

Policy Committee Meeting

Tuesday, May 27, 2025 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. April 29, 2025

4) **Reports and Discussion**

4)a. Policy Reviews (Committee Initiated)

4)a.1. Review Policy 3517 (Operation,
Maintenance And Security Of Buildings And
Grounds)

4)b. Regular Policy Reviews

4)b.1. Review Policy 3700 (Fund Balances)

4)b.2. Review Policy 4016 (Family Medical Leave
Act)

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

5) **Adjournment**

**OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION**

**POLICY COMMITTEE MEETING
APRIL 29, 2025**

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, Kim Ellison, Collin Beachy, Lori Norvell (4)

Absent: Director Adriana Cerrilo (1)

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 March 25, 2025 meeting.

On a voice vote, the motion was adopted unanimously.

REPORTS AND DISCUSSION

Policy Reviews

As a part of the committee's work plan to review policies brought forward by board and committee members, the following policies and regulations were discussed:

- Policy 3517: Operation, Maintenance And Security Of Buildings And Grounds
- Regulation 3517A: Stewardship Of District Buildings And Grounds
- Policy 7000: Gardens On School Property
- Regulation 7000A: Definitions: Gardens
- Regulation 7000B: Application And Approval Process

ADJOURNMENT

Without objection, Chair Norvell adjourned the meeting at 4:58 p.m.

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

Meeting materials: <https://meetings.boardbook.org/Public/Agenda/1807?meeting=686333>.

DRAFT

EDIA Updates

MPS Policy Committee

May 27, 2025

Transportation EDIA Progress Monitoring Updates

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.

