Policy Committee Meeting

Tuesday, January 24, 2023 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**

3)a. November 22, 2022 Minutes

4) **Reports and Discussion**

4)a. Regular Policy Reviews

4)a.1.   Review Policy 8505 (Director Travel)

4)b. Equity and Diversity Impact Assessment (EDIA) Process Overview

5) **New Business**

5)a. Revision of Policy 5182: Dropping From Enrollment (2023-0015)

5)b. 2023 Committee Priorities Discussion

6) **Adjournment**

OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION

POLICY COMMITTEE MEETING
NOVEMBER 22, 2022

CALL TO ORDER

Chair Nelson Inz called the meeting to order at 4:36 p.m., a quorum being present.

ROLL CALL

Present: Directors Adriana Cerrillo, Ira Jourdain, Cindy Booker, Kim Ellison (arrived after roll call at 4:48 p.m.), Nelson Inz (5)

APPROVAL OF AGENDA

Jourdain moved to approve the agenda.

On a voice vote, the motion was adopted unanimously.

APPROVAL OF MINUTES

Jourdain moved to approve the minutes from the October 25, 2022 meeting.

On a voice vote, the motion was adopted unanimously.

REPORTS AND DISCUSSION

Regular Policy Reviews

Review Policy 6415 (Internet And Educational Network Use)

Staff provided a review of Review Policy 6415 (Internet And Educational Network Use).

Policy 5210 (Student Personal Electronic Devices)

Staff provided a review of Policy 5210 (Student Personal Electronic Devices).

NEW BUSINESS

Repeal of Policy 7420: Bonded Indebtedness

Booker moved to forward the proposed repeal of Policy 7420: Bonded Indebtedness.

On a voice vote, the motion was adopted unanimously.

2022 Committee Debrief and Recommendations Discussion

Committee members discussed recommendations and potential priorities to share with the 2023 policy committee. Topics included implementation of the newly revised site council policy, alignment of policies and policy development work to the strategic plan, policy 8140 (board officers), and the volume of MPS policies.

ADJOURNMENT

Without objection, Chair Inz adjourned the meeting at 5:07 p.m.

Minutes submitted by Ryan Strack, Assistant to the Superintendent and Board.
Meeting materials: https://meetings.boardbook.org/Public/Agenda/1807?meeting=558262

Item Type	Number	Title (hyperlink to item)	Review Frequency	Committee Meeting Review Month	Last Review Date	Next Review Year
Policy	3500	Records Retention	Every 5 years	May	6/1/2021	2026
Policy	3548	Bus Safety	3 year cycle	February	4/26/2022	2023
Policy	3700	Fund Balance	"No more than annual"	May	5/24/2022	2023
Policy	4002	Harassment And Violence Prohibition Protected Classes	Annual	September	9/27/2022	2023
Policy	4016	Family Medical Leave Act	Annual	May	5/24/2022	2023
Policy	5200	Behavior Standards And Code Of Conduct	Annual	August	8/23/2022	2023
Policy	5201	Bullying And Hazing Prohibition	Annual	August	8/23/2022	2023
Policy	5210	Student Personal Electronic Devices	Annual	October	11/22/2022	2023
Policy	5635	Reporting Maltreatment Of Minors And Vulnerable Adults	Annual	March	5/24/2022	2023
Policy	5050	Title IX Non-Discrimination	Annual	September	9/27/2022	2023
Policy	6415	Internet And Educational Network Use	Annual	October	11/22/2022	2023
Policy	6680	Safety, Security And Emergency Management	Annual	November	10/25/2022	2023
Policy	6690	Wellness Policy	No less than every 3 years	February	4/26/2022	2023
Policy	8505	Director Travel	Annual	January	4/26/2022	2023

Equity and Diversity Impact Assessment (EDIA) Overview
Sarah Hunter, Executive Director of Strategic Initiatives

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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**.

