

## **Policy Committee Meeting**

Tuesday, April 28, 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. March 24, 2026

4) **Reports and Discussion**

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

4)b. Policy Priorities Discussion

5) **Action**

5)a. Resolution Amending Policy 5635 (Mandated  
Reporting Of Child Neglect Or Physical Or Sexual  
Abuse)

5)b. Updated Public Comment Guidelines

6) **Adjournment**

**OFFICIAL MINUTES  
MINNEAPOLIS BOARD OF EDUCATION**

**POLICY COMMITTEE MEETING  
March 24, 2026**

**CALL TO ORDER**

Committee Chair Lori Norvell called the meeting to order at 4:30 p.m.

**ROLL CALL**

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

Absent: Directors Lucie Skjefte and Adriana Cerrillo (2)

**APPROVAL OF AGENDA**

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

**APPROVAL OF MINUTES**

Beachy moved to approve the minutes from the Jan. 27, 2025 meeting. On a voice vote, the motion was adopted unanimously.

**REPORTS AND DISCUSSION**

**Regular Policy Reviews**

A review of Policy 6690 (Wellness Policy), Policy 5635 (Mandated Reporting Of Child Neglect Or Physical Or Sexual Abuse), and Policy 5637 (Mandated Reporting Of Maltreatment Of Vulnerable Adults) was conducted. No recommended changes were made at this time, but staff shared minor revisions would be forthcoming at a future meeting.

**Discussion of a Policy Regarding Public Participation (public comments) in Board Meetings**

The committee recapped previous discussions regarding current guidelines for public comment in board meetings. Members agreed that this topic would benefit from another discussion by

the committee and later, the full board. A recommendation will be brought forward at a future meeting.

### **Policy Priorities Discussion**

Committee members were asked to bring forward policies they would like included in the planning calendar. Members present agreed that input from the full committee is needed before proceeding and recommended possible changes to committee assignment be made by the full board.

### **Resolution Adopting Policy 4018 (Minnesota Paid Leave)**

Committee members reviewed Policy 4018 (Minnesota Paid Leave).

Beachy moved to refer Resolution Adopting Policy 4018 for referral to the full board. On a voice vote, the motion was adopted unanimously.

### **ADJOURNMENT**

Without objection, Chair Norvell adjourned the meeting at 5:21 p.m.

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

Meeting materials: <https://meetings.boardbook.org/Meeting/QuickView/736821>



# EDIA Mid-Year Update

4/28/26

# Equity & Diversity Impact Assessment

## Full Equity and Diversity Impact Assessment

The Full EDIA process **involves three phases**: 1) Conducting a **study** to identify inequities in policies and practices; 2) Developing and **implementing an Action Plan** that addresses the findings from the EDIA Study; and 3) **Monitoring Progress** by tracking progress on the action plan. Additionally, **MPS partners with the EDIA Committee**, an advisory and consulting group who provides equity considerations.

## Equity Considerations for Budgeting

Guides schools and departments through recommended steps for an **equity-driven budget planning process** that includes meaningful engagement of diverse perspectives and other equity considerations.

## Equity Considerations for Policies

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

Designed for departments to record how they have used an **equity-driven process to propose changes to practices** that significantly impact student learning. 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.

# Equity & Diversity Impact Assessment Project Phases

**Board of  
Education  
Requests a Full  
EDIA**

*Year 1*

**Phase I:  
EDIA Study**

Identify and examine  
inequities in policies  
and practices

*Year 1*

**Phase II:  
Action Plan &  
Implementation**

Efforts to address  
EDIA findings

*Year 2*

**Phase III:  
Progress  
Monitoring**

Track progress on  
action plan  
implementation

*Years 2-4*

# MPS Board Regulation 1304A: Equity & Diversity Impact Assessments

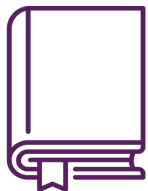
## Phase II: Action Planning

- The Responsible Staff drafts an action plan and proposes revisions to the policy or policies.
- The EDIA Team and EDIA Committee reviews and provides feedback on the action plan and proposed policy revisions.
- **The Responsible Staff makes further revisions and brings recommendations to the Board's Policy Committee for consideration.**
- The Responsible staff implements the action plan and any adopted revisions to policies.

## Phase III: Monitoring

- The Responsible staff submits semiannual progress updates for up to three years to the EDIA Team.
- **The EDIA Team provides semi-annual reports on progress to the Board's Policy Committee.**

# Full EDIA on Early Literacy is in Phase II: Action Planning



## Early Literacy

5

Study Findings

30

Proposed Actions

### Categories of Proposed Actions:

1. Rigorous Core Instruction
2. Professional Development & Staff Support
3. MTSS Structures
4. Systematizing Interventions
5. Family Communication & Resources
6. Student Supports

# Full EDIA on Transportation is in Phase III: Progress Monitoring

## Transportation



### **SY25 End-of-Year Actions Completed**

**12 of 12** short-term  
**6 of 17** long-term

### **SY26 Mid-Year Actions Completed**

**12 of 12** short-term  
**10 of 17** long-term

## **Areas of Continued Exploration**

- Updated protocols for the youngest students
- Updated/increased training for drivers
- Incident Reporting system
- Partnerships with CTE and Metro Transit

## Equity and Diversity Impact Assessment Progress Monitoring Document - Updated 3/24/25

### Helpful Information to Know

You are being requested to complete the Progress Monitoring document as part of the Full Equity and Diversity Impact Assessment (EDIA) process. This phase comes after your department has developed an EDIA Action Plan to address the findings from the EDIA study. The purpose of this document is for you to provide updates on the progress of the action items listed in your action plan.

### What to Expect During the Progress Monitoring Process

Your Department and the EDIA Team will work together to discuss, coordinate, and set clear expectations about this process.

- Progress Monitoring is a three-year process.
- Each year you will be expected to submit a mid-year and end-of-year progress update to the EDIA Team to show progress on your action plan. This information is helpful to track annual progress. Although a quarterly update is not required, the EDIA Team will check-in with Departments quarterly to provide support where needed and to ensure departments are held accountable to implement actions.
- It is expected that all action items are completed and in full implementation at the end of year three.
- Reporting out on progress may also entail attending an EDIA Committee meeting in which you have meaningful conversations with the committee members, sharing out progress on your EDIA Action Plan.

### How this Document will be Used

What you record in this document may eventually be made public (including on the [EDIA website](#)) and available for review by the Board of Education (BOE) and EDIA Committee. This information will also be included in an end-of year summary report produced by the EDIA Team or members of the Research, Evaluation, Assessment, & Accountability Department (REAA). The summary report will include information on all EDIA projects going through the progress monitoring phase.

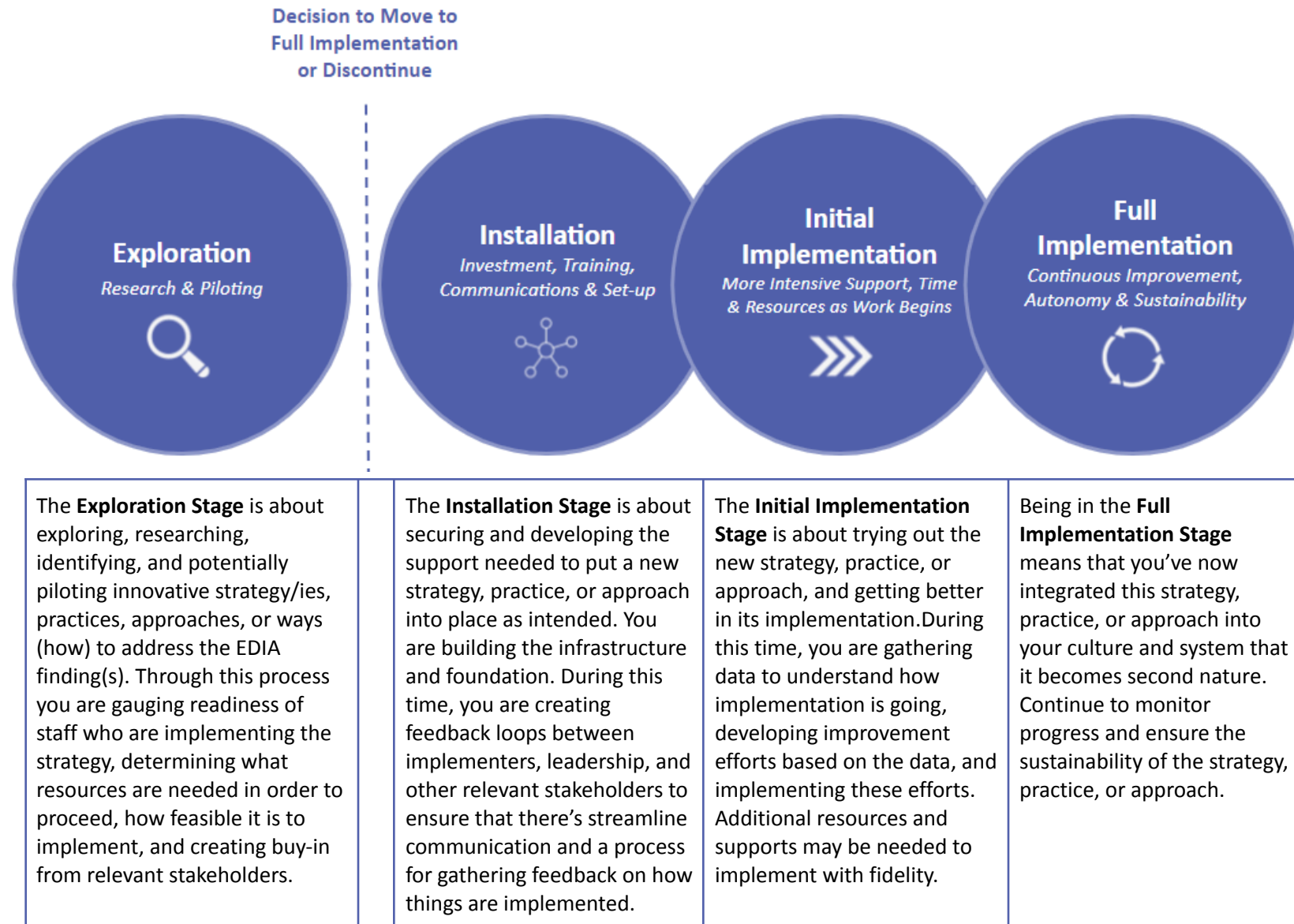
### Submitting Your Document

Submit your mid-year and end-of-year updates to any member of the EDIA Team. This team will review and provide feedback to your document, if necessary.

