

Policy Committee Meeting

Tuesday, August 22, 2023 4:30 PM

Davis Center, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

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

2) **Adoption of Agenda**

3) **Acceptance of Minutes**

3)a. May 23, 2023

4) **Reports and Discussion**

4)a. 2023 Legislative Session Review

4)b. Regular Policy Reviews

4)b.1. Policy 5200 (Behavior Standards And Code
Of Conduct)

4)b.2. Policy 5201 (Bullying And Hazing
Prohibition)

4)c. Equity and Diversity Impact Assessment (EDIA)
Progress Monitoring Update

5) **Adjournment**

**OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION**

**POLICY COMMITTEE MEETING
MAY 23, 2023**

CALL TO ORDER

Chair Lori Norvell called the meeting to order at 4:30 p.m., a quorum being present.

ROLL CALL

Present: Directors Sharon El-Amin, Collin Beachy, Lori Norvell (3)

Absent: Directors Fathia Feerayarre, Adriana Cerrillo (2)

APPROVAL OF AGENDA

Beachy moved to approve the agenda.

On a voice vote, the motion was adopted unanimously.

APPROVAL OF MINUTES

Beachy moved to approve the minutes from the April 25, 2023 meeting.

On a voice vote, the motion was adopted unanimously.

REPORTS AND DISCUSSION

Regular Policy Reviews

Review Policy 3700 (Fund Balance)

Staff provided a review of policy 3700 (Fund Balance) and its regulation.

Review Policy 4016 (Family Medical Leave Act)

Staff provided a review of policy 4016 (Family Medical Leave Act).

OLD BUSINESS

Revision of Policy 5210 (2023-0027)

El-Amin moved to forward the proposed revision of policy 5210 to the full board with the committee's recommendation, with one amendment to the language as presented: in section 5f, after the word 'Principal' insert ", supported by the District's Communications Department,"

On a voice vote, the motion was adopted unanimously.

ADJOURNMENT

Without objection, Chair Norvell adjourned the meeting at 5:18 p.m.

Minutes submitted by Ryan Strack, Assistant to the Superintendent and Board.

Meeting materials: <https://meetings.boardbook.org/Public/Agenda/1807?meeting=583364>

DRAFT

EDIA Progress Monitoring Mid-Year Update

August 22, 2023

**Sarah Hunter,
Executive Director of
Strategic Initiatives**

Full EDIA: Progress Monitoring

**Board of Education
Requests a Full EDIA**
Year 1

Phase I: EDIA Study
Identify and examine
inequities in policies
and practices
Year 1
(Year-Long Process)

**Phase II: Action
Plan &
Implementation**
Efforts to Address EDIA
Findings
Year 2
(5 month Process)

**Phase III: Progress
Monitoring**
Track Progress on
Action Plan
Implementation
Years 2-4
(Three-Year Process)

Progress Monitoring: Short Term & Long Term Actions

Short-Term Action



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

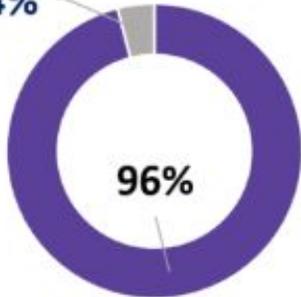
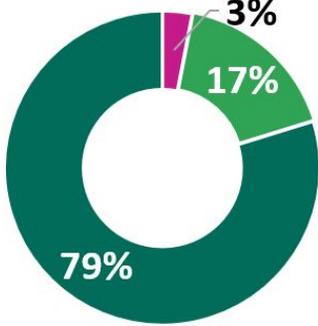
Long-Term Action



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

Student Placement EDIA Progress Monitoring

June 2023 End-of-Year Update

EDIA Study	Progress Monitoring Year	Status of Short-Term Actions <i>Completion</i>  Completed Action	Status of Long Term Actions <i>Stage of Implementation</i>  Exploration  Installation  Initial Implementation  Full Implementation
Student Placement	Year 3	 <p>There are a total of 24 short-term action items.</p>	 <p>There are a total of 29 long-term action items.</p>

The following slides provide an end-of-year update on action items that are currently INCOMPLETE or NOT IN FULL IMPLEMENTATION.

See Appendix for a list of action items that are COMPLETED or in FULL IMPLEMENTATION.