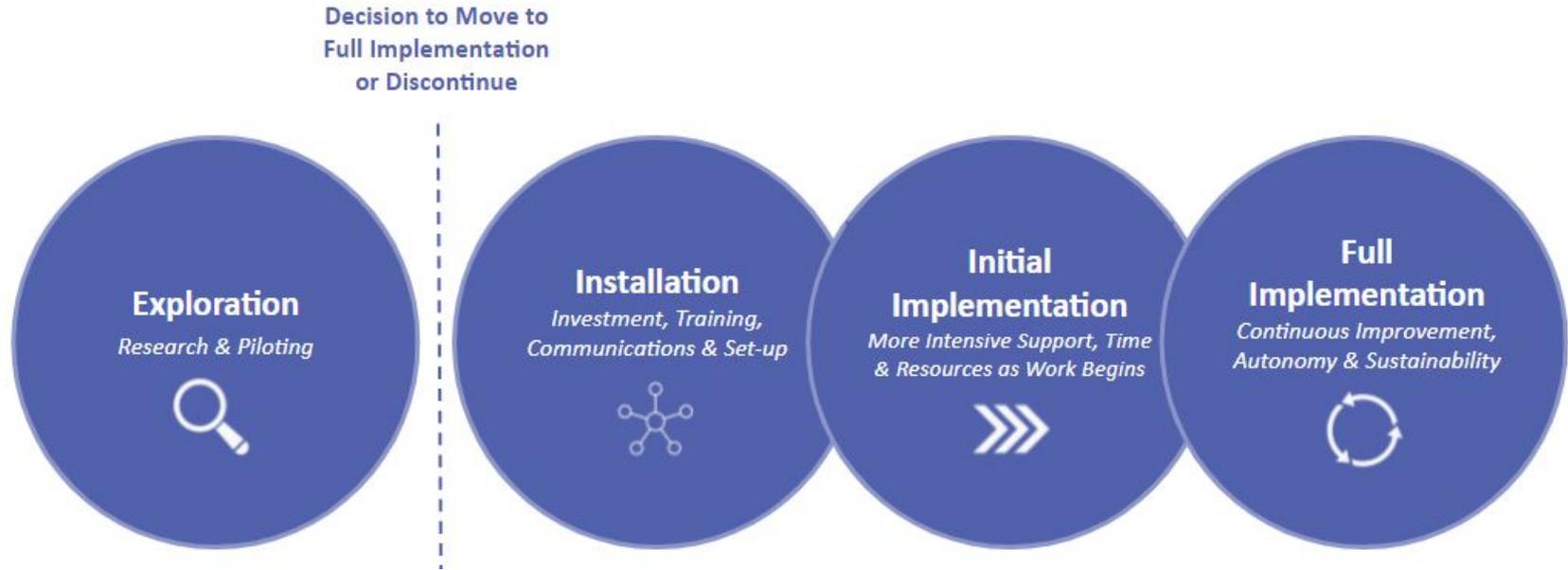
Long-Term Action



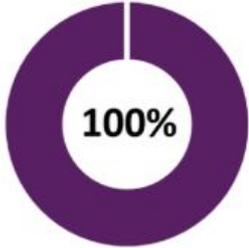
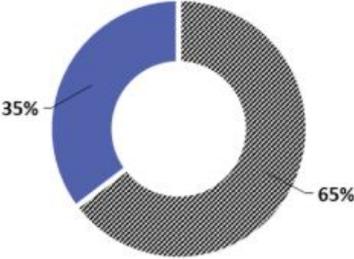
A project, program, or practice that is meant to exist for a long period of time or might require time to implement.

Progress Monitoring Stages

Implementation Science Framework:



Progress Monitoring SY 24-25- EOY Report

EDIA Study	Progress Monitoring Year	Status	
		Short-Term Actions <i>Completion</i>	Long-Term Actions <i>Stage of Implementation</i>
Transportation Department	1	 <p>There are a total of 12 short-term action items.</p>	 <p>There are a total of 17 long-term action items.</p>

- 17 Total Actions In-Progress
- 12 Completed
- 1 revised (short term),
- 6 not moving forward with (see appendix)

Updates from Mid-Year to End-of-Year

EOY Progress Monitoring Report

- One implementation stage change from Exploration to Installation
- Updates to some mid-year action items on next slide

Improved Communication Actions

Action	Stage of Implementation	Update
<ul style="list-style-type: none"> • Create notification of requests (year-round, summer, after-school) received/scheduled in routing software (Tyler Tech). 	<p>Exploration Installation</p>	<ul style="list-style-type: none"> • Transportation and Tyler Tech are finalizing family request features • Initial implementation begins Summer 2025.
<ul style="list-style-type: none"> • Notify families of late buses and send stop updates via family communication app. 	<p>Installation</p>	<ul style="list-style-type: none"> • Tyler Tech can flag late buses, allowing transportation staff to send notifications to families (via My Ride app when families opt-in).
<ul style="list-style-type: none"> • Share on-time/late bus data with schools through dashboard access. • Determine most effective method to communicate with schools. 	<p>Installation</p>	<ul style="list-style-type: none"> • School- and user-specific access is available from Tyler Tech • Transportation is refining user access levels.

Staffing Actions:

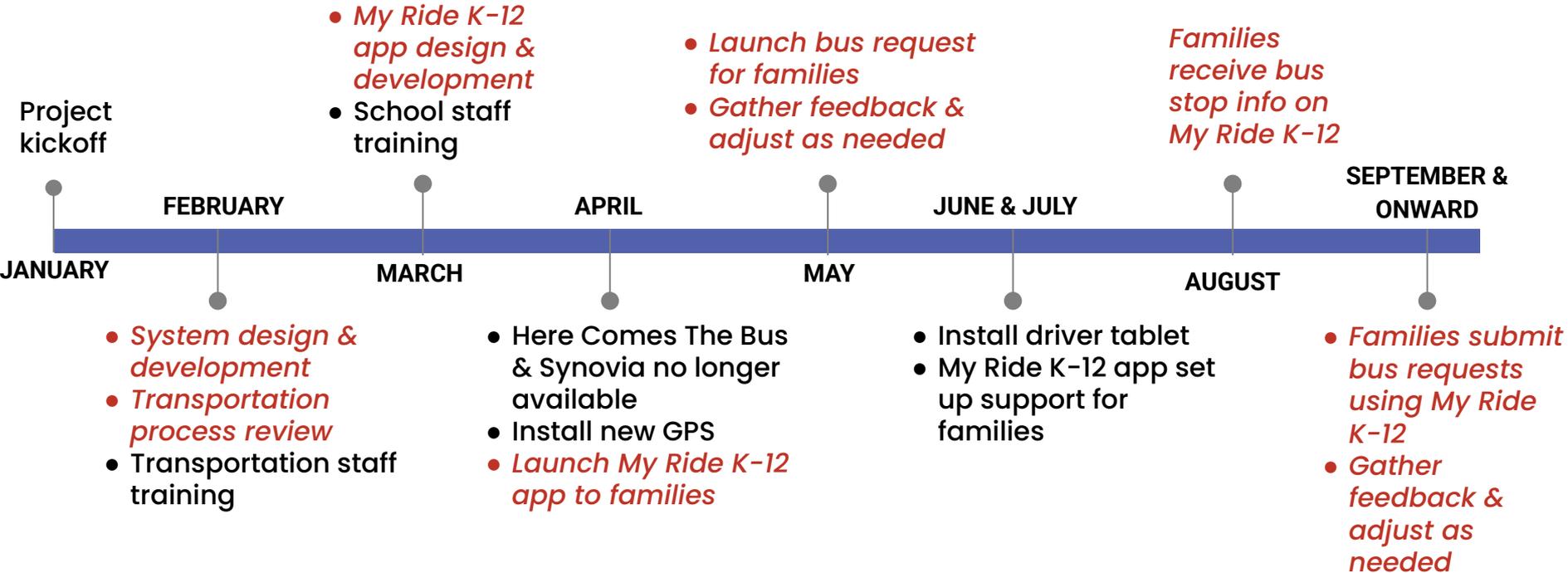
Action	Stage of Implementation	Update
<ul style="list-style-type: none">• Re-evaluate overnight positions and duties for District Communication Center (DCC) staff.• Potential to move overnight positions to daytime hours.	Exploration	<ul style="list-style-type: none">• Exploring how this work can be covered under contracted services rather than MPS employees.• Preparing Request for Proposal (RFP) for overnight monitoring services.• Workforce reduction limits ability to add daytime position.

Family Communications (Updates from Transportation)

We (Transportation Department) understand the success of implementing new systems means all necessary stakeholders are informed of progress, challenges, changes, and expectations.

- A [communication plan](#) has been developed that details which groups are communicated to when, how they will receive the message, and what actions they need to take.
- A [communication toolkit](#) has been developed for schools and departments to help spread the word with their families about transportation technology changes.

New Tech – Pilot and Implementation Plan



Stakeholder feedback & participation

K-3 Literacy EDIA Updates

Early Literacy EDIA Draft Evaluation Questions

Guiding Question: To what extent are MPS early literacy (K-3) practices – outlined in MPS Policy 6121 – equitable for all students, regardless of identity?

Evaluation Questions:

1. How effectively is the multi-tiered system of support (MTSS) applied to ensure all students have access to the appropriate tiers of support in early literacy instruction?
 - a. Is a rigorous core instruction accessible to all students, regardless of school or identity?
 - b. How do individual schools' MTSS / intervention plans vary in quality, accessibility, and implementation across the district?
 - c. How does the district identify students requiring academic interventions? Are the identification methods used inclusive and consistent across all student demographics?
2. How are caregivers and students involved in their early literacy education?
 - a. How are parents notified promptly and clearly about the need for interventions, the type of support provided, and student progress?
 - b. How are caregivers and students informed of specific strategies of instruction and what strategies will improve their student's reading level?

Data Collection Methods

Method	Participants (Count)
School Principal Focus Groups	34
Teacher Survey	291
Caregiver Survey	Caregivers: 1,922 Students*: 2,366
Caregiver Interviews	Caregivers: 134 Students*: 176
K-3 Reading Interventionist Focus Groups	34
District Leadership Interviews	3

*K-3 students were not surveyed directly; caregivers provided feedback on each student's experience.

Lessons Learned

Phone banking with families allowed us to contact caregivers who may not complete a survey or have the ability to attend a school event that we'd table at.

Many caregivers' phone numbers were out of service.

It takes a lot of resources (time and humans) to do this type of outreach, but the information received is much deeper than a quick survey.