- Tayler Marks, Evaluation Specialist, [Tayler.Marks@mpls.k12.mn.us](mailto:Tayler.Marks@mpls.k12.mn.us)
- Erin Giebink, Evaluation Specialist, [Erin.Giebink@mpls.k12.mn.us](mailto:Erin.Giebink@mpls.k12.mn.us)
- Heather Mac Murray, Executive Director of Research and Planning, [Heather.MacMurray@mpls.k12.mn.us](mailto:Heather.MacMurray@mpls.k12.mn.us)

### Implementation Science Framework Overview

This Progress Monitoring document utilizes what's called the Implementation Science Framework, which allows for you to share context around your implementation actions while reporting on progress, particularly for 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.

**Guide for Completing the Document**

This next section is to help guide you through how to complete this document for progress monitoring. As noted before, you'll need to complete this document twice a year; mid-year and end-of-year.

## What You Need to Complete the Document

**Refer to the EDIA Findings and your EDIA Action Plan to complete this document.** Using the format of a Google Doc will ensure that you can update this document as a running record or until a specified deadline that is agreed upon between your department and the EDIA team. As you work through the document, consider the following:

1. Consider how messaging would be perceived and/or understood by BOE Directors, families, and community members.
2. Avoid using jargon or language that may not be accessible to anyone who is unfamiliar with your work.
3. Be sure to spell out acronyms to ensure that board directors, families, and community members understand what you may be referring to.

## Instructions for Completing the “Status of Actions” Table

### **From the Left, Columns 1 and 2**

Begin by listing each EDIA finding and the action(s) that is meant to address that particular finding. It is possible to have the same actions address several findings. Meaning, you may duplicate the same actions for multiple EDIA findings you are trying to address.

### **Columns 3-7**

Once you’ve listed each EDIA finding and their respective action(s) , you’ll need to identify whether the action is short-term or long-term. **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. Examples of short-term actions may include “hiring for a specific position(s)” within a short period or “increasing/reallocating money to serve a specific goal or purpose during the school year.” On the other hand, **long-term actions** could be an outcome, project, program, or practice that is being worked towards over a longer period of time. Examples of long-term actions may include “expanding mentorship support to support students and staff” or “providing district-wide anti-bias training to all staff and volunteers.”

You will need to describe the status of each action in the table below. For short-term actions, you’ll need to indicate whether it’s been completed or not. For the remaining columns around long-term actions, refer back to the Implementation Science framework. Each long-term action will either be in Exploration, Installation, Initial Implementation, or Full Implementation. For actions in the “Exploration” stage, you’ll need to indicate a decision date when you will decide whether to move to installation or discontinue the action. The long-term action also has space to provide helpful context around the action item.

## Revised/New Action Table

- Describe the revised or additional action in column 1.
- Indicate in column 2 whether it’s a revised or new added action.
- Provide an explanation or rationale for revising the action or for adding a new action. You will also need to specify the action the revised one will replace.

## Dissemination Plan Table & Additional Information Table

The Dissemination Plan table is a space for you to share how you will proactively share progress with your stakeholders who may want to hear about your progress. The Additional Information table is a space for you to share anything else that you believe would be helpful for readers to know including any successes you want to highlight or challenges/obstacles you encountered.

Paper Size: 8.5" x 14"

Feel free to create additional rows, merge cells, etc. in the table.

Transportation EDIA - Progress Monitoring School Year 2025-2026   April 2026 Status of Actions					
EDIA Finding	Action	Short Term		Long-Term	
		Completed or Not?	Use this space to share context around the action item.	Stage of Implementation	Use this space to share context around the action item.
<p><b>Transportation Requests:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Requesting &amp; researching new efficient routing and GPS software in upcoming Request for Proposal (RFP).</p>	<p>Completed</p>	<p>Routing system RFP) completed and reviewed 5 bids. Awarded bid to Tyler Technologies</p> <p>Contracted with Samsara for GPS and safety data tracking.</p> <p>Tyler Tech and Samsara are robust systems that will streamline operations and enhance parent and school communication, as well as provide actionable safety data.</p>		

families.					
<b>Bus Delays:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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 their student is, especially when a student has more than one route</li> </ul>	Transportation currently has an RFP for a new routing software that proactively notifies delays to dispatch staff.	Completed	Routing RFP completed, reviewed 5 bids. Awarded bid to Tyler Technologies.  Currently building a new routing system to identify late/delayed buses. Will also develop new work processes for dispatch staff and/or DCC staff to communicate delays		
	Transportation will write protocol regarding late buses- what are contractors responsible for doing & when for 15 mins late (approximately) buses.	Completed	Late bus notification protocol was created and shared with contractors and necessary staff.		
	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 into hiring District Communication Center (DCC)staff with broader language abilities or have schools with multilingual	Completed	Tyler Tech has multiple language capabilities with their parent/caregiver app, My Ride K-12. We will continue to keep this as a priority as we develop the use and scope of the parent app.		

<p>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"> <li>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.</li> </ul>	<p>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 &amp; 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>	<p>Incomplete</p>		<p>Installation</p>	<p>Update: We began the school year by directing SPED drivers (both internal and contracted) to use tablets for tracking student loading. However, we have not yet monitored compliance or tracked the actual usage by drivers.</p> <p>RFID cards with Tyler Tech- not rolled out yet, not funded for it for next school year, so would be funded for SY27-28 for roll out. The implementation of RFID cards, utilizing Tyler Tech, is currently on hold. Funding for the rollout is not secured for the next school year (SY 2026-2027), meaning the anticipated deployment is now planned for School Year 2027-2028. This is not a transportation conversation only, there is an overall use of RFID cards beyond transportation- partners could include nutrition services, media centers, school IDs, etc.</p>
	<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-</p>	<p>Completed</p>		<p><del>Exploration</del> - Revised action, see table below. (Now Full Implementation with updated action)</p>	<p>The planned action to utilize Tyler Tech is no longer moving forward; instead, we are exploring an entirely new system. This system will address not only SPED students but also all students who are misplaced or riding an unscheduled bus. Currently, these incidents are logged in a shared spreadsheet accessible to multiple staff members.</p> <p>Additionally, a direct channel of communication with safety managers, using the existing</p>

	<p>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>				<p>emergency communication tools, is in place for these situations. A more robust, general emergency communication system is being planned, which will encompass this need. The Request for Proposal (RFP) for this new communication system is anticipated to be released soon, though the timeline for its implementation is not yet confirmed.</p>
	<p>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.</p>	<p>Completed</p>	<p>Contractor fines rolled out May 2024 and are still in place. Two fines are currently being tracked- No GPS and Late to 1st Tier PM school.</p> <p>Tyler Tech will provide us with the ability to identify and process contractor fines internally. This will allow us to broaden the route performance metrics that are tracked.</p>		
	<p>Utilizing new technology to help speed up the routing turn-around times so that</p>	<p>Completed</p>	<p>Homeless and Highly Mobile (HHM) duties have been divided over 6 schedulers to increase scheduling turnaround time and responsiveness.</p>		

	students are assigned to bus stops faster.				
	Continue with the new process for receiving and assigning trips with Athletic Directors.	Completed	Starting November 2023, Transportation revised the athletic trip request process moving from a paper request process to an online form with an automated approval process and workflows. Small process changes have been made since initial implementation based on user feedback.		
<b>Communication Loop</b> <ul style="list-style-type: none"> <li>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</li> </ul>	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.	Completed		Exploration Revised action, see table below.	<p>Exploring what types of notifications Tyler Tech has for requests submitted by families using the parent app.</p> <p>Update: No progress made on this.</p> <p>For schools: Tyler Tech does not have a feedback loop currently with IC for request status. Once a student has a bus schedule, their IC student record is updated with busing information giving schools visibility from IC.</p> <p>For families: When a family fills out form in My Ride they have access to the completed form. However, there is nothing in the My Ride app that provides a request status update, such as request received, request processing, etc. When a student is routed, the family will receive an email notifying them of the new bus schedule. Hopes: Exploring better user communication with families using My Ride</p>
	Communicate with families via a family app/tool when	Complete		Installation Full Implementation	Tyler Tech has the ability to identify late buses, allowing transportation staff to communicate

<p>less support with transportation needs than schools with more resources or complete staffing.</p>	<p>there are late buses. Eventually, send bus stop messages and other family communications using the family app.</p>				<p>that information to families directly.</p> <p>Update: Implemented now - MyRide has real time GPS and ETA data. A family needs to opt in to receiving push notifications from My Ride in order to get ETA updates on their student's bus. GPS accuracy relies on having the assigned bus on the route, or a bus substitution noted in the system.</p> <p>For schools: TT rolled out new feature called arrivals board that has been really helpful for school staff to see what is on time/late/etc. Transportation staff to continue to explore and develop best practices and process for sending families messages via My Ride (updated bus schedule, emergency issue impacting run timing, etc.)</p>
	<p>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.</p>	<p>Completed</p>		<p><del>Installation</del> Full Implementation</p>	<p>Tyler Tech has the ability to allow access per school, user, etc.</p> <p>Update: Arrivals board meets this need. The tool is available.</p>
	<p>Transportation to set procedure when a bus is running a certain number of minutes late- 2nd bus is set</p>	<p>Completed</p>	<p>Operational. Late bus notification protocol developed and shared with contractors and related staff.</p>		

	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 trainings/materials with coordinators and survey if/where additional trainings are needed.	Completed	Training and resources are located on the internal staff intranet (Sharepoint). A dedicated staff person trains and supports transportation coordinators. Approximately 25 trainings are given throughout the school year on various transportation topics. There is a team chat with an assigned staff person to monitor.		
	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.	Incomplete		<del>Exploration</del> -Installation	<p>Eligibility Communication: Last year, we were unable to inform students of their transportation eligibility based on their home address and school. Next year, with the implementation of Tyler Tech, we will have this information and will significantly improve communication with students regarding their eligibility. The specific communication tool (e.g., MyRide, School Messenger) is still under review.</p> <p>Go-To Card Program Updates: We plan to increase communication with students about updates to their Go-To cards, including warnings that a card will be disabled if it is unused for a specified period. We will coordinate with</p>

					schools when we transition to the revised GoTo card program.
<p><b>Safety and Climate-Reporting and Follow-up Regarding Incidents:</b></p> <p>When incidents are reported, bus drivers indicated 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 of students receiving punishments for incidents</p>	<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.</p>	Incomplete		Exploration	<p>No work on this action as of yet.</p> <p>Waiting to see how the new routing system and driver navigation tablets can help a safer student drop-off procedure at corner stops for the youngest learners.</p> <p>There's an ability to have seat assignments in the routing system but unsure who would be responsible for making sure the right student is in the right seat, especially in yellow buses with a large ridership, and what the next steps would be if a student doesn't sit in a seat, etc.</p> <p>Update: Seat assignments are difficult to enforce for drivers but can use it. The driver will make a seating chart based on where students originally chose, but can move and re-assign as needed. However, drivers are generally instructed to have younger students sit in front, older students sit in the back.</p> <p>Exploring how drivers can use tablets for Hi 5, kindergarten and early childhood students similar to how drivers use tablets for students with custodial transfers.</p>
	<p>Further incorporate DCC staff in the training program.</p>	Completed	DCC manager included in all transportation leadership training, carries training back to		