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EDIA History

- **2007-08:** Education Equity Organizing Collaborative (EEOC) and MPS partner to conduct a racial equity impact assessment on 2008 Strong Schools Strong City referendum.
- **2008-09:** EEOC and MPS continue partnership to conduct a racial equity impact assessment on Changing School Option Policy.
- **2010:** EEOC requests MPS to institutionalize an Equity and Diversity Impact Assessment (EDIA).
- **2013**: MPS revises District Policy 1304: Equity and Diversity, institutionalizing a process to identify and examine inequities in policies and practices.
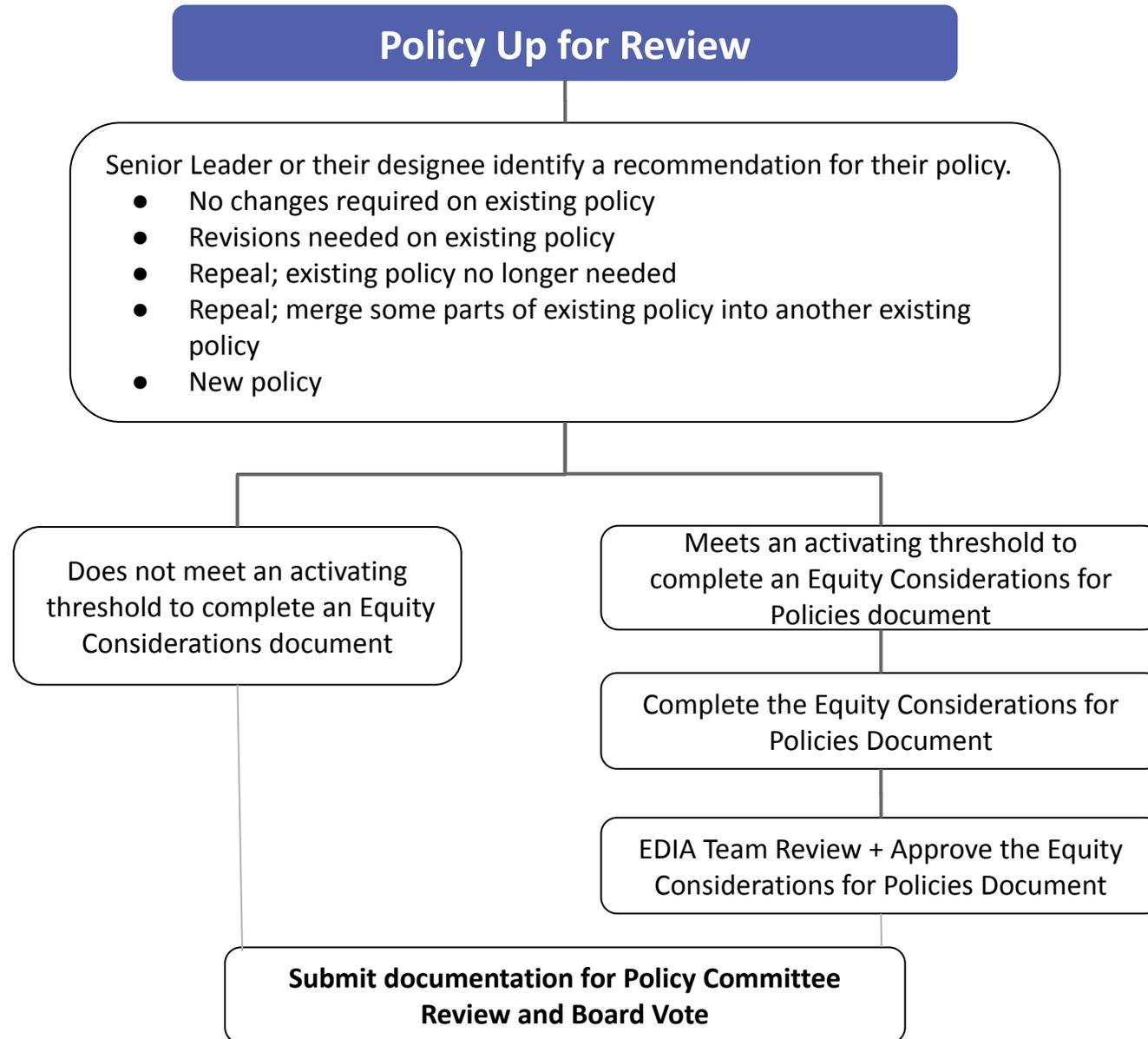- **Since 2014**: Completed 11 EDIAs.

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What is the EDIA?

The EDIA is a set of reflective tools and guided processes for schools, departments, and district policy owners to evaluate policies, practices, and budgets that significantly impact student learning and resource allocation.

The EDIA intends to:

- **identify inequities** or which MPS students are disproportionately affected by policies, practices, and budgets;
- **assess the impacts and unintended consequences** of changing policies, practices, and budgets;
- **engage stakeholders** in a meaningful way around the policies, practices, and budgets, including how to address the inequities; and
- **monitor implementation** policies and practices.

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Board Policy Review Process

Policy Up for Review

Senior Leader or their designee identify a recommendation for their policy.
- No changes required on existing policy
- Revisions needed on existing policy
- Repeal; existing policy no longer needed
- Repeal; merge some parts of existing policy into another existing policy
- New policy

Does not meet an activating threshold to complete an Equity Considerations document

Meets an activating threshold to complete an Equity Considerations for Policies document

Complete the Equity Considerations for Policies Document

EDIA Team Review + Approve the Equity Considerations for Policies Document

Submit documentation for Policy Committee Review and Board Vote

Activating Threshold

Policies, Practices, and Budgets that significantly impact student learning or resource allocation.