Next Steps

Early Literacy

- The report and recommendations will be provided at the end of June to relevant literacy stakeholders to prepare for SY25-26.
- REA will be presenting the full report and committee recommendations at the **August 2025 Regular Board Meeting**.

Transportation

- The next progress monitoring report will be available mid-next school year (2025 - 2026).

Questions?

Equity and Diversity Impact Assessment Progress Monitoring

End-of-Year Summary Report | May 2025

Report Prepared By: Tayler Marks and Jordan Pinneke

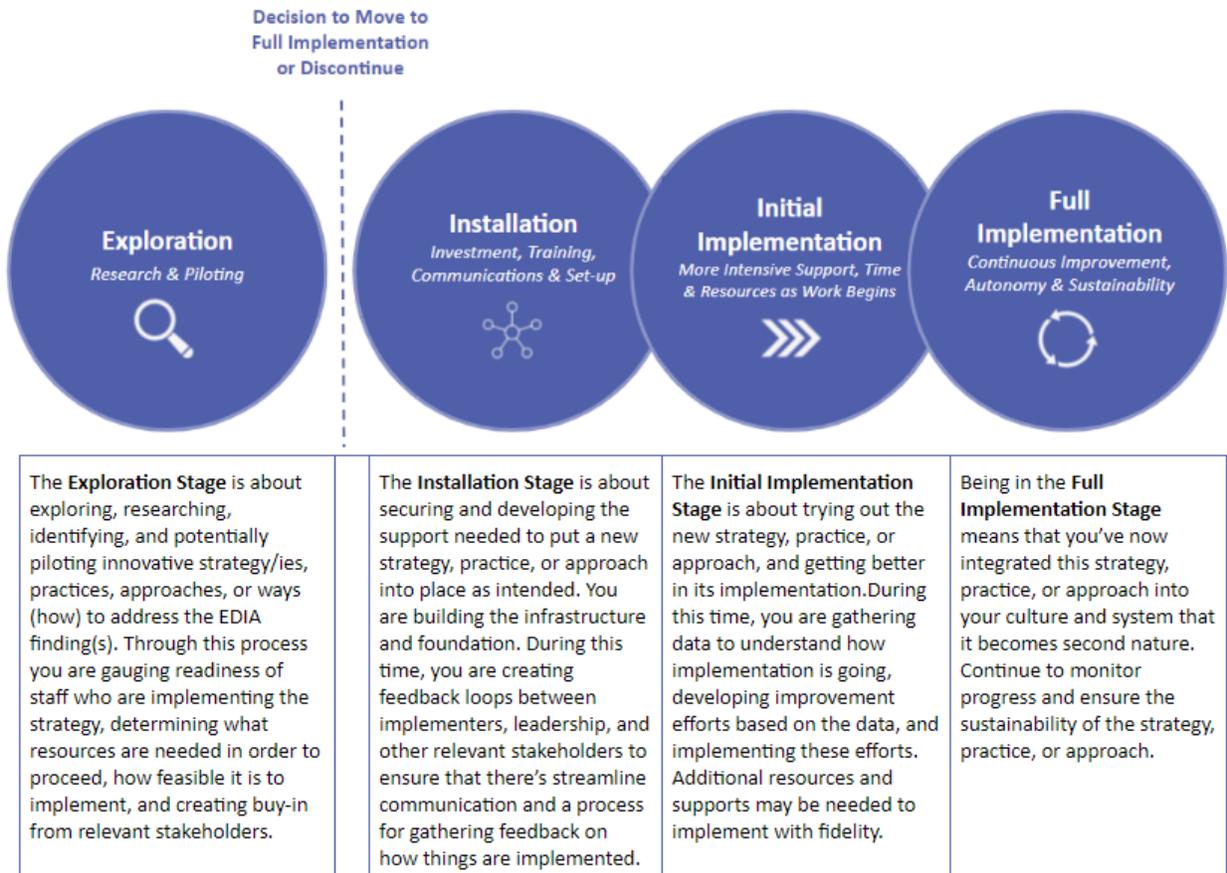
Overview of the Progress Monitoring Process

Departments that go through a Full EDIA, are required to create an Action Plan to address the EDIA findings that came out of the study. Once the department’s plan is put into action, progress monitoring takes place. The EDIA Team or the Research, Evaluation, and Assessment (REA) Department works in partnership with the Department or Policy Owner to monitor progress on the action plans. Progress Monitoring is a three-year commitment which tracks short-term and long-term actions. **Short-term actions** could be an action that needs to be completed within a short window of time and could be seen more as a task that needs to be completed. On the other hand, **long-term actions** could be a project, program, or practice that is meant to exist for a long period of time.