			DCC staff.		
	Develop a structure for safety training; SEL topics; and bias training.	Incomplete		<del>Installation</del> Exploration	<p>Working with a district partner to develop appropriate training for all levels of Transportation staff, including DCC and warehouse.</p> <p>Update: Derek Francis (Equity and School Climate former ED) - worked with managers to develop bias training. The process was paused due to leadership changes. Exploring SEL/Bias training from district level that they could join on.</p> <p>MPS drivers complete New Employee Orientation when they are hired, which includes some bias &amp; SEL training.</p> <p>Revising driver calendar for SY26-27, which will include additional days for in service training.</p>
<b>Safety and Climate- Metro Transit</b> <ul style="list-style-type: none"> <li>Students, caregivers, and bus drivers all mentioned safety concerns throughout the data collection process. Bullying/harassment, physical assault, witnessing unsafe</li> </ul>	Joint venture with Metro Transit to update safety videos for HS metro transit riders.	Incomplete		Exploration	No work completed on action as of yet Could explore a partnership with high school students/classes/CTE courses to develop training videos with Metro Transit and MPS.
	Transportation can provide resources from Metro Transit regarding the Microbuses program or any other program Metro Transit may provide.	Completed		<del>Exploration</del> Full Implementation	Transportation provided information on Metro Transit Microbuses at the beginning of the school year to high schools.

<p>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</p>					
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<p>witnessing more unsafe behaviors by adults on and off transit.</p> <ul style="list-style-type: none"> <li>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 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</li> </ul>					
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<p>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><b>Safety and Climate- Yellow Bus:</b></p> <ul style="list-style-type: none"> <li>• Same finding as "Safety and Climate- Metro Transit".</li> </ul>	<p>Joint effort with Risk Mgmt (ideally all of MPS) to explore incident/accident reporting tool. 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>Incomplete</p>		<p>Exploration - Revised action, see table below</p>	<p>Specifically not moving forward with using Tyler Tech to track incidents as the system does not have the capability for logging issues.</p> <p>Will need to continue to partner with Risk Management on incident/accident reporting tool.</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</p>	<p>Incomplete</p>		<p>Exploration</p>	<p>No work completed on action as of yet</p> <p>Could explore what's an appropriate level of information to share with drivers regarding safety and bus behavior statistics.</p> <p>Need to explore how we can improve the feedback loop with drivers regarding student riders, including what's appropriate to share</p>

	manager to speak with the driver. With new technology, work to post weekly stats about incidents reported/incidents responded to/discipline taken per route.				from a privacy perspective.
	RegEd bus aide training on what to write reports on-standardize it	Completed		Exploration	No work completed on action as of yet. A transportation manager has been assigned to manage general ed bus aides. Will need to develop a full training program for existing and new staff  Update: dedicated safety manager leading gen ed bus aides, back to school training & specific bus aide only meetings. Bus aides have a document acknowledging bus aide duties
	Driver issues- standardize reporting, and tracking of issues with clear follow-up, including contracted drivers.	Incomplete		Exploration Initial Implementation	Making progress on implementing a driver safety program. Focused on driver performance rating from Samsara system- rolling out to MPS drivers. Will have 'Safe Driving' recognition at the end of the school year. Further enabling AI components of the safety system, such as in-cab nudges to correct driver behavior (inattentive driving, speeding, etc.)
	Formalize processes for incidents, misplaced students, undelivered students, etc. This would	Incomplete		Exploration - Revised action, see table below	No work completed on action as of yet The new routing system provides some options for submitting reports. Would need additional conversations with school leadership, risk

	include DCC, Transportation managers, and transportation leadership.				management, and senior leaders to determine the process.  Update: Tyler Tech does not have capability to log incidents such as misplaced students, undelivered students, etc. Will continue to partner with Risk Management on an incident/accident reporting tool  Processes have not been formalized into SOPs as of yet.
	Transportation will review and update materials every year.	Completed	Materials are reviewed and updated yearly.		
	Transportation will modernize the notification, reporting and follow-up for completed (or need to be completed) trainings.	Completed	Principals are responsible for reporting that their school completed School Bus Safety week training.  Need leadership support for follow-up with schools that have not completed training.		
<b>Staffing:</b> <ul style="list-style-type: none"> <li>Not its own finding, but was often cited as a barrier across all findings.</li> </ul>	Re-evaluate overnight positions and duties for DCC staff; the potential to move overnight positions to daytime hours.	Completed		<del>Installation</del> -Full Implementation	Optimized DCC schedule by moving more staff to daytime hours which better supports call volume, positively impacting families, schools and others.
	Partner with CTE to support a pathway for students to learn about and become commercial drivers in the future.	Incomplete		Exploration	No work on the action as of yet. Exploring options to partner CTE to support commercial driver pathways.



**Revised/New Action**

Feel free to create additional rows, merge cells, etc. in the table.

Revised/New Action(s)	Revised or New Action?	Explanation/Rationale <i>Provide an explanation or rationale for revising or adding a new action. If you indicated that this is a revised action, specify the action that you'll be replacing this with. If this is a new action, specify which finding this is meant to address.</i>
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 continue researching better ways to access GPS systems for contractors providing Type III services.  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.	Revised, new action- action completed.	New technology will help speed up routing turnaround time- meaning students are assigned to a bus stop faster. HHM duties have been divided over 6 schedulers to increase scheduling turnaround time and responsiveness.
Original Action: eTIRES app to log and track Misplaced Students & Undelivered Students.	Revised, not moving forward with action.	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. 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. 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.
Original Action: MPS leadership can reconsider the Metro Transit Go-To program and eligibility, including expanding access over the summer months.	Revised, not moving forward with action.	No conversation in the current budget process has included expanding the Go-To card program.
Original Action: Option for submitting issues via MPS Transportation email- need to include required info (bus number, school, etc.).	Revised, not moving forward with action.	The new parent app has ability to receive messages from families. Need additional conversation about what staff would be responsible for responding, turnaround time, sharing sensitive information, etc.
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.
<p>Original Action: Students receiving Special Education (SPED) transportation that need custodial transfers - having no guardian available to receive student leads to bus delays. Need 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> <p>New Action: When no guardian is available to receive a student requiring custodial transfer this creates bus delay. To address this, a formal protocol is being established in which the driver will wait 2–3 minutes at the stop, proceed to remaining stops, and then loop back for a 2nd attempt. If the student remains unclaimed, drivers will contact DCC to notify. DCC staff reach out to primary and emergency contacts for the student. When a guardian is located, the driver will be notified and a coordinated drop off is planned.</p>	Revised & Full Implementation	<p>Exploring an entirely new system which will address not only SPED students but also all students who are misplaced or riding an unscheduled bus. Currently, these incidents are logged in a shared spreadsheet accessible to multiple staff members.</p> <p>Additionally, a direct channel of communication with safety managers, using the existing emergency communication tools, is in place for these situations. A more robust, general emergency communication system is being planned, which will encompass this need. The Request for Proposal (RFP) for this new communication system is anticipated to be released soon, though the timeline for its implementation is not yet confirmed.</p>

<p>A standardized log will be maintained on each bus to document these incidents, supporting reporting on child protection concerns and patterns of lateness or custodial transfer issues. Currently, incidents are recorded in a shared spreadsheet accessible to multiple staff members as an interim solution.</p> <p>Beyond the immediate protocol, a broader system is being explored to address not only SPED students but all students who are misplaced or riding an unscheduled bus. A direct communication channel with safety managers through existing emergency tools is already in place, and a more robust district-wide emergency communication system is in planning, with an RFP anticipated to be released soon, though the implementation timeline has not yet been confirmed.</p>		
<p>Original action: 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.</p>	<p>Revised, not moving forward with action.</p>	<p>Tyler Tech (routing software) does not have a feedback loop capability with either IC requests or with My Ride forms (which are used for Save Your Seat in the spring). It is not expected that Tyler Tech will develop this capability.</p>
<p>Original action: Joint effort with Risk Mgmt (ideally all of MPS) to explore incident/accident reporting tool. 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>New Action: A joint effort with Risk Management, and ideally all of MPS, is underway to explore an incident and accident reporting tool. In the meantime, work is ongoing to transition away from paper-based reporting to an electronic solution, which would enable better tracking of incidents and help identify when an escalated response is needed, such as a suspension. Tyler Tech has been ruled out as an option, as it lacks the necessary capability</p>	<p>Revised</p>	<p>Specifically not moving forward with using Tyler Tech to track incidents as the system does not have the capability for logging issues.</p> <p>Will need to continue to partner with Risk Management on incident/accident reporting tool.</p>

for logging incidents. Continued partnership with Risk Management will be essential in identifying and implementing the right tool going forward.		
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**Dissemination Plan**

**Dissemination Plan**  
*Use this space to describe the ways in which you'll share your progress with relevant stakeholders.*

We understand the success of implementing new systems means all necessary stakeholders are informed of progress, challenges, changes, and expectations. We have developed a communication plan that details which groups are communicated to when, how they will receive the message, and what actions they need to take.

School-based staff will receive training on new systems before the end of the school year, along with refreshers when they return in the fall for the new school year. Beyond training sessions, school-based staff have received project updates via PD sessions, email, and an internal SharePoint project landing page.

Families will receive ample notification regarding switching to the new parent/guardian app that will track their student's yellow bus. Resources will be made available at schools (such as flyers with QR codes) and via school newsletters, district communications (such as Weekly Family Update), the MPS website, and messages to current Here Comes The Bus users.

Senior leadership and project sponsor receive biweekly project updates, detailing upcoming work, risks, and requests for where support is needed.

**Additional Information**

**Additional Information**  
*Use this space to share any information that you believe would be helpful to know such as the implementation successes and challenges/obstacles.*

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.

# Equity and Diversity Impact Assessment Action Plan

## Helpful Information to Know

You are being requested to complete this document because you are in the Action Planning phase of the Full Equity and Diversity Impact Assessment (EDIA) process. This phase comes after an EDIA study has been completed and involves developing an EDIA Action Plan to address the findings and recommendations from the [EDIA study](#).

You can also find more information in this [EDIA Webinar](#).

## What to Expect During the Action Planning Process

Your Department and the EDIA Team will work together to discuss, coordinate, and set clear expectations about this process.

- The Action Plan will be monitored for three years as part of the progress monitoring phase of the Full EDIA process.
- The Action Plan should be completed by December following the completion of the EDIA study.
- You will be asked to share a draft version of this Action Plan with the EDIA Team and the EDIA Committee for review and feedback.