Significantly Impacts Student Learning	*Significantly Impact Resource Allocation*
- 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* *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.	- 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

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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.

EDIA Processes: Full EDIA

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.

Board of Education Requests a Full EDIA

Phase I: EDIA Study
Identify and examine inequities in policies and practices
Year-Long Process

Phase II: Action Plan & Implementation
Efforts to Address EDIA Findings
Five-Month Process

Phase III: Progress Monitoring
Track Progress on Action Plan Implementation
Three-Year Process

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Equity Considerations for Budgeting

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.

Complete the Equity Considerations Document

Review Document

Revise + Finalize Document

Final Review

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

The EDIA team reviews and provides feedback on the Equity Considerations for Budgeting Document

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

The EDIA team ensures the document is completed

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Equity Considerations for Practices

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.

Complete the Equity Considerations Document	Review Document	Revise + Finalize Document	Final Review
The Department or Senior Leader completes and submits the Equity Considerations for Practices Document to the EDIA Team	The EDIA Team reviews and provides feedback on the Equity Considerations for Practices Document	The Department or Senior Leader makes revisions and finalizes the Equity Considerations for Practices Document	The EDIA Team ensures the document is completed for submission to senior leadership and/or the Board, for approval

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EDIA Contact Information

For more information visit the EDIA Website: https://sites.google.com/mpls.k12.mn.us/mpsedia/home

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SECTION 1:   **AMENDMENT** "Policy 5182: Dropping From Enrollment" of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

A M E N D M E N T

Policy 5182: Dropping From Enrollment

1. **PURPOSE**
   The purpose of this policy is to establish when the District must~~may~~ drop a student from enrollment due to the student's attendance records, and what action the District shall take to enforce the compulsory instruction laws of the State of Minnesota.
2. **GENERAL STATEMENT OF POLICY**
   a. Students who do not attend school during the defined school year for fifteen (15) consecutive school days shall be dropped from the rolls of the district, unless the District provides for instruction at home, or in a hospital or in another treatment facility~~, or the absence is properly excused~~.
   b. Students who do not attend school during summer school sessions for five (5) consecutive school days shall be dropped from the rolls of the summer school program, unless the student receives instruction at home, in a hospital, or in another treatment facility~~, or are otherwise properly excused~~.
   c. Students who are dropped from enrollment during the defined school year under paragraph 2.A. (above), shall be reported to the appropriate authorities under the compulsory instruction laws of the State of Minnesota.
   d. Students who are dropped from the rolls of the district under paragraph 2.A. (above) who return to school must reenroll in the district, and are not assured of their previous school assignment.
   e. The Principal or site administrator of the school to which a potentially dropped student is assigned due to the student's last known residence or school identified by district records as the school of enrollment shall make reasonable efforts to return the non-attending child to the school of enrollment or to reenroll in school prior to dropping the student from enrollment.
3. **RESPONSIBILITY**
   a. The Superintendent is authorized to promulgate regulations to implement this policy.
   b. The Superintendent shall report on compliance reporting to the Board of Directors.
   c. The Principal or site administrator is responsible for making reasonable efforts, including but not limited to arranging for home visits, phone calls, letters or other means of communication indicated by the parent to be the preferred method of contact, to determine whether non-attending assigned students should be dropped, reenrolled, or returned to school.

Original Adoption:
06/12/1984

Revision Dates:
3/26/2013

Legal References:

- Minn. Stat. §120A.22 (Compulsory Education)
- Minn. Stat. §120A.24 (Reporting)
- Minn. Stat. §120A.26 (Enforcement and Prosecution)
- Minn. Stat. §126C.05 (Definition of Pupil Units)

MPS Policy Cross References:

- Policy 5100 (Attendance)
- Policy 5120 (Age of Entrance)
- Policy 5181 (Exemption from Compulsory Instruction)

Equity Considerations for Policies

Attendance Policy 5182

January, 2023

Policy Sponsor:

Email: Colleen.Kaibel@mpls.k12.mn.us

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 resources allocation."

Identify Your Policy Recommendation

*Use the space below to identify your policy recommendation as either **1) an existing policy requiring no changes, 2) current policy with needed revisions, 3) current policy needing a repeal; policy no longer needed, 4) current policy needing a repeal; subsume some parts into other policies, or 5) a new policy.***

Current Policy 5182 with needed revisions.

Recommended Policy Change

Provide a brief description below of the policy recommendation. If you have supporting documents, you may provide the URL for the EDIA Team to access your recommendation or attach the supporting documents in an email when you submit this document to the EDIA team.

New Policy
If applicable, use the space below to summarize the new policy you recommend. If this is an existing policy with no changes needed, skip this question.

Current Policy
If applicable, use the space below to summarize what the current policy states. Provide the URL for audiences to read the full board policy. If this is an existing policy with no changes needed, state that below.