The Progress Monitoring process asks departments to provide quarterly updates on progress using a Google Document template that the EDIA Team provided. This year, 1 department was monitored - The Transportation Department. This document provides a summary of progress made on actions outlined by this department.

Implementation Science Framework

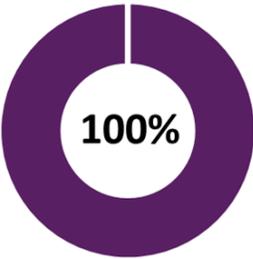
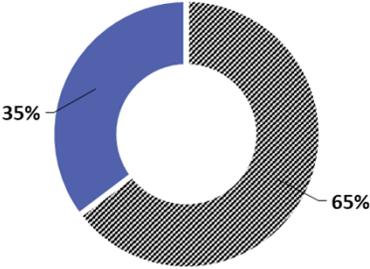
The EDIA Progress Monitoring process utilizes what’s called the Implementation Science Framework, which allows for Departments to share context around the implementation of actions, particularly long-term efforts.



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

Progress Monitoring High-Level Overview

For each EDIA study that was completed, departments identified short-term and long-term actions. The following table provides a high-level overview of all EDIA progress monitoring that is taking place. Each department's progress monitoring is explained in detail in the following sections.

EDIA Study	Progress Monitoring Year	Status	
		Short-Term Actions <i>Completion</i>	Long-Term Actions <i>Stage of Implementation</i>
Transportation Department	1	 <p>There are a total of 12 short-term action items.</p>	 <p>There are a total of 17 long-term action items.</p>

Transportation Department

The Transportation Department completed an EDIA study in 2022-2024 and is in Year 1 of progress monitoring. There are a total of 12 short-term actions and 17 long-term action items.

Detailed Status of Actions			
EDIA Finding	Action	Short Term	Long-Term
<p>Transportation Requests:</p> <ul style="list-style-type: none"> Many families and school-based staff have expressed their frustrations with the lack of clarity in how transportation requests are processed. The decentralized system of communication decreases the direct contact families have with the Transportation Department and therefore leads to requests not being submitted properly at the school level or requests' processing timelines not being explained to families. 	<p>Requesting & researching new efficient routing and GPS software in upcoming Request for Proposal (RFP).</p>	<p>Completed</p>	
<p>Bus Delays:</p> <ul style="list-style-type: none"> When buses are delayed or do not show up to pick up a student, there is currently an ineffective system for communicating these delays to families or for families who attempt to contact Transportation Department personnel to locate a student's bus. Here Comes the Bus - the family-facing application that provides families with GPS location of buses their student is assigned to - is a difficult-to-use technology that is often unable to give families accurate information about where 	<p>Transportation currently has an RFP for a new routing software that proactively notifies delays to dispatch staff.</p>	<p>Completed</p>	
	<p>Transportation will write protocol regarding late buses- what are contractors responsible for doing & when for 15 mins late (approximately) buses.</p>	<p>Completed</p>	
	<p>The routing software RFP has a section for a parent-facing app. Transportation will investigate multiple language supports as a part of awarding the RFP. If none exist, and continue with the HCTB app, there is an ability to send families chats through the app - will look</p>	<p>Completed</p>	