Student Placement EDIA Progress Monitoring

EDIA Finding	Action	Short Term	Long-Term
Unclear Student Placement Processes and Practices	Short: Rearrange work space to allow for face-to-face and sit-down customer interactions with staff	<i>Incomplete</i>	-----
	Long: 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	-----	<i>Initial Implementation</i>
	Long: Partner with Research, Evaluation, Assessment, and Accountability (REAA) to identify ways to measure placement climate. Working with REAA to create a customer service survey.	-----	<i>Initial Implementation</i>
	Long: Partner with IT to explore ways to improve customer service and outcomes using technology: <ul style="list-style-type: none"> ● Online customer service survey ● School request app ● Scheduling software ● Public computers at placement locations ● Video conferencing between parents at schools and placement staff 	-----	<i>Initial Implementation</i>
Lack of Role Clarity	Long: Provide staff with Quarterly Newsletter		<i>Installation</i>
Unequal Enrollment	Long: Create a cross-functional committee to examine policies and protocols that may have led to inequities in the enrollment process, including: <ul style="list-style-type: none"> ● Lottery (timeline, etc.) ● Sibling Preference ● Increasing participation in the lottery 		<i>Initial Implementation</i>
Insufficient or Inaccessible Information	Long: Partner with the IT Department to explore ways to use technology to increase our communications throughout the process.		<i>Initial Implementation</i>

APPENDIX

Detailed: Long-Term Actions



The **Exploration Stage** is about exploring, researching, identifying, and potentially piloting innovative strategy/ies, practices, approaches, or ways (how) to address the EDIA finding(s). Through this process you are gauging readiness of staff who are implementing the strategy, determining what resources are needed in order to proceed, how feasible it is to implement, and creating buy-in from relevant stakeholders.

The **Installation Stage** is about securing and developing the support needed to put a new strategy, practice, or approach into place as intended. You are building the infrastructure and foundation. During this time, you are creating feedback loops between implementers, leadership, and other relevant stakeholders to ensure that there's streamline communication and a process for gathering feedback on how things are implemented.

The **Initial Implementation Stage** is about trying out the new strategy, practice, or approach, and getting better in its implementation. During this time, you are gathering data to understand how implementation is going, developing improvement efforts based on the data, and implementing these efforts. Additional resources and supports may be needed to implement with fidelity.

Being in the **Full Implementation Stage** means that you've now integrated this strategy, practice, or approach into your culture and system that it becomes second nature. Continue to monitor progress and ensure the sustainability of the strategy, practice, or approach.

Student Placement EDIA Reports & MPS Policies

- [Student Placement Full EDIA Report – English](#)
- [Student Placement EDIA Executive Summary Report – English](#)
- [Student Placement EDIA Executive Summary Report – Espanol](#)
- [Student Placement EDIA Executive Summary Report – Hmoob](#)
- [Student Placement EDIA Executive Summary Report – Soomaali](#)
- [2020-21 End-of-Year Progress Monitoring Report](#)
- [2021-22 End-of-Year Progress Monitoring Report](#)

The list of policies and regulations below were reviewed as part of the Student Placement EDIA study and have been revised to better support Student Placements efforts:

- [School Choice and Assignment of Students to Schools Policy 5262](#)
- [Protocols for School Assignment Regulation 5262A](#)
- [Grade Configuration and Systems Organization Policy 6130](#)
- Sibling Preference Policy 5263 and Educational Choices Policy 6120 were repealed

Student Placement EDIA Progress Monitoring

Status of Actions		
EDIA Finding	Action	Short Term
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.	<i>Completed</i>
Outdated MPS Policies	Review and update Student Placement Services' (SPS) mission statement to include equity.	<i>Completed</i>
	Review and revise the Address Verification process.	<i>Completed</i>
	Add language to ask parents to let us know if providing address verification documents is a barrier.	<i>Completed</i>
	Look at reducing the required number of documents from three to two.	<i>Completed</i>
	Look at eliminating the requirement to have documents notarized.	<i>Completed</i>
	Extend the deadline to allow requests to be included in the lottery.	<i>Completed</i>
Unequal Enrollment	<i>(New action item as of June 2021):</i> Review and restructure the International Exchange Student Program	<i>Completed</i>