## How this Document will be Used

Once finalized, this Action Plan will form the basis of your department's [Progress Monitoring Plan](#). What you record in this document may eventually be made public (including on the EDIA website) and available for review by the Board of Education (BOE) and EDIA Committee as part of the progress monitoring phase of the EDIA process.

## Submitting Your Document

Please submit your Action Plan to any member of the EDIA Team. This team will review and provide feedback to your document, and will share with the EDIA Committee for review.

## Guide for Completing the Document

This next section is to help guide you through how to complete an Action Plan.

### What You Need to Complete an Action Plan

*In order to complete this document, refer to the Findings and Recommendations from the EDIA study and if applicable, any revised policy/ies that may impact or drive your action plan.* As you work through the document, consider the following:

1. You will need to communicate with the Senior Leader policy owner in order to complete this process. Please reach out to the EDIA team if you need support communicating with the policy owner.
2. Consider how messaging could be perceived and/or understood by BOE Directors, families, and community members.
3. Avoid using jargon or language that may not be accessible to anyone who is unfamiliar with your work.
4. Be sure to spell out acronyms to ensure that board directors, families, and community members understand what you may be referring to.

### Instructions for Completing the “Action Plan” Tables

The purpose of the Action Plan document is to identify potential actions or goals that would address the EDIA findings. Take into consideration the recommendations provided by the EDIA Committee. Before you begin, in the “Revised Policies” table, list the policy name and number of each policy reviewed in the EDIA study, and provide links to the revised policies. You may work with the Senior Leader policy owner to complete this section of the document.

Once you’ve done this, you’ll need to complete a separate table for each finding from the EDIA study. The first column describes the overarching finding, the second column identifies the theme, and the third column provides the description for that particular theme. The fourth column describes recommendations provided by the EDIA Committee. The fifth column is a space for you to name actions/goals that are within your department’s locus of control that address the corresponding findings. The last column is an opportunity for you to name who you may need to partner with to address a finding if you feel it may be out of your locus of control, or if you feel that a partnership would be beneficial in addressing a finding.

Under column 5 “Actions/Goals w/in Department’s Locus of Control,” reflect on the following questions to guide what actions the department can take:

1. *What findings are within the department’s locus of control?*
  - a. *What practices may need to change that are within the department’s locus of control?*
  - b. *What processes may need to change that are within the department’s locus of control?*
  - c. *How will the department reallocate resources to address the finding?*

Under column 6, “Potential Partnerships to Address Challenges/Recommendations Outside of the Department’s Locus of Control,” reflect on the following questions to guide what actions the department can take in partnership with identified partners:

1. *For findings that are not within the department’s locus of control, identify potential partnerships to address the challenges. Where can you influence changes that would address the findings?*
2. *Identify current strategies and efforts that are addressing the findings. Do any of the strategies/efforts need to be adapted? If so, how? If not, how will the department ensure that they address the findings?*

Revised Policies
<ul style="list-style-type: none"> <li>• <a href="#">Policy 6121: Academic, Social Emotional And Behavior Supports</a></li> <li>• <a href="#">Regulation 6121A: Implementation Of Supports And Interventions</a></li> </ul>

Feel free to create additional rows, merge cells, etc. in the table.

Accountability, Research, & Equity

Evaluation Question: Is a rigorous core instruction accessible to all students, regardless of school or identity?					
Finding 1: While many schools implement rigorous core instruction, persistent disparities indicate that such instruction is not yet equitably accessible to all students regardless of school or identity, especially for students of color, English learners, and students with disabilities.					
THEMES DESCRIPTION	EDIA COMMITTEE RECOMMENDATIONS	ACTIONS/GOALS <i>Within Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>	ACTION/GOALS <i>Potential Partnership(s) to Address Findings Outside of Department's Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>
<p><b>A. Inequitable Implementation of core instruction curricula:</b> Though the district was currently undergoing an early adoption roll-out of UFLI for elementary schools, our teacher survey indicates that teachers in racially identifiable schools were less likely to have early adopted UFLI due to schools either not being selected for early adoption or choosing not to opt in. General education teachers were more likely to be utilizing UFLI compared to special education teachers.</p>	None	In 25-26 all 44 elementary schools adopted UFLI.	1. Literacy outcomes for early elementary learners, as measured by Fastbridge fall, winter, and spring growth and proficiency scores. <ul style="list-style-type: none"> <li>a. Improved academic outcomes are generally expected to start being evident ~3 years after the initial installation of a curriculum program.</li> </ul>		

<p><b>B. Equity and Disparities in access to core instruction:</b> Survey data and interviews reveal that core instructional experiences are not uniformly accessible across all schools. Caregivers of students in special education programs and students of color report considerably lower satisfaction. Teachers and principals noted that UFLI and Benchmark curricula lack cultural and linguistic responsiveness and do not adequately support English learners, students with disabilities, and those below or above grade-level reading proficiency.</p>	<p><b>Adopt a Culturally Sustaining Knowledge-Building Literacy Curriculum:</b> It is urgent that the district replace the current Benchmark literacy curriculum with an alternative that is culturally sustaining and reflects the backgrounds, histories, and experiences of the district’s students. Continue gathering input from teachers, caregivers, and students to define what culturally sustaining content should include.</p> <p><b>Supplement Curriculum for Language Learners and Diverse Needs:</b> Ensure supplemental materials are leveled and relevant for students from varying linguistic and academic backgrounds, including English Learners (EL) and students receiving special education services.</p>	<ol style="list-style-type: none"> <li>1. Adopt a new Knowledge Building Curriculum.</li> <li>2. Select a Knowledge Building curriculum that provides robust supplemental materials for English language learners and students receiving special education services</li> <li>3. Implementation of new Knowledge Building curriculum during SY 2027 with full, districtwide implementation by SY 2028.</li> <li>4. Ensure accessibility of Science of Reading resources to all students as needed, regardless of grade level.</li> </ol>	<ol style="list-style-type: none"> <li>1. Selection and implementation of a new Knowledge Building curriculum districtwide by SY 2028.</li> <li>2. Creation and adherence to a curriculum implementation evaluation plan based on the science of implementation for years 1-3 of full implementation</li> <li>3. Literacy outcomes for early elementary learners, as measured by Fastbridge fall, winter, and spring proficiency and growth scores. <ol style="list-style-type: none"> <li>a. Improved academic outcomes are generally expected to start being evident ~3 years after the initial installation of a curriculum program.</li> </ol> </li> <li>4. UFLI and other Science of Reading resources are available to all students, and related training available to staff, based on student need,</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff training, distribution, and implementation of supplemental curriculum materials distribution and implementation in partnership with English Language Development and Special Education for students receiving EL or SPED services. (Multilingual and Special Education Departments)</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum Implementation plan includes established procedures for resource and material distribution to schools.</li> <li>2. Curriculum implementation plan includes plans for monitoring implementation of knowledge building curriculum for all student groups.</li> </ol>
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			regardless of grade level.		
<p><b>C. Professional Development and training limitations:</b> Both teachers and principals highlight significant gaps in ongoing professional development. New teachers, in particular, struggle with the lack of training on how to implement curricula that are both rigorous and inclusive. While certain trainings (LETRS / CORE) are highly rated, the overall landscape of professional development - especially district-provided support - appears fragmented and insufficient.</p>	<p><b>Differentiate Districtwide Professional Development (PD) Based on Teacher Need:</b> Offer tiered professional development options tailored to a teacher's expertise and their students' needs. Incorporate differentiated PD in areas such as EL support, MTSS, special education, and literacy instruction.</p> <p><b>Implement Site-Based and Collaborative Training Models:</b> Prioritize school-based professional development through on-site coaching, Professional Learning Communities (PLCs), and structured teacher team planning that directly address each school's student needs. To expand capacity, implement a train-the-trainer model, preparing selected educators to lead ongoing training within their schools. The goal will be to ensure that site-based training is consistently high-quality, scalable, and responsive to evolving school needs. To ensure effectiveness and sustainability:</p> <ul style="list-style-type: none"> <li>● <i>Assess and Support Leadership Capacity:</i> Include regular evaluations of school leadership's ability to facilitate high-quality professional development, using</li> </ul>	<ol style="list-style-type: none"> <li>1. Differentiated PD available for teachers depending upon where each individual is at in their training for UFLI, LETRS, CORE, etc.</li> <li>2. On-site literacy specialist available at some school sites.</li> <li>3. Intentional and focused principal PD created to support their growth at instructional leaders.</li> <li>4. Re-establish PLCs once the current cohort of teachers undergoing UFLI/LETRS/CORE training has completed Phase 2</li> <li>5. Revise SOEI tools and improve Look-Fors to allow for more aligned coaching.</li> </ol>	<ol style="list-style-type: none"> <li>1. Availability of differentiated PD for teachers</li> <li>2. Establish on-site literacy specialists at some sites</li> <li>3. Principal PD to support instructional leadership growth implemented</li> <li>4. PLCs re-established with protected time.</li> <li>5. Development of PLC evaluation tools for assessing the ongoing quality of PD.</li> <li>6. Access to mentors for in-school trainers for PLC topics.</li> <li>7. SOEI tools and look-fors revised and published for improved teacher coaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Examine the feasibility of creating a PD system that better aligns with curriculum adoption and implementation to make the system feel more cohesive and aligned. (Human Resources Department)</li> <li>2. Establish a systematic curriculum adoption protocol. (REA, Procurement, and Academic Departments)</li> </ol>	<ol style="list-style-type: none"> <li>1. Creation of a professional development that aligns with curriculum adoption and implementation is explored and next steps proposed</li> <li>2. Development of a curriculum adoption protocol that includes detailed steps for the entire process and includes a three-year implementation evaluation plan that is based on the science of implementation.</li> </ol>

	<p>feedback from staff and student data to inform leadership coaching and growth plans.</p> <ul style="list-style-type: none"><li>● <i>Provide Ongoing Trainer Support:</i> Develop a support system for in-school trainers that includes access to expert mentors, dedicated planning time, and follow-up training to deepen their expertise and prevent burnout.</li><li>● <i>Schedule Protected Time for Collaboration:</i> Require each school to build protected time for PLCs and team planning into the master schedule, monitored through site-based planning reviews to ensure staff have regular, meaningful opportunities to collaborate.</li></ul> <p><b>Support for New Curriculum Rollouts:</b> When adopting a new curriculum, implement a phased rollout that includes sufficient planning time for staff, district-provided training, and ongoing coaching or technical assistance.</p> <ul style="list-style-type: none"><li>● Ensure curriculum implementation is aligned across schools and grade levels through centralized coordination, shared pacing guides,</li></ul>				
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	<p>and collaborative planning opportunities.</p> <ul style="list-style-type: none"> <li>• Monitor implementation progress and gather teacher feedback regularly to make adjustments and ensure equitable support across all school sites.</li> </ul>				
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**Evaluation Question: How do individual schools' MTSS / intervention plans vary in quality, accessibility, and implementation across the district?**

