

Policy Committee Meeting

Tuesday, May 24, 2022 4:30 PM

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

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

2) **Adoption of Agenda**

3) **Acceptance of Minutes**

3)a. April 26, 2022 Meeting

4) **Reports and Discussion**

4)a. Equity and Diversity Impact Assessment (EDIA):
Site Council Equity Considerations for Policies

4)b. Regular Policy Reviews

4)b.1. Review Policy 5635 (Reporting
Maltreatment Of Minors And Vulnerable Adults)

4)b.2. Review Policy 3700 (Fund Balance)

4)b.3. Review Policy 4016 (Family Medical Leave
Act)

5) **New Business**

5)a. Revision of Policy 3548: Bus Safety

5)b. Revision of Policy 6690: Wellness Policy

6) **Adjournment**

**OFFICIAL MINUTES
MINNEAPOLIS BOARD OF EDUCATION**

**POLICY COMMITTEE MEETING
APRIL 26, 2022**

CALL TO ORDER

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

ROLL CALL

Present: Directors Adriana Cerrillo, Kim Ellison, Nelson Inz (3)

Absent: Director Ira Jourdain (1)

APPROVAL OF AGENDA

Ellison moved to approve the agenda.

On a voice vote, the motion was adopted unanimously.

APPROVAL OF MINUTES

Cerrillo moved to approve the minutes from the November 23, 2021 meeting.

On a voice vote, the motion was adopted unanimously.

REPORTS AND DISCUSSION

Regular Policy Reviews

Staff provided a review of Review Policy 8505 (Director Travel), Review Policy 6690 (Wellness Policy), and Review Policy 3548 (Bus Safety).

NEW BUSINESS

Revision of Policy 3546: Bus Equipment and Drivers

Ellison moved to forward the proposed revision of Policy 3456 to the full board with the committee's recommendation.

On a voice vote, the motion was adopted unanimously

Revision of Policy 6000: Mission Of The Educational Program

Cerrillo moved to forward the proposed revision of Policy 6000 to the full board with the committee's recommendation.

On a voice vote, the motion was adopted unanimously

Revision of Policy 6510: Work Based Learning

Ellison moved to forward the proposed revision of Policy 6510 to the full board with the committee's recommendation.

On a voice vote, the motion was adopted unanimously

ADJOURNMENT

Without objection, Chair Inz adjourned the meeting at 4:50 p.m.

Minutes submitted by Ryan Strack, Administrator of Board and Government Relations.

Meeting materials: <https://meetings.boardbook.org/Public/Agenda/1807?meeting=526828>

DRAFT

Equity and Diversity Impact Assessment: *Site Council Equity Considerations for Policies*

**Accountability,
Research and
Equity**

May 24, 2022

Overview of Site Council EDIA Project 2021–2022

The Board of Education and Superintendent directed the Accountability, Research, and Equity (ARE) Division to complete an Equity Considerations for Policies on School Site Council to examine the extent to which schools are implementing site councils according to the [MPS School Site Council Policy 1692](#).

Evaluation Questions

1. To what extent are schools implementing Site Councils according to MPS' Site Council Policy 1692?
2. To what extent do site councils have decision making power?
 - a. To what extent do site councils understand and engage in the activities laid out in MPS' Site Council Policy?
 - b. To what extent are school site councils representative of their school?
3. To what extent do site council members understand and engage in the activities laid out in MPS' Site Council Policy?

Site Council EDIA Key Findings

- Not all school leaders felt confident they will have a site council this 2021-22 school year.
- Not all site council members were aware of the intended role of site councils
- Not all school site councils engage in all the activities laid out by the Site Council Policy 1692.
- Not all site council members feel they have influence/are making an impact.
- Not all the required components of a bylaw are reflected in each school site council bylaw.
- Challenges:
 - Having representative site councils across different schools in the district.
 - Engagement and site council member participation, specifically recruiting and retaining members

Recommended Policy Changes

Site Council Policy 1692 with proposed revisions:

- Replace “bylaws” with “a set of protocols” for site councils to follow
- Remove language from “school and programs” to “schools”
- Add in language from “parents” to “parents/caregivers”
- Add in language from “student achievement” to “academic achievement and growth and culture and climate”
- Add in stronger language from “reflect” to “must reflect”
- Add in language to include parent/caregiver and student input in the process of advising school decisions

Site Council Regulation 1692A with proposed revisions:

- Remove the requirement of schools creating a set of “by-laws” and added “governance standards and protocols”
- Revisions include information pulled from the [site council bylaw model/template](#)