<p>their student is, especially when a student has more than one route assigned to them. When caregivers attempt to contact the Transportation Department directly by calling the District Communication Center (DCC) - especially during after-school hours when school staff have already left for the day - they are often on hold for long periods of time while worrying about their student's location.</p> <ul style="list-style-type: none"> Approximately a third of MPS-provided transportation does not have GPS -the majority being Type III vehicles - which relates to the inability of the Here Comes the Bus app or Transportation Department staff to know where these vehicles are at any given time. 	<p>into hiring District Communication Center (DCC) staff with broader language abilities or have schools with multilingual staff provide translation support for messaging.</p>		
	<p>Buses that have a low number of students (typically Special Education buses) could potentially have a student ridership feature. The request card scanning system could be a part of the new routing software- and will be included as a desired feature during the RFP review & selection process. Would also solve the issue of figuring out which buses are full/empty at different parts of the year. Consider an incremental rollout with schools and grades to pilot the ridership system.</p>		Installation
	<p>Students receiving Special Education (SPED) transportation that need custodial transfers - have no one to do this so it can lead to bus delays - going to formalize this process (will wait 2-3 minutes, go to the next stop, and drop off students, then loop back- then they can call DCC and then call emergency contacts, etc.- at that point if locate parent, they will ask driver, etc.) - will be formalizing this protocol so everyone has the same expectations. Coming up with a log on each bus when it happens so we have documentation on delays. This could also lead to better reporting around child protection issues, continuous issues with lateness/custodial transfers, etc.).</p>		Exploration

	Contractor fines in place to ensure a GPS-equipped bus is assigned to the correct route. The new system will hopefully also help with tracking contractors.	Completed		
	<i>Revised Action (see Revised Action Section Below for more details)</i> Utilizing new technology to help speed up the routing turn-around times so that students are assigned to bus stops faster. Homeless and Highly Mobile (HHM) duties have been divided over 6 schedulers to increase scheduling turnaround time and responsiveness.	Completed		
	Continue with the new process for receiving and assigning trips with Athletic Directors.	Completed		
Communication Loop <ul style="list-style-type: none"> The decentralized system of communication between the Transportation Department, School Transportation Coordinators, out-of-school time staff, and families often leads to incomplete, incorrect, or untimely information. School Transportation Coordinators have described a workload that is often too much for them to handle, which can lead to families at certain schools receiving less support with transportation needs than schools with more resources or complete staffing. 	With new technology, create notification of requests received/scheduled in routing software. This would include requests throughout the year, summer school requests, and after-school requests.		Installation	
	Communicate with families via a family app/tool when there are late buses. Eventually, send bus stop messages and other family communications using the family app.			Installation
	With new technology, schools would have access to a dashboard in the routing system of on-time/late buses. Need to determine the best way of communicating with schools.			Installation
	Transportation to set procedure when a bus is running a certain	Completed		

	number of minutes late- 2nd bus is set to cover the rest of the route to avoid additional late schools; dependent on resources (exclude snow days for example). Notify schools by contacting the main office/cell phone assigned to the coordinator.		
	Share list of training/materials with coordinators and survey if/where additional training is needed.	Completed	
	Transportation can explore communicating with high school students using their MPS email addresses. Comms could include eligibility for Metro Transit Go-To cards, what else?? MS and SpEd HS can download and use the external GPS app (currently HCTB) campaign to publicize the new external-facing app once in use.		Exploration
<p>Safety and Climate- Reporting and Follow-up Regarding Incidents:</p> <p>When incidents are reported, bus drivers indicate that there is a lack of follow-up by schools or the Transportation Department to adequately address the issues. This leads to bus drivers being less likely to report incidents that occur on transit because they do not believe anything will be done. Caregivers also stated concerns over the lack of follow-up after incidents, especially those whose students ride Metro Transit. The data shows that, although these incidents may be underreported, African American/Black and American Indian students are drastically overrepresented in the population</p>	MPS could explore changes to existing protocols for regular education Hi 5 and kindergartners. For example, Younger students could be required to sit in the front of the bus, training for drivers to review/confirm bus tag drop-off info, etc.		Exploration
	Further incorporate DCC staff in the training program.	Completed	
	Develop a structure for safety training; SEL topics; and bias training.		Installation

