

Policy Committee Meeting

Tuesday, August 25, 2026 4:30 PM

Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

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

2) **Approval of the Agenda**

3) **Acceptance of Minutes**

3)a. June 2, 2026

4) **Reports and Discussion**

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

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)

5) **Adjournment**

**OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION**

**POLICY COMMITTEE MEETING
June 2, 2026**

CALL TO ORDER

Committee Chair Lori Norvell called the meeting to order at 3:12 p.m.

ROLL CALL

Present: Greta Callahan, Collin Beachy, Lori Norvell (3)

Absent: Lucie Skjefte, Sharon El-Amin (2)

APPROVAL OF AGENDA

Callahan moved to approve the agenda. Beachy seconded the motion. On a voice call vote, the motion was adopted unanimously.

APPROVAL OF MINUTES

Callahan moved to approve the minutes from the April 28, 2026 meeting. Beachy seconded the motion. On a voice call vote, the motion was adopted unanimously.

REPORTS AND DISCUSSION

Regular Policy Reviews

A presentation was given and reviews were conducted of Policy 3500 (Records Retention), Policy 3700 (Fund Balances), and Policy 4016 (Family Medical Leave Act) was conducted. No recommended changes were made at this time.

ACTION ITEMS

Resolution Amending Policy 6690 (Wellness Policy)

Callahan moved to refer the Resolution Amending Policy 6690 (Wellness Policy) to the full board with the committee's recommendation. Beachy seconded the motion.

On a voice vote, the motion was adopted unanimously.

Updated Public Participation (public comments) in Board Meetings

Beachy moved to refer the Updated Public Participation Guidelines to the full board with the committee's recommendation. Callahan seconded the motion.

On a voice vote, the motion was adopted unanimously.

ADJOURNMENT

Without objection, Chair Norvell adjourned the meeting at 3:42 p.m.

Minutes submitted by Nandi O'Brien, School Board Administrator and Assistant Clerk.

Meeting materials: <https://meetings.boardbook.org/Public/Agenda/1807?meeting=747163>

EDIA Updates

MPS Policy Committee

August 25, 2026

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.

Transportation & Early Literacy EDIA's 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)*

- Early Literacy SY24 EDIA → Progress Monitoring Year 1
- Transportation EDIA → Progress Monitoring Year 4 (Final Year)

Early Literacy in Spanish Dual Language EDIA Study Updates

Background & Purpose

- This year's EDIA focuses on K–3 literacy in Spanish dual language schools and builds on the 2024–25 Early Literacy EDIA, which identified student groups that may not be fully served by current literacy practices.
- In September 2025, the Board extended the study to further examine disproportionately impacted student groups.
- Spanish dual language programs were selected to better understand literacy experiences for:
 - Students in dual language programs
 - English learners
 - Newcomer students

Scope, Methodology & Participants

SCOPE

Further analysis of 2024–25 EDIA K–3 literacy data, with a focus on Spanish Dual Language programs

Focus on:

- Equitable access to core instruction (Tier 1)
- Equitable literacy outcomes

SOURCES

- Caregiver interviews
- Surveys
- Focus groups
- Literacy testing outcomes

PARTICIPANTS

- **3** Schools (Green Central, Emerson, & Las Estrellas)
- **3** principals
- **17** teachers/staff
- **3** reading interventionists
- **~360** caregivers



Preliminary Findings: Tier 1 Systems & Biliteracy Instruction

- Literacy system implementation varies across schools.
- Perceived staffing shortages and limited intervention capacity impact support.
- Spanish literacy materials are fewer and sometimes lack cultural relevance.
- Staff request more coaching, collaboration, and biliteracy guidance.

Preliminary Findings: Student Experience & Outcomes

- Educators face challenges meeting language, disability, newcomer, and learning needs simultaneously.
- Concerns from staff and caregivers about assessment quality and alignment across languages.
- Early evidence suggests disparities for newcomers and students with interrupted formal education.
- Some students needing intensive support and some advanced learners may be underserved.

Preliminary Findings: Caregiver Voice & Study Limitations

- Caregivers want clearer, more consistent, culturally responsive communication.
- Engagement experiences vary across schools.
- Current analysis uses data not originally designed for a Spanish Dual Language study.
- Underrepresentation of some demographics in data, including Latino/a families, Black families, English learners, and FRL-eligible families were underrepresented in responses.

Next Steps

Spanish Dual Language Early Literacy Study (Current Study)

- Continue study through Spring 2027 to:
 - Increase stakeholder representation, including students
 - Assess implementation of new 80/20 model
 - Examine new literacy curriculum impacts
- REA & EDIA Committee plan to present the full report and recommendations at the **May 2027 Regular Board Meeting**.

Early Literacy (SY24 Study) & Transportation Action Plan Implementation & Progress Monitoring

- The next progress monitoring report will be available Spring 2027



Questions?

References

- [Full Evaluation Questions for K-3 Spanish Dual Language EDIA \(SY25-26\)](#)
- EDIA Reports, Presentations, and Progress Monitoring updates:
<https://www.mpschools.org/departments/rea/evaluation/edia/reports>