**Finding 2: Schools differ widely in their MTSS and intervention plans/supports—those highlighting strong leadership and resources tend to offer more effective and equitable support, while others face challenges like limited staff, inconsistent implementation, and scheduling issues that make it harder for historically underserved students to get the support they need.**

THEMES DESCRIPTION	EDIA COMMITTEE RECOMMENDATIONS	ACTIONS/GOALS <i>Within Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>	ACTION/GOALS <i>Potential Partnership(s) to Address Findings Outside of Department's Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>
<p><b>A. Inconsistent Implementation across schools:</b> MTSS practices and interventions are applied unevenly throughout the district - with significant variability across schools due to the absence of a district-wide model, inconsistent adherence to guidance, differing leadership approaches, and scheduling constraints - resulting in marked disparities in both intervention availability and consistency.</p>	<p><b>Standardize MTSS Across Schools:</b> Develop and enforce a districtwide policy and framework for MTSS implementation, ensuring all schools receive equitable resources. Provide ongoing, districtwide professional development for MTSS leads and teams, implement regular reviews to monitor effectiveness, and include strategies to engage families in the process.</p> <p><b>Adopt Districtwide MTSS Process Audit &amp; Implementation Evaluation:</b> Develop a districtwide audit system to evaluate how well</p>	<ol style="list-style-type: none"> <li>1. Implement the MnMTSS Framework districtwide</li> <li>2. Develop a system for standardized MTSS documentation that includes student tracking, intervention logs, progress monitoring, etc.</li> <li>3. Creation of a district-wide MnMTSS Team that meets monthly to support the utilization of the framework throughout the district.</li> <li>4. Develop family-facing MnMTSS guide explaining the process in multiple</li> </ol>	<ol style="list-style-type: none"> <li>1. Schools are successfully implementing the MnMTSS framework as measured by the SEMI-DLT and SEMI-SLT implementation rubric at all schools by SY 2028.</li> <li>2. Documentation system for MTSS is developed and in use by all schools by SY 2028.</li> <li>3. Districtwide MnMTSS team is established and meeting monthly by SY 2027.</li> <li>4. Family-facing MnMTSS guide is available in all</li> </ol>	<ol style="list-style-type: none"> <li>5. Hire a districtwide MTSS leader to assist with the development and monitoring of MTSS implementation and practices. (Human Resource Department)</li> </ol>	<ol style="list-style-type: none"> <li>1. MTSS Executive Director is hired by SY 2026.</li> </ol>

	<p>the MTSS program is working in all schools. Use clear rules and trained staff to make sure the review is fair and consistent. Track student progress from K-3 using the same tools across the district.</p> <ul style="list-style-type: none"> <li>• School teams should look at this data together to find ways to improve.</li> <li>• To manage resources, start the audit slowly, focusing first on schools that need the most help. Give staff training and support to make the process easier.</li> <li>• Use what is learned from the audits to improve teaching, training, and support for MTSS across the district.</li> <li>• It is important to know that teachers and staff will need to see the audits as support opportunities and not policing; this success will depend on adequate resources, quality data, strong communication, and the district's commitment to act on findings.</li> </ul>	languages	four of MPS's main family home languages by SY 2027. This could be a 1-2 page document that explains MnMTSS and how we provide supports for all students, some students and few students.		
<p><b>B. Resource and Staffing constraints:</b> Staffing shortages, inconsistent funding, and limited dedicated intervention time are pervasive challenges. These resource constraints hinder schools' abilities to</p>	<p><b>Ensure Interventionist Access for Early Grades:</b> Create and enforce minimum staffing standards for interventionists in grades K–3, regardless of Title I status.</p> <p><b>Flexible Staffing Models for Differentiation:</b> Explore staffing</p>	<ol style="list-style-type: none"> <li>1. Reduce class sizes to adhere to MFE contract</li> <li>2. Reduce SPED caseloads for staff</li> <li>3. Continue relationship with highly qualified partner reading intervention programs including</li> </ol>	<ol style="list-style-type: none"> <li>1. Class sizes reflect agreed upon numbers in the MPS/MFE contract by SY 2027.</li> <li>2. SPED caseloads reflect agreed upon numbers in the MPS/MFE contract by SY 2027.</li> </ol>		

<p>deliver timely, sustained support, leading to gaps between the intended design of interventions and their on-the-ground execution.</p>	<p>and scheduling models that allow teachers to work with smaller groups and meet varied learning needs. For example, pilot a two-pod model for Kindergarten (15 students per pod) that rotates students between academic and social emotional/specialist instruction, increasing student support and enabling differentiation.</p> <p><b>Reduce Class Sizes for K–3:</b> Work toward class sizes of 18 for Kindergarten and 20 for grades 1–3 to support differentiated instruction and small group work.</p> <p><b>Build a Districtwide Volunteer Corps:</b> Recruit and coordinate trained adult volunteers to support reading instruction across all district schools - not just at local or neighborhood campuses. Expand or reintroduce partnerships that bring trained high school or middle school students into elementary schools to support reading, such as peer reading programs. Some ways to ensure equitable literacy support across all schools could be:</p> <ul style="list-style-type: none"> <li>• Partner with local colleges, universities, and workforce development programs (e.g., human services, education majors, AmeriCorps, MN Literacy Coalition) to recruit adult volunteers who can provide consistent,</li> </ul>	<p>AmeriCorps and MN Reading Corps</p> <p>4. Implementation of MPS Intervention Model</p>	<p>3. Maintain presence of AmeriCorps and MN Reading Corps volunteer in MPS schools across school years and school sites</p> <p>4. Identification of students for intervention follows the MPS Intervention Plan across all sites.</p> <p>5. Implementations are monitored by the tools and at the frequency described in the MPS Intervention plan.</p>		
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	<p>school-day reading support.</p> <ul style="list-style-type: none"> <li>● Incorporate on-site supervision and support structures for volunteers—such as trained reading aides or literacy coordinators—to ensure quality and safety in volunteer-led instruction.</li> <li>● Design flexible, campus-specific implementation models that account for the current school structure and can adapt to the unique needs and resources of each site.</li> </ul>				
<p><b>C. Equity and Access disparities:</b> Although overall satisfaction with reading support is moderately high, disparities exist - especially among students of color and students receiving special education - where higher rates of intervention do not necessarily translate to effective or appropriately tailored support, exposing significant inequities in access and outcomes.</p>	<p><b>Standardize Intervention Support for Transfer Students and Newcomers:</b> Implement a districtwide, consistent practice of reserving designated intervention plans and resources for transfer students and newcomers to ensure there is no delay in them receiving intervention services. Newcomers should always be screened for intervention support upon enrollment. Transfer students from within the district should continue receiving Tier 2 or Tier 3 intervention services if they were previously receiving them, ensuring continuity of support and equitable access to services. Designated support staff, likely in addition to the intervention staff, should be involved in the planning</p>	<ol style="list-style-type: none"> <li>1. Explore how to make interventions and progress monitoring data for transfer students more easily communicated and accessible for students' new school</li> </ol>	<ol style="list-style-type: none"> <li>1. Academic department staff examine how interventions could more easily be communicated when a student transfers between schools.</li> <li>2. Academic department staff determine the feasibility of continuing interventions when a student does not meet the threshold at their new school.</li> <li>3. Academic department staff determine appropriate procedures for transfer students to continue receiving necessary support to catch up to grade level standards if they do not qualify for interventions</li> </ol>		

	<p>and support for newcomer and transfer students to ensure interventions are able to support a spectrum of needs, such as language support or other appropriate educational support services.</p>		<p>at their new school.</p>		
<p><b>D. Variability in Quality and effectiveness:</b> Although overall satisfaction with reading support is moderately high, clear disparities exist - especially among students of color and students receiving special education - where higher rates of intervention do not necessarily translate to effective or appropriately tailored support, exposing significant inequities in access and outcomes.</p>	<p><b>Support Continuity of Services:</b> Tier 2 and Tier 3 interventions should continue until a student reaches grade-level proficiency, based on district assessments and tools, and not only when they exit a “critical” category. Progress should be checked regularly using the same tools across all schools. Resources must be fairly shared, focusing on students with the greatest needs while making sure everyone who needs help can get it.</p> <ul style="list-style-type: none"> <li>● Students should always be identified using many types of information—not just test scores—including teacher and caregiver input and classroom performance. Intervention teams can recommend support even if students don’t meet strict cutoffs.</li> <li>● Clear plans should guide how to gradually reduce support as students improve, and there should be an easy way to restart services if needed, based on progress or requests</li> </ul>	<ol style="list-style-type: none"> <li>1. Schools follow a standardized method of identifying students for intervention, delivering intervention programs, conducting progress monitoring, and reviewing data at regular intervals</li> <li>2. Exploration of how to support students who no longer qualify for interventions but have not yet reached grade level proficiency</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification of students for intervention follows the MPS Intervention Plan across all sites.</li> <li>2. Implementations are conducted and monitored by the tools and at the frequency described in the MPS Intervention plan.</li> <li>3. Academic department staff determine appropriate procedures for continuing to support students who no longer qualify for interventions to continue to make progress in catching up to grade level standards.</li> </ol>		

	<p>from caregivers, teachers, or the team. Staff will get training and support to manage this process well.</p> <ul style="list-style-type: none"> <li>This would require proper and proactive planning to support staffing, scheduling, and resource allocations to avoid staff burnout, inconsistent transitions, and lack of resources.</li> </ul>				
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**Evaluation Question: How does the district identify students requiring academic interventions? Are the identification methods used inclusive and consistent across all student demographics?**

**Finding 3: While the district employs various diagnostic tools to identify students for reading interventions, resource constraints and language challenges—especially for English-language learners—undermine the consistency and inclusivity of these methods across all student demographics.**

THEMES DESCRIPTION	EDIA COMMITTEE RECOMMENDATIONS	ACTIONS/GOALS <i>Within Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>	ACTION/GOALS <i>Potential Partnership(s) to Address Findings Outside of Department's Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>
<p><b>A. Inequity and Inconsistency in identification methods across demographics:</b> While principals and reading interventionists report that identification methods work well overall—particularly in schools with dedicated MTSS leads—significant concerns exist about inclusivity. Assessment tools primarily administered in English create barriers for dual</p>	<p><b>Standardize Intervention Support for Transfer Students and Newcomers:</b> Implement a districtwide, consistent practice of reserving designated intervention plans and resources for transfer students and newcomers to ensure there is no delay in them receiving intervention services.</p> <ul style="list-style-type: none"> <li>Newcomers should always be screened for intervention</li> </ul>	<ol style="list-style-type: none"> <li>Schools follow a standardized method of identifying students for intervention, delivering intervention programs, conducting progress monitoring, and reviewing data at regular interviews</li> <li>Explore how to make interventions and progress monitoring data for transfer students more easily</li> </ol>	<ol style="list-style-type: none"> <li>Identification of students for intervention follows the MPS Intervention Plan across all sites.</li> <li>Implementations are conducted and monitored by the tools and at the frequency described in the MPS Intervention plan.</li> </ol>		