Student Placement EDIA Progress Monitoring

Status of Actions			
EDIA Finding	Action	Short Term	Long Term
Ineffective Integration Strategy	<i>(New action item as of June 2021)</i> : Review and restructure the International Exchange Student Program	<i>Completed</i>	
	Review and update Student Placement Services' (SPS) mission statement to include equity.	<i>Completed</i>	
	Review and revise the Address Verification process.	<i>Completed</i>	
	Add language to ask parents to let us know if providing address verification documents is a barrier.	<i>Completed</i>	
	Look at reducing the required number of documents from three to two.	<i>Completed</i>	
	Look at eliminating the requirement to have documents notarized.	<i>Completed</i>	
	Extend the deadline to allow requests to be included in the lottery.	<i>Completed</i>	
Insufficient or Inaccessible Information	Long: Increase communication to families throughout the request process, giving updates on request status and timeline.	-----	<i>Full Implementation</i>
Lack of Resources and Supports	Long: 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.	-----	<i>Full Implementation</i>
	Long: Budget to make sure that we can deliver excellent customer service to parents speaking virtually any language via Language Line phone interpretation service	-----	<i>Full Implementation</i>

Student Placement EDIA Progress Monitoring

Status of Actions			
EDIA Finding	Action	Short Term	Long Term
Unclear Student Placement Processes and Practices	Install computers at placement locations to allow families to submit school requests online. Staff support available, if needed.	<i>Completed</i>	-----
	Move registration paperwork online so parents can complete most forms at their convenience	<i>Completed</i>	-----
	Create online training via The Source	<i>Completed</i>	-----
	Long: 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)	-----	<i>Full Implementation</i>
	Long: Increase information available via SPS website and written materials	-----	<i>Full Implementation</i>
	Long: 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	-----	<i>Full Implementation</i>
	Long: Explore a school request app to make it easier for families to submit their request	-----	<i>Full Implementation</i>
	Long: 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	-----	<i>Full Implementation</i>
	Long: Provide in-depth and more frequent site-based placement process training for school staff	-----	<i>Full Implementation</i>
	Long: Partner with schools and identify staff who can support site-based placement processes.	-----	<i>Full Implementation</i>
	Long: Provide ongoing PD to Student Placement Services staff	-----	<i>Full Implementation</i>
	Long: Continue to seek new community connections and locations to do outreach	-----	<i>Full Implementation</i>

Student Placement EDIA Progress Monitoring

Status of Actions			
EDIA Finding	Action	Short Term	Long Term
Lack of Role Clarity	Update SPS website to add more information explaining process, including regular updates on “where we are” in the request process	<i>Completed</i>	-----
	Long: SPS staff support/ visit portfolio schools bi-annually	-----	<i>Full Implementation</i>
	Long: Increase transparency of SPS processes	-----	<i>Full Implementation</i>
	Long: Add multiple avenues of information-sharing with colleagues, customers and other stakeholders on top of current efforts	-----	<i>Full Implementation</i>
	Long: Provide staff with training on placement process and on use of placement dashboard on The Source	-----	<i>Full Implementation</i>
	Long: SPS team members will begin regularly attending/participating in the district’s Parent Advisory Council meetings and presenting to CPEO classes	-----	<i>Full Implementation</i>
	Long: 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.	-----	<i>Full Implementation</i>
	Long: Utilize multi-media campaigns of information-sharing (beyond “it’s on the website”)	-----	<i>Full implementation</i>
	Long: Increase visibility/availability to community organizations	-----	<i>Full Implementation</i>
	Long: Partner with Communications, Engagement, and External Relations Division, to connect parents to Educational Opportunities (CPEO) and Executive Leadership.	-----	<i>Full Implementation</i>

Student Placement EDIA Progress Monitoring

Status of Actions			
EDIA Finding	Action	Short Term	Long Term
Disproportionate School Requests	Add a second lottery (for Magnets) to afford more families the opportunity to participate.	<i>Completed</i>	-----
	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.	<i>Completed</i>	-----
	Long: 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.	-----	<i>Full Implementation</i>
Lack of Equal Access to Schools	Add a second lottery (for Magnets) to afford more families the opportunity to participate.	<i>Completed</i>	-----
	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.	<i>Completed</i>	-----
	Long: 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.	-----	<i>Full Implementation</i>