Policy 5182: Dropping from Enrollment

1. **PURPOSE**

   The purpose of this policy is to establish when the District may drop a student from enrollment due to the student's attendance records, and what action the District shall take to enforce the compulsory instruction laws of the State of Minnesota.

2. **GENERAL STATEMENT OF POLICY**

   a. Students who do not attend school during the defined school year for fifteen (15) consecutive school days shall be dropped from the rolls of the district, unless the District provides for instruction at home, in a hospital or in another treatment facility, or the absence is properly excused.

   b. Students who do not attend school during summer school sessions for five (5) consecutive school days shall be dropped from the rolls of the summer school program, unless the student receives instruction at home, in a hospital, or in another treatment facility, or are otherwise properly excused.

Recommended Policy Change
If applicable, use the space below to summarize the recommended changes to the existing policy. If this is an existing policy with no changes needed, skip this question.

Policy 5182: Dropping From Enrollment
1.   PURPOSE
The purpose of this policy is to establish when the District ~~may~~ **must** drop a student from enrollment due to the student's attendance records, and what action the District shall take to enforce the compulsory instruction laws of the State of Minnesota.
2.   GENERAL STATEMENT OF POLICY
a.   Students who do not attend school during the defined school year for fifteen (15) consecutive school days shall be dropped from the rolls of the district, unless the District provides for instruction at home, in a hospital or in another treatment facility, ~~or the absence is properly excused.~~
b.   Students who do not attend school during the defined school year for fifteen (15) consecutive school days shall be dropped from the rolls of the district, unless the District provides for instruction at home, in a hospital or in another treatment facility, ~~or the absence is properly excused.~~

Additional Information
Use the space below to share additional information or context about the policy recommendation.

Students who are receiving instruction at home, in a hospital, or in a treatment facility are to be enrolled in programming that matches the type of educational service provided. Nothing in this policy update shall be construed as waiving compulsory attendance or compulsory education provisions as cited in Minnesota State Law 120A.

Completing the Following Sections

READ BEFORE COMPLETING THE FOLLOWING SECTIONS: If this is 1) a policy that requires no changes, 2) a policy with revisions that does not meet any of the activating thresholds, or 3) a policy with revisions that does not change the way that the district will carry out the policy, you do not need to complete the the remaining sections below. For all others, complete the following sections. Please reach out to the EDIA team for a consultation if you are unsure.

Meaningful Inclusion of Diverse Perspectives on the Policy Recommendation

Describe the ways in which you've worked to ensure that you have meaningfully included diverse perspectives from internal and external stakeholder groups in the policy recommendation process.

Explain who you engaged with, how they were engaged, and when these engagements took place. When explaining how you engaged with stakeholders, specify whether you informed (shared information with stakeholders), consulted (shared information with and gathered feedback from stakeholders), or collaborated (partnered with to inform, gather feedback, and co-constructed the policy recommendation).

If you had trouble with engagement, you could also use the space to identify ways you tried to engage stakeholders. You can also describe how you used information gathered in the past to inform your policy recommendation process.

Internal Engagement including staff	*External Engagement including students, families, and community members*
General Counsel, Student Accounting	

Identify the Current Problem

Describe what data (including conversations with stakeholders) tells you about possible existing student inequities. Include the evidence in this section or you may send the EDIA team the data that supports why there is a need to recommend the policy change.

Policy is not aligned with MN State Statute 126C.05 Subd.8

Describe what the potential root causes or factors are that contributed to the inequity - including factors that are within MPS' locus of control as well as factors that are outside of MPS' locus of control.

Naming what is within or outside of your locus of control informs decision makers about what possible measures may need to be taken, including legislative efforts and partnerships to be built to tackle the root causes.

Root Causes or Factors *(within MPS' locus of control)*	*Root Causes or Factors* *(outside of MPS' locus of control)*
Update MPS Policy 5182 to reflect State Statute.	

Equity Consideration if the Policy Recommendation is Approved/Implemented

Identify what practices and/or core functions may be impacted by the recommendation. This could include internal (division and/or department) team structures, staffing, roles, and responsibilities as well as any state or federal level mandates.

| |
| |

Specify which student groups you anticipate will be positively impacted by the recommended policy change, and how.

Group(s)s Positively Impacted	How the Approved Recommended Policy will Positively Impact the Group(s)

Furthermore, identify which specific student groups may be negatively impacted by the policy recommendation and describe how you plan to mitigate the negative impact and/or harm.

Group(s) Negatively Impacted	Mitigation Plan

Additional Information and Considerations

Use the space below to share any additional information that would be helpful to know.

MPS Student Retention & Recovery has a rapid response team, We Want You Back, with staff who reach out to students/families dropped from enrollment due to 15 consecutive absences to identify barriers to attendance, create solutions, and offer support in re-enrolling in MPS.