<p>language learners and English learners, and district leadership acknowledges inconsistent application across student demographics.</p>	<p>support upon enrollment.</p> <ul style="list-style-type: none"> <li>• Transfer students from within the district should continue receiving Tier 2 or Tier 3 intervention services if they were previously receiving them, ensuring continuity of support and equitable access to services.</li> <li>• Designated support staff, likely in addition to the intervention staff, should be involved in the planning and support for newcomer and transfer students to ensure interventions are able to support a spectrum of needs, such as language support or other appropriate educational support services.</li> </ul>	<p>communicated and accessible for students' new school</p>			
<p><b>B. Resource-Related Challenges that hinder follow-through on identification:</b> Although identification itself appears generally effective at the school level, insufficient resources, staffing, and time hinder the process. While identification may be managed adequately at</p>	<p><b>Flexible Staffing Models for Differentiation:</b> Explore staffing and scheduling models that allow teachers to work with smaller groups and meet varied learning needs. For example, pilot a two-pod model for Kindergarten (15 students per pod) that rotates students between academic and social emotional/specialist</p>	<ol style="list-style-type: none"> <li>1. Implementation of MPS Intervention Model</li> <li>2. Continue relationship with highly qualified partner reading intervention programs including Americorps and MN Reading Corps</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification of students for intervention follows the MPS Intervention Plan across all sites.</li> <li>2. Implementations are conducted and monitored by the tools and at the frequency described in the MPS Intervention plan.</li> <li>3. Maintain presence of Americorps and MN</li> </ol>		

<p>individual schools, the ability to follow through with timely interventions—especially in under-resourced settings—remains a significant districtwide challenge.</p>	<p>instruction, increasing student support and enabling differentiation.</p> <p><b>Build a Districtwide Volunteer Corps:</b> Recruit and coordinate trained adult volunteers to support reading instruction across all district schools - not just at local or neighborhood campuses. Expand or reintroduce partnerships that bring trained high school or middle school students into elementary schools to support reading, such as peer reading programs. Some ways to ensure equitable literacy support across all schools could be:</p> <ul style="list-style-type: none"> <li>● Partner with local colleges, universities, and workforce development programs (e.g., human services, education majors, AmeriCorps, MN Literacy Coalition) to recruit adult volunteers who can provide consistent, school-day reading support.</li> <li>● Incorporate on-site supervision and support structures for volunteers—such as trained reading aides or literacy coordinators—to ensure quality and</li> </ul>		<p>Reading Corps volunteer in MPS schools across school years and school sites</p>		
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	<p>safety in volunteer-led instruction.</p> <ul style="list-style-type: none"> <li>• Design flexible, campus-specific implementation models that account for the current school structure and can adapt to the unique needs and resources of each site.</li> </ul>				
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**Evaluation Question: How are parents notified promptly and clearly about the need for interventions, the type of support provided, and student progress?**

**Finding 4: Caregivers are notified about interventions and student progress via multiple channels (such as parent-teacher conferences, standardized letters, digital messages, and phone calls), though inconsistencies in frequency, language accessibility, and clarity often undermine the prompt and clear communication needed by all families.**

THEMES DESCRIPTION	EDIA COMMITTEE RECOMMENDATIONS	ACTIONS/GOALS <i>Within Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>	ACTION/GOALS <i>Potential Partnership(s) to Address Findings Outside of Department's Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>
<p><b>A. Multi-Channel Communication Methods with varied effectiveness:</b> Schools use a mix of parent-teacher conferences, letters home (including standardized intervention notification letters required by the Minnesota READ Act), digital messages (emails, texts, apps), and phone calls to notify caregivers about interventions, support details, and student progress. While conferences are the most common</p>	<p><b>Develop a District Literacy Communication Plan:</b> Establish a districtwide strategy to effectively inform families -particularly families who speak a language other than English - about literacy expectations, interventions, and progress. Ensure all materials are accessible, translated, and jargon-free. Leverage existing communication channels, such as text messaging, phone calls, email, and parent-teacher conferences, to maximize outreach.</p>	<ol style="list-style-type: none"> <li>1. Communication with families for students who are performing below grade level based on Fastbridge screening data 3x per year. Communication will include the student's current performance level, information about what the school is doing to support that student, and what the family can do at home.</li> <li>2. Standardized communication with families and community partners around the</li> </ol>	<ol style="list-style-type: none"> <li>1. Procedures for communicating literacy screening results with families are established within one school year of full implementation of the knowledge building curriculum.</li> <li>2. Communication is sent 3x per year to all families with students performing below grade level based on Fastbridge screening data</li> <li>3. Procedures for regularly communicating with families and community</li> </ol>		

<p>avenue—especially in general education and special education IEP meetings—caregivers of students of color show a clear preference for digital methods, which may offer greater immediacy and accessibility.</p>	<p><b>Equitable Communication Access for All Families:</b> Ensure all families, regardless of student program (e.g., advanced learners, students receiving special education services), receive the same number and quality of contact points from educators about literacy. Create district policies for consistent, jargon-free communication with families, similar to Individual Education Plan (IEP) reporting structures for special education.</p> <p><b>Partner with Community Organizations:</b> Work with culturally relevant organizations to conduct outreach and increase participation among underrepresented families.</p>	<p>districtwide knowledge building curriculum.</p> <ol style="list-style-type: none"> <li>a. Families will be provided with information about the topic of the current unit, what their student is learning, and what reading and writing skills they are using.</li> <li>b. Community partners will also receive similar communication related to the MPS groups/schools they work with to create a community-wide understanding of what kids are learning, what they are reading, and what they are writing.</li> </ol> <ol style="list-style-type: none"> <li>3. Update report cards to reflect most current literacy standards</li> <li>4. Standardize information shared at predetermined intervals for parents regarding student progress and intervention programs. <ol style="list-style-type: none"> <li>a. Communication and expectations are standardized across classrooms, grades, and schools.</li> <li>b. Communication includes resources to support parents'</li> </ol> </li> </ol>	<p>partners around districtwide knowledge building curriculum are established within one school year of full implementation.</p> <ol style="list-style-type: none"> <li>4. Communication is sent at established intervals to families and community partners around knowledge building curriculum</li> <li>5. Report cards are updated to reflect current literacy standards</li> <li>6. Creation of guidelines, expectations, and resources for schools around sharing student progress updates and information on what families can do with the information.</li> <li>7. Creation of guidelines, expectations, and resources for schools around sharing student intervention information and what families should expect in terms of updates and student progress.</li> <li>8. Creation of one-page documents for each grade level around year-end student expectations and resources for parents to support learning at home. <ol style="list-style-type: none"> <li>a. Documents are available in all four MPS languages</li> </ol> </li> </ol>		
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		<p>interpretation of the information and what can be done at home to support student learning.</p> <p>5. Create one page document for each grade level that informs caregivers about end-of-year grade level expectations in plain language.</p>			
<p><b>B. Barriers to Clarity and Accessibility affecting understanding:</b> Despite multiple channels of communication, barriers including language, heavy academic jargon, and a tendency to focus on behavioral issues rather than academic progress make it difficult for some caregivers—particularly Hispanic/Latino, American Indian/Alaskan Native, and non-English households—to fully understand their students' assessment data and progress. These communication challenges lead to discrepancies between caregivers' perceptions of their students' reading levels and what is relayed by teachers.</p>	<p><b>Develop a District Literacy Communication Plan:</b> Establish a districtwide strategy to effectively inform families -particularly families who speak a language other than English - about literacy expectations, interventions, and progress. Ensure all materials are accessible, translated, and jargon-free. Leverage existing communication channels, such as text messaging, phone calls, email, and parent-teacher conferences, to maximize outreach.</p> <p><b>Create Grade-Level Literacy Standards Documents:</b> Develop and/or leverage existing tools and share grade-specific “By the end of the year, a student will be able to...” documents through websites, Parent-Teacher Association/Parent-Teacher Organization events, and curriculum nights to build</p>	<p>1. Communication with families for students who are performing below grade level based on Fastbridge screening data 3x per year. Communication will include the student’s current performance level, information about what the school is doing to support that student, and what the family can do at home.</p> <p>2. Standardized communication with families and community partners around the districtwide knowledge building curriculum.</p> <ul style="list-style-type: none"> <li>○ Families will be provided with information about the topic of the current unit, what their student is learning, and what reading and writing skills they are using.</li> <li>○ Community partners will also receive similar communication related</li> </ul>	<p>1. Procedures for communicating literacy screening results with families are established within one school year of full implementation of the knowledge building curriculum.</p> <p>2. Communication is sent 3x per year to all families with students performing below grade level based on Fastbridge screening data</p> <p>3. Procedures for regularly communicating with families and community partners around districtwide knowledge building curriculum are established within one school year of full implementation.</p> <p>4. Communication is sent at established intervals to families and community partners around knowledge building curriculum</p> <p>5. Exploration of how to</p>		