of students receiving punishments for incidents			
<p>Safety and Climate- Metro Transit</p> <ul style="list-style-type: none"> Students, caregivers, and bus drivers all mentioned safety concerns throughout the data collection process. Bullying/harassment, physical assault, witnessing unsafe behaviors, and more were mentioned as incidents that students had experienced while riding—and waiting for—transportation. Bus drivers had also mentioned safety concerns while on the job and felt that they needed more support than they were receiving. Although some caregivers mentioned safety concerns on MPS yellow buses, the vast majority of safety concerns came from families of Metro Transit users. The Metro Transit bus and light rail stops— as well as experiences while riding transit—were mentioned as unsafe. More frequent interactions with the public on Metro Transit led to witnessing more unsafe behaviors by adults on and off transit. In focus groups, caregivers who identified as Hmong, African American/Black, American Indian or Alaskan Native, and Latine frequently mentioned safety and climate concerns on or around yellow buses, Metro Transit, and SPED buses. Caregivers who identify as African American/Black and American Indian reported 	Joint venture with Metro Transit to update safety videos for HS metro transit riders.		Exploration
	Transportation can provide resources from Metro Transit regarding the Microbuses program or any other program Metro Transit may provide.		Exploration

<p>feeling discriminated against based on their race/ethnicity and/or neighborhood by both bus drivers and the Transportation Department when trying to resolve issues. Additionally, bus drivers mentioned safety concerns as a factor in deciding which routes they'd select or bid for as seniority allowed, identifying areas of Minneapolis (North) that felt less safe than other areas (South).</p>			
<p>Safety and Climate- Yellow Bus:</p> <ul style="list-style-type: none"> • Same finding as "Safety and Climate- Metro Transit". 	<p>Joint effort with Risk Mgmt (ideally all of MPS) to explore incident/accident reporting tools. In the meantime, working to move away from paper reporting to an electronic reporting tool. With new technology/system, better tracking of incidents to identify when an escalated response is needed (being suspended, etc.).</p>		<p>Exploration</p>
	<p>Improve communication back to the driver, especially in situations when students are not removed from the bus (but the driver believes they should be). Include as a checklist item for the manager to speak with the driver. With new technology, work to post weekly stats about incidents reported/incidents responded to/discipline taken per route.</p>		<p>Exploration</p>
	<p>RegEd bus aide training on what to write reports on- standardize it</p>		<p>Exploration</p>
	<p>Driver issues- standardize reporting, and tracking of issues with clear</p>		<p>Exploration</p>

	follow-up, including contracted drivers.		
	Formalize processes for incidents, misplaced students, undelivered students, etc. This would include DCC, Transportation managers, and transportation leadership.		Exploration
	Transportation will review and update materials every year.	Completed	
	Transportation will modernize the notification, reporting and follow-up for completed (or need to be completed) training.	Completed	
Staffing: <ul style="list-style-type: none"> Not its own finding, but was often cited as a barrier across all findings. 	Re-evaluate overnight positions and duties for DCC staff; the potential to move overnight positions to daytime hours.		Installation
	Partner with CTE to support a pathway for students to learn about and become commercial drivers in the future.		Exploration

Revised/New Actions

Revised/New Action(s)	Revised or New Action?	Explanation/Rationale
Original Action: Explore Talking Points and how it could support additional language needs. Possibly explore translation tools for texting with families. (Talking Points is something they use in schools already- explore this more)	Revised, not moving forward with action.	We haven't explored Talking Points due to the priority of implementing Tyler Tech, which will have language supports/translations on the parent app.
Original Action: Potential to post positions with specific language requirements to support translation needs.	Revised, not moving forward with action.	DCC staff currently use Language Line, the same language support that schools use. Will continue to use Language Line to support callers with various language needs.
Original Action: For type III service- Hire additional staff focused on type III routes and	Revised, new action- action	New technology will help speed up routing turnaround time- meaning students are assigned to