Proposed Next Steps

- Creation of practices used at both the school and district level to support schools in the implementation of policy
 - Formal training for site council members
 - Annual training for school leaders by the Communications and Engagement and Associate Superintendents related to leader's role in implementing site council policy at their sites to include:
 - Recruitment strategies
 - Role clarity for leaders and members
 - Best practices related to supporting virtual participation, as well as interpretation and childcare support
- Develop and implement Accountability structure for evaluating to what degree schools are implementing Policy 1692 as written

Appendix

Data Sources

Data Source	Description	People Reached
Archival/Existing Data	Collected school site council bylaws from schools between October 2021 and January 2022	Collected 22 school site council bylaws from schools across the district.
Associate Superintendent Focus Group	A focus group was conducted in September 2021 with the Associate Superintendents to understand their perceptions around how school site councils are implemented.	Four Associate Superintendents participated in the focus group.
School Leader Survey	A survey was administered to MPS school leaders (principals) in September 2021 to understand their perceptions around how school site councils are implemented.	55 school leaders from across the district completed the survey.
Site Council Member Survey	A survey was administered to current school site council members in November 2021 to understand their experiences serving on their school's site council.	127 site council members from 24 schools across the district completed the survey.

Status of Site Councils

Status of School Site Councils (as of November 2021)

Majority of school leaders reported they either have a site council or were in the process of recruiting for site council members and confident they'll have a site council this school year. About a handful of schools in the north high school attendance area and specialized sites reported that they either were recruiting for site council members and were not confident they'll have a site council or were not planning to recruit and have a site council.

School Leaders: Site Council Status by High School Attendance Area	Total Number of Schools in Each High School Attendance Area	Has a Site Council	Recruiting - Confident Will Have a Site Council	Recruiting - Not Confident Will Have a Site Council	Not Recruiting - Will Not Have a Site Council
Edison (N=4)	6	25%	75%	0%	0%
Henry (N=7)	7	42.9%	57.1%	0%	0%
North (N=4)	5	50%	25%	25%	0%
Roosevelt (N=6)	7	33.3%	66.7%	0%	0%
South (N=6)	6	16.7%	83.3%	0%	0%
Southwest (N=6)	7	50%	50%	0%	0%
Washburn (N=5)	7	60%	40%	0%	0%
Magnet/Citywide Programming (N=12)	16	41.7%	58.3%	0%	0%
Specialized Site (N=5)	6	20%	20%	20%	40%

Site Council Representative of School Population

Schools in the Edison and Roosevelt High School attendance area and Specialized Sites had stronger feelings about their site council not being representative of their school population than being representative of their school population. Schools in the Henry, South, Southwest, and Washburn attendance area as well as magnet/citywide programming schools felt their site council were generally representative of their school population.

School Leaders: Site Council generally representative of school population by High School Attendance Area	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Edison (N=4)	1	25%	2	50%	1	25%	0	0%	0	0%
Henry (N=6)	0	0%	2	33.3%	2	33.3%	2	33.3%	0	0%
North (N=2)	0	0%	0	0%	2	100%	0	0%	0	0%
Roosevelt (N=4)	0	0%	3	75%	0	0%	1	25%	0	0%
South (N=3)	0	0%	1	33.3%	1	33.3%	1	33.3%	0	0%
Southwest (N=4)	0	0%	1	25%	2	50%	1	25%	0	0%
Washburn (N=3)	0	0%	1	33.3%	2	66.7%	0	0%	0	0%
Magnet/Citywide Programming (N=10)	2	20%	2	20%	1	10%	4	40%	1	10%
Specialized Site (N=2)	0	0%	1	50%	0	0%	1	50%	0	0%

Site Council Representative of School Community

Schools in all high school attendance areas reported that parents/caregivers and licensed MPS staff were represented on their site council. Compared to other high school attendance areas, those in the South and Southwest high school attendance area reported fewer community members represented on their site council. Schools in the Edison, Henry, Washburn, and magnet/citywide programming high school attendance area reported that students were not as represented on their site council compared to other schools in other high school attendance areas.

School Leaders: Group Represented on Site Council by High School Attendance Area	Edison (N=4)	Henry (N=6)	North (N=2)	Roosevelt (N=4)	South (N=3)	Southwest (N=4)	Washburn (N=3)	Magnet/Citywide Programming (N=10)	Specialized Site (N=2)
Community Members	75%	83.3%	100%	50%	33.3%	25%	66.7%	80%	50%
Licensed MPS Staff	100%	