	<p>shared understanding and consistency across the district. Include strategies for families to support their student's growth in literacy.</p> <p><b>Equitable Communication Access for All Families:</b> Ensure all families, regardless of student program (e.g., advanced learners, students receiving special education services), receive the same number and quality of contact points from educators about literacy. Create district policies for consistent, jargon-free communication with families, similar to Individual Education Plan (IEP) reporting structures for special education.</p> <p><b>Expand Literacy Support Nights and Events:</b> Increase the number of family literacy nights and provide take-home resources and strategies for caregivers to support literacy at home. Families need more practical support and education around what kinds of strategies to work on at home, and that both align with their students' specific needs and fit into their daily routines and schedules.</p> <p><b>Partner with Community Organizations:</b> Work with culturally relevant organizations to conduct outreach and increase participation among underrepresented families.</p>	<p>to the MPS groups/schools they work with to create a community-wide understanding of what kids are learning, what they are reading, and what they are writing.</p> <p>3. Explore methods of providing resources for families to better understand and reinforce skills students are learning at home.</p> <p>4. Explore providing informational videos and other resources for families and community partners around the science of reading, reading curriculum, how to support students at home</p>	<p>provide resources for families to better understand what their students are learning and how to support those skills at home.</p>		
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<p><b>C. Inconsistencies in Frequency and Effectiveness across schools and demographics:</b> There's notable variation in how and how often parents are communicated with. While many teachers report quarterly or even monthly contacts, some district-level practices (such as ensuring FastBridge data are shared at conferences) are inconsistently implemented across sites. This inconsistency—compounded by occasional lapses in sending out letters or the use of inaccessible language—means that a significant portion of caregivers (particularly those from underserved communities) report not receiving timely or clear information.</p>	<p><b>Develop a District Literacy Communication Plan:</b> Establish a districtwide strategy to effectively inform families -particularly families who speak a language other than English - about literacy expectations, interventions, and progress. Ensure all materials are accessible, translated, and jargon-free. Leverage existing communication channels, such as text messaging, phone calls, email, and parent-teacher conferences, to maximize outreach.</p> <p><b>Equitable Communication Access for All Families:</b> Ensure all families, regardless of student program (e.g., advanced learners, students receiving special education services), receive the same number and quality of contact points from educators about literacy. Create district policies for consistent, jargon-free communication with families, similar to Individual Education Plan (IEP) reporting structures for special education.</p> <p><b>Expand Literacy Support Nights and Events:</b> Increase the number of family literacy nights and provide take-home resources and strategies for caregivers to support literacy at home. Families need more practical support and education around what kinds of strategies</p>	<ol style="list-style-type: none"> <li>1. Communication with families for students who are performing below grade level based on Fastbridge screening data 3x per year. Communication will include the student's current performance level, information about what the school is doing to support that student, and what the family can do at home.</li> <li>2. Standardized communication with families and community partners around the districtwide knowledge building curriculum. <ul style="list-style-type: none"> <li>○ Families will be provided with information about the topic of the current unit, what their student is learning, and what reading and writing skills they are using.</li> <li>○ Community partners will also receive similar communication related to the MPS groups/schools they work with to create a community-wide understanding of what kids are learning, what they are reading, and what they are writing.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Procedures for communicating literacy screening results with families are established within one school year of full implementation of the knowledge building curriculum.</li> <li>2. Communication is sent 3x per year to all families with students performing below grade level based on Fastbridge screening data</li> <li>3. Procedures for regularly communicating with families and community partners around districtwide knowledge building curriculum are established within one school year of full implementation.</li> <li>4. Communication is sent at established intervals to families and community partners around knowledge building curriculum</li> </ol>		
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	<p>to work on at home, and that both align with their students' specific needs and fit into their daily routines and schedules.</p> <p><b>Partner with Community Organizations:</b> Work with culturally relevant organizations to conduct outreach and increase participation among underrepresented families.</p>				
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**How are caregivers and students informed of specific strategies of instruction and what strategies will improve their student's reading level?**

**Finding 5: Caregivers and students receive information about reading strategies through various channels - such as teacher newsletters, digital messages, and parent-teacher conferences - but inconsistent caregiver involvement- especially for caregivers of students of color and English learners- and variable student engagement highlight the need for more personalized, collaborative approaches to improve reading levels.**

THEMES DESCRIPTION	EDIA COMMITTEE RECOMMENDATIONS	ACTIONS/GOALS <i>Within Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>	ACTION/GOALS <i>Potential Partnership(s) to Address Findings Outside of Department's Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>
<p><b>A. Multiple Communication Channels with Varied Reach affecting information access:</b> Caregivers learn about instructional strategies and progress through a range of methods—from teacher-provided materials at home, newsletters, and parent-teacher conferences to digital messages (emails, texts, apps) and phone calls. While many caregivers (particularly those of Asian students and</p>	<p><b>Develop a District Literacy Communication Plan:</b> Establish a districtwide strategy to effectively inform families -particularly families who speak a language other than English - about literacy expectations, interventions, and progress. Ensure all materials are accessible, translated, and jargon-free. Leverage existing communication channels, such as text messaging, phone calls, email, and parent-teacher</p>	<p>1. Communication with families for students who are performing below grade level based on Fastbridge screening data 3x per year. Communication will include the student's current performance level, information about what the school is doing to support that student, and what the family can do at home.</p>	<p>1. Procedures for communicating literacy screening results with families are established within one school year of full implementation of the knowledge building curriculum.</p> <p>2. Communication is sent 3x per year to all families with students performing below grade level based on Fastbridge screening data</p> <p>3. Procedures for regularly</p>		

<p>students receiving special education services) report receiving some form of communication, others (especially caregivers of students receiving English Learner services and certain other communities) experience minimal outreach, reflecting differences in how and by whom the messaging is delivered.</p>	<p>conferences, to maximize outreach.</p> <p><b>Create Grade-Level Literacy Standards Documents:</b> Develop and/or leverage existing tools and share grade-specific “By the end of the year, a student will be able to…” documents through websites, Parent-Teacher Association/Parent-Teacher Organization events, and curriculum nights to build shared understanding and consistency across the district. Include strategies for families to support their student’s growth in literacy.</p> <p><b>Expand Literacy Support Nights and Events:</b> Increase the number of family literacy nights and provide take-home resources and strategies for caregivers to support literacy at home. Families need more practical support and education around what kinds of strategies to work on at home, and that both align with their students’ specific needs and fit into their daily routines and schedules.</p> <p><b>Partner with Community Organizations:</b> Work with culturally relevant organizations to conduct outreach and increase participation among underrepresented families.</p>	<p>2. Communication with families whose students qualify for interventions</p> <p>3. Standardized communication with families and community partners around the districtwide knowledge building curriculum.</p> <ul style="list-style-type: none"> <li>○ Families will be provided with information about the topic of the current unit, what their student is learning, and what reading and writing skills they are using.</li> <li>○ Community partners will also receive similar communication related to the MPS groups/schools they work with to create a community-wide understanding of what kids are learning, what they are reading, and what they are writing.</li> </ul>	<p>communicating with families and community partners around districtwide knowledge building curriculum are established within one school year of full implementation.</p> <p>4. Communication is sent at established intervals to families and community partners around knowledge building curriculum</p>		
<p><b>B. Inconsistent and Limited Caregiver Engagement in Planning despite educator</b></p>	<p><b>Equitable Communication Access for All Families:</b> Ensure all families, regardless of student</p>	<p>1. Communication with families for students who are performing below</p>	<p>1. Procedures for communicating literacy screening results with</p>		

<p><b>claims:</b> Despite nearly all interviewed caregivers acknowledging involvement in their child's reading compared to only a very small percentage (4%) participating in instructional planning, there is a notable disconnect between educator claims (with 96% of teachers saying they share strategies) and caregiver experiences—with 29% reporting no communication at all. This inconsistency is compounded by disparities across demographics, where some caregivers are given detailed classroom plans and resources, while others receive little to no personalized guidance.</p>	<p>program (e.g., advanced learners, students receiving special education services), receive the same number and quality of contact points from educators about literacy. Create district policies for consistent, jargon-free communication with families, similar to Individual Education Plan (IEP) reporting structures for special education.</p> <p><b>Expand Literacy Support Nights and Events:</b> Increase the number of family literacy nights and provide take-home resources and strategies for caregivers to support literacy at home. Families need more practical support and education around what kinds of strategies to work on at home, and that both align with their students' specific needs and fit into their daily routines and schedules.</p> <p><b>Partner with Community Organizations:</b> Work with culturally relevant organizations to conduct outreach and increase participation among underrepresented families.</p>	<p>grade level based on Fastbridge screening data 3x per year. Communication will include the student's current performance level, information about what the school is doing to support that student, and what the family can do at home.</p> <p>2. Standardized communication with families and community partners around the districtwide knowledge building curriculum.</p> <ul style="list-style-type: none"> <li>○ Families will be provided with information about the topic of the current unit, what their student is learning, and what reading and writing skills they are using.</li> <li>○ Community partners will also receive similar communication related to the MPS groups/schools they work with to create a community-wide understanding of what kids are learning, what they are reading, and what they are writing.</li> </ul>	<p>families are established within one school year of full implementation of the knowledge building curriculum.</p> <p>2. Communication is sent 3x per year to all families with students performing below grade level based on Fastbridge screening data</p> <p>3. Procedures for regularly communicating with families and community partners around districtwide knowledge building curriculum are established within one school year of full implementation.</p> <p>4. Communication is sent at established intervals to families and community partners around knowledge building curriculum</p>		
<p><b>C. Variable Student Involvement and the Need for</b></p>	<p>None</p>				

<p><b>Personalized, Collaborative Support:</b> Teachers emphasize engaging students in self-assessment and goal-setting as part of instructional strategy; however, caregiver feedback suggests that genuine, consistent student participation in choosing reading strategies is uneven. While some groups (such as Asian and English learners) are more likely to be actively involved (according to their caregivers), others (like students with 504 plans) experience less engagement, highlighting a need for more tailored and collaborative approaches.</p>					
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**Overall**

**These are EDIA Committee Recommendations regarding teaming and equitable feedback mechanisms to consider through entire Action Plan and future practices in K-3 Literacy**

THEMES DESCRIPTION	EDIA COMMITTEE RECOMMENDATIONS	ACTIONS/GOALS <i>Within Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>	ACTION/GOALS <i>Potential Partnership(s) to Address Findings Outside of Department's Locus of Control</i>	Metric <i>How will you measure if this action/goal is successful?</i>
NA	<p><b>Prioritize Input from Underrepresented Communities:</b> Before finalizing action plans or implementing recommendations, district leadership must engage in additional meaningful consultation with</p>	<p>Continued EDIA Study on Early Literacy for 25-26 school year is collecting additional focused data from students at dual-language schools, and includes questions that explore the performance of and equity</p>			

	<p>underrepresented student, family, and community groups. This includes, but is not limited to: Families of color, multilingual households, caregivers of students receiving educational benefits and special education services, and families that are homeless or highly mobile. This input should directly inform priorities, resource allocation, and implementation strategies.</p>	<p>of services provided for students receiving educational benefits and special education services, and families that are homeless or highly mobile.</p>			
<p>NA</p>	<p><b>Institutionalize Inclusive Feedback Mechanisms:</b> Establish ongoing, structured feedback loops (e.g., advisory councils, focus groups, engagement at family events, different outreach techniques) that ensure historically marginalized voices are embedded in district planning processes, not just during initial stages but throughout implementation and evaluation phases. Consider seeking support from internal or external groups already focused on authentic engagement and feedback mechanisms.</p>	<ol style="list-style-type: none"> <li>1. Establish CACR committee to monitor and advise on districtwide academic priorities</li> <li>2. Establish district-wide MnMTSS Team that meets monthly to support the utilization of the framework throughout the district.</li> <li>3. Establish a systematic curriculum adoption protocol that includes regular stakeholder feedback and input throughout implementation. (REA, Procurement, and Academic Departments)</li> </ol>			

**MINNEAPOLIS PUBLIC SCHOOLS  
RESOLUTION 2026-0037**

**RESOLUTION AMENDING POLICY 5635**

**WHEREAS**, The Board’s Policy Committee has recommended the proposed changes.

**NOW THEREFORE BE IT RESOLVED**, that the Board of Directors, Special School District No. 1 (Minneapolis Public Schools) adopts the changes as follows:

**SECTION 1:            AMENDMENT** “Policy 5635: Mandated Reporting Of Child Neglect Or Physical Or Sexual Abuse” of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

**AMENDMENT**

Policy 5635: Mandated Reporting Of Child Neglect Or Physical Or Sexual Abuse

**1. PURPOSE**

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected suspected child neglect or physical or sexual abuse.