<p>continue researching better ways to access GPS systems for contractors providing Type III services.</p> <p>New Action: Utilizing new technology to help speed up the routing turn-around times so that students are assigned to bus stops faster. Homeless and Highly Mobile (HHM) duties have been divided over 6 schedulers to increase scheduling turnaround time and responsiveness.</p>	<p>completed.</p>	<p>a bus stop faster. HHM duties have been divided over 6 schedulers to increase scheduling turnaround time and responsiveness.</p>
<p>Original Action: eTIRES app to log and track Misplaced Students & Undelivered Students.</p>	<p>Revised, not moving forward with action.</p>	<p>The new routing system will replace the majority of customized reporting, logs, and systems that have been used in Transportation (which were created because the old system did not offer features/support our needs). Late buses will be identified in the new routing system, allowing dispatch staff to send another bus to get the route back on the scheduled time. Transportation staff can send highly focused messages via the parent app to notify families of late buses.</p> <p>Driver navigation tablets could include a feature to log when a parent/guardian is not available to receive their student with custodial transfer needs. This data would aid in conversations with families regarding student's transportation needs and the families' ability to support.</p> <p>Misplaced students could also be logged in to the new routing system although there should be a larger conversation that could include access to the report, view updates on the report, approval/acknowledgment process, etc.</p>
<p>Original Action: MPS leadership can reconsider the Metro Transit Go-To program and eligibility, including expanding access over the summer months.</p>	<p>Revised, not moving forward with action.</p>	<p>No conversation in the current budget process has included expanding the Go-To card program.</p>
<p>Original Action: Option for submitting issues via MPS Transportation email- need to include required info (bus number, school, etc.).</p>	<p>Revised, not moving forward with action.</p>	<p>The new parent app has the ability to receive messages from families. Need additional conversation about what staff would be responsible for responding, turnaround time, sharing sensitive information, etc.</p>

Original Action: Partner with Student Support Services (what dept is responsible for developing this training?) to include the bus ride.	Revised, not moving forward with action.	Could potentially include a 'student rider expectations' form in the parent app that families/students would need to complete prior to the school year.
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Implementation Successes and/or Challenges

Transportation has begun implementing the new routing system- training transportation-based staff, reviewing processes and procedures, and working to ensure all necessary student data is available to accurately route students. This new technology is an opportunity to review what and how data is entered into MPS' student information system, Infinite Campus, and to reinforce that system as a single source of truth. This includes accurate addresses, identifiers on student records for special transportation needs such as Homeless & Highly Mobile (HHM) status or special equipment needs, and identifying when a student is no longer enrolled in MPS. Transportation has partnered with IT, Student Accounting, Special Education, and Homeless & Highly Mobile to address these needs and develop new procedures for data accuracy.

Beyond having accurate data coming into our systems, the new routing and GPS software is also providing an opportunity to retrain and systemize how our staff work. From schedulers all routing in the same way to dispatch staff using GPS data to respond to and address late buses to drivers completing incident reports in the same manner.

The new GPS system can also be configured to provide driver safety ratings based on various factors such as harsh braking, rolling stops, etc. Our goal is to develop a full driver safety program that is data-informed and addresses specific driver needs. One of the challenges is having a large number of drivers who are not MPS employees- nearly 70% of transportation services provided are performed by contracted service providers. These service providers have their own systems, procedures, driver training/expectations, etc. This can be challenging to follow up on specific driver issues as it requires entrusting the contractor's management or supervisory staff to address the issue. We are in the process of concentrating work amongst a smaller number of service providers. By increasing the amount of work they perform on behalf of MPS we can strengthen our contractor service level expectations.

Policies
<ul style="list-style-type: none"> • Transportation, Policy 3545 • Transportation Services and Routes, Regulation 3545A

Appendix

Transportation Department

Transportation EDIA Reports

- [Full EDIA Report](#)
- Executive EDIA Report ([English](#), [Hmong](#), [Somali](#), [Spanish](#))
- [EDIA Action Plan](#)
- Policies
 - [Policy 3545- Transportation](#)
- Year 1 Progress Monitoring
 - [Mid-Year Progress Monitoring Report](#)
 - End-of-Year Progress Monitoring Report
(This document is the EOY report)
- Year 2 Progress Monitoring
 - Mid-Year Progress Monitoring Report-
Available February 2026
 - End-of-Year Progress Monitoring Report-
Available June 2026
- Year 3 Progress Monitoring
 - Mid-Year Progress Monitoring Report-
Available February 2027
 - End-of-Year Progress Monitoring Report-
Available June 2027