*
	Partner with Accountability, Research, and Equity Division (ARE) to identify ways to measure placement climate. Currently, working with ARE to create a customer service survey.	*Exploration*
	Partner with schools and identify staff who can support site-based placement processes.	*Full Implementation*
	Partner with IT to explore ways to improve customer service and outcomes using technology: ● Online customer service survey ● School request app ● Scheduling software ● Public computers at placement locations ● Video conferencing between parents at schools and placement staff	*Initial Implementation*

Student Placement EDIA

EDIA Finding	Long-Term Action	Stage of Implementation
Lack of Role Clarity	Increase transparency of SPS processes	*Full Implementation*
	Add multiple avenues of information-sharing with colleagues, customers and other stakeholders on top of current efforts	*Full Implementation*
	SPS staff support/ visit portfolio schools bi-annually	*Initial Implementation*
	Provide staff with training on placement process and on use of placement dashboard on The Source	*Full Implementation*
	Provide staff with Quarterly Newsletter	*Installation*
	SPS team members will begin regularly attending/participating in the district's Parent Advisory Council meetings and presenting to CPEO classes	*Full Implementation*
	Utilize multi-media campaigns of information-sharing (beyond "it's on the website")	*Exploration*
	Increase visibility/availability of community locations	*Exploration*
	Partner with Communications, Engagement, and External Relations Division, to connect parents to Educational Opportunities (CPEO) and Executive Leadership.	*Exploration*
	Leverage existing partnerships with Communications, Engagement, and External Relations Division to increase and create alternative means for communications with families regarding student placement practices, and support with recruitment and retention of families.	*Full Implementation*

Student Placement EDIA

EDIA Finding	Long-Term Action	Stage of Implementation
Insufficient or Inaccessible Information	Increase communication to families throughout the request process, giving updates on request status and timeline.	*Full Implementation*
	Partner with the IT Department to explore ways to use technology to increase our communications throughout the process.	*Initial Implementation*
Disproportionate School Requests	Examine the possibility of holding a percentage of seats at the most highly-requested schools, and filling the held seats through a second placement lottery in late spring or early summer.	*Full Implementation*
Lack of Equal Access to School	Examine the possibility of holding a percentage of seats at the most highly-requested schools, and filling the held seats through a second placement lottery in late spring or early summer.	*Full Implementation*
Lack of Resources and Supports	Build trust with the families we serve by assuring that the majority of our team members come from the communities we work with the most.	*Full Implementation*
	Budget to make sure that we can deliver excellent customer service to parents speaking virtually any language via Language Line phone interpretation service	*Full Implementation*