**2. GENERAL STATEMENT OF POLICY**

- a. It is the policy of the District to fully comply with Minnesota Statutes requiring school personnel to report chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- b. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

**3. DEFINITIONS**

- a. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
- b. “Child” means one under age 18 and, for purposes of Minnesota Statutes chapter 260C (Juvenile Safety and Placement) and Minnesota Statutes chapter 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minnesota Statutes chapter 260C.451 (Foster Care Benefits Past Age 18).
- c. “Immediately” means as soon as possible but in no event longer than 24 hours.
- d. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being maltreated or has been maltreated within the preceding three years.

- e. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- f. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
  - i. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical, or other care required for the child’s physical or mental health when reasonably able to do so;
  - ii. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
  - iii. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child’s own basic needs or safety, or the basic needs or safety of another child in his or her care;
  - iv. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
  - v. prenatal exposure to a controlled substance as defined in state law used by the pregnant person for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the pregnant person at delivery or the child’s birth, medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
  - vi. medical neglect as defined by Minnesota Statutes section 260C.007, subdivision. 6, clause (5);
  - vii. chronic and severe use of alcohol or a controlled substance by a person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
  - viii. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

Neglect does not occur solely because the child’s parent, guardian, or other person responsible for the child’s care in good faith selects and depends upon spiritual means or prayer for treatment or care of

disease or remedial care of the child in lieu of medical care.

- g. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minnesota Rules part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minnesota Rules chapter 9503.
- h. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- i. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statutes section 125A.0942 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minnesota Statutes section 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minnesota Statutes section 609.02, subdivision 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol,

or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minnesota Statutes section 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statutes section 121A.58.

- j. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- k. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- l. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statutes section 609.341, subdivision 15), or by a person in a current or recent position of authority (as defined in Minnesota Statutes section 609.341, subdivision 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minnesota Statutes section 243.166, Subd. 1b(a) or (b).
- m. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction; (2) been found to be palpably unfit under Minnesota Statutes, section 260C.301, subdivision 1, paragraph (b), clause 3, or a similar law of another jurisdiction; (3) committed an act that resulted in an involuntary termination of parental rights under Minnesota Statutes, section 260C.301, or

a similar law of another jurisdiction; or (4) ~~;~~ or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction.

#### **4. REPORTING PROCEDURES**

- a. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- b. An oral report shall be made immediately by telephone or otherwise., The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.
- c. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- d. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- e. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- f. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- g. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.
- h. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in

discipline.

## **5. INVESTIGATION**

- a. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- b. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- c. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- d. Where the alleged offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- e. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational

Rights and Privacy Act, 20 United States Code section 1232g.

**6. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE**

- a. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- b. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph a., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

**7. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE**

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

**8. DISSEMINATION OF POLICY AND TRAINING**

- a. This policy shall appear in school personnel handbooks.
- b. The school district will develop a method of discussing this policy with school personnel.
- c. This policy shall be reviewed at least annually for compliance with state law.

**Original Adoption:**

05/10/1977

**Revision Dates:**

06/12/1984, 05/27/2008, 06/13/2023

**Legal References:**

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 121A.58 (Corporal Punishment)

Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)

Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures) Minn. Stat. § 243.166, Subd.

1b(a)(b) (Registration of Predatory Offenders) Minn. Stat. § 245.825 (Use of Aversive or

Deprivation Procedures) Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of

Protection)

Minn. Stat. § 260C.301 (Termination of Parental Rights) Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18) Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment) Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors) Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon) Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority) Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship) Minn. Stat. § 609.379 (Reasonable Force) 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

**MPS Policy Cross References:**

Policy 4200 (Personnel Data) Policy 5690 (Student Data) Policy 4002 (Harassment and Violence Prohibition) Policy 5201 (Bullying and Hazing Prohibition)

PASSED AND ADOPTED BY THE MINNEAPOLIS PUBLIC SCHOOLS BOARD OF DIRECTORS \_\_\_\_\_.

	<b>AYE</b>	<b>NAY</b>	<b>ABSENT</b>	<b>ABSTAIN</b>
Abdi	_____	_____	_____	_____
Beachy	_____	_____	_____	_____
Cerrillo	_____	_____	_____	_____
El-Amin	_____	_____	_____	_____
Ellison	_____	_____	_____	_____
Emerick	_____	_____	_____	_____
Callahan	_____	_____	_____	_____
Norvell	_____	_____	_____	_____
Skjefte	_____	_____	_____	_____

Presiding Officer

Attest

\_\_\_\_\_  
Collin Beachy, Chair, Minneapolis  
Public Schools

\_\_\_\_\_  
Lori Norvell, Clerk, Minneapolis  
Public Schools

# Priority Criteria Draft

## Public Comment Guidelines (DRAFT)

The School Board will hear up to twenty-five (25) public comments at monthly regular business meetings. Individuals should pre-register to be considered to provide public comment prior to the meeting by filling out the public speaker form (20 slots). There will also be an opportunity to sign up in-person from 5-5:15 p.m. on the day of the meeting (5 slots).

### Sign-up Guidelines:

Priority of speakers will be given in the following order:

- Current MPS students
- Current caregiver of an MPS student or current MPS staff speaking to a meeting agenda item.
- Current caregiver of an MPS student, current MPS staff or a current Minneapolis resident in the order the request is received. Priority will be given to those who have not spoken in the past three months.
- Community members in the order the request is received. Priority will be given to those who have not spoken in the past three months.

To ensure appropriate speaker priority, the board office may verify a speaker's relationship to the district, including student, caregiver, staff, or residency.

- Fill out the pre-registration form (20 slots) or the in-person sign-up form (5 slots) to be considered to provide public comment. You will be asked to provide your name, address, email, the subject you are addressing in your comment, noting if it is related to the meeting agenda and noting if you have provided a comment in the past 3 months. If you need assistance, contact Nandi O'Brien at [nandi.obrien@mpls.k12.mn.us](mailto:nandi.obrien@mpls.k12.mn.us) or 612-668-2090.

## Priority Criteria Draft

- The pre-registration form will close at 12 p.m. the day before the meeting. Individuals will be notified of their status on the speaking list that evening.
- Individuals participating in the in-person sign up will learn their status when in-person sign up closes (5:20 p.m.)

### **Guidelines for Speakers:**

- Comments must not reference identifiable information about employees or students and must not use profanity, insults, or threats. Issues related to district employees may be submitted in writing to Human Resources or The School Board and may identify employees by name, title and location.
- Speakers may not transfer or yield their time to a different individual.
- Only one person may stand at the podium during a comment.
- If you have been given a slot to provide public comment in-person, your name will be projected and called to approach the podium.
- Each commenter will have up to two (2) minutes to provide their comment.
- Public commenters should state their name, relationship to MPS, and the topic on which they are commenting.
- By signing up to be considered to provide public comment, you agree to all public comment guidelines and you understand that your comment and information you provide in the registration form may be considered public data under the Minnesota Government Data Practices Act.
- Ensure that signs do not obstruct the view of others in the boardroom.
- Public comments are an opportunity for the Board to hear feedback and input. Board members will not respond to comments or questions.
- The Board Chair has full discretion over the public comment period and guidelines.

# Priority Criteria + Random Selection Draft

## Public Comment Guidelines (Hybrid)

The School Board will hear up to twenty-five (25) public comments at each monthly regular business meeting.

Individuals should pre-register to be considered to provide public comment prior to the meeting by completing the public speaker form (20 slots).

In-person sign up will be available the day of the meeting from 5-5:15 p.m. (5 slots).

Priority of speakers will be given in the following order for both pre-registrations and in-person sign-ups:

1. Current MPS student
2. Caregiver or parent of a current MPS student
3. Current MPS employees
4. Community members

Priority will be given to those who have not spoken in the past three months in all four categories.

If the interest is greater than the available slots, the number for each individual speaker category may be limited to 10 speakers to ensure a variety of perspectives can be heard.

To ensure appropriate speaker priority, the board office may verify a speaker's relationship to the district, including student, caregiver, or staff.

## Speaker Selection Process

If, after those who have recently spoken are removed from consideration, the number of individuals who sign up exceeds the total number of available speaking slots or the allotted number for priority statuses, speakers will be selected at random from the pool of registrants using a computerized tool.

# Priority Criteria + Random Selection Draft

Advance registrations (20 slots) and in-person sign-ups (5 slots) will be included in separate random selections for their respective allotments of speaker slots, if needed.

Individuals who signed up for pre-registration will receive email notification of their status on the speaker list by 8pm the night before the meeting.

Individuals signing up in-person will find out their status at the meeting.

## Sign-up Guidelines

- Complete the public speaker pre-registration form or complete in-person sign up to be considered to provide public comment. You will be asked to provide your name, address, email address, the subject of your comment, and whether your comment is related to a meeting agenda item.
- Submitting an interest form does not guarantee a speaking spot
- If you need assistance signing up, contact Nandi O'Brien at **nandi.obrien@mpls.k12.mn.us** or **612-668-2090**.
- The pre-registration form will close at 12 p.m. on the day before the meeting.

## Guidelines for Speakers

- Comments must not reference identifiable information about employees or students and must not include profanity, insults, or threats. Concerns related to district employees may be submitted in writing to Human Resources or the School Board and may identify employees by name, title, and location.
- Speakers may not transfer or yield their time to a different individual.
- Only one person may stand at the podium during a comment.
- Each speaker will have up to two (2) minutes to provide public comment (4 minutes if using an interpreter)

## Priority Criteria + Random Selection Draft

- Public commenters should state their name, relationship to Minneapolis Public Schools, and the topic of their comment.
- By signing up to be considered to provide public comment, you acknowledge and agree to these guidelines and understand that your comment and the information provided in the registration form may be considered public data under the Minnesota Government Data Practices Act.
- Signs are permitted but must not obstruct the view of others in the boardroom.
- Public comment is an opportunity for the Board to hear feedback and input. Board members will not respond to comments or questions during the public comment period.
- The Board Chair has full discretion over the administration of the public comment period and enforcement of these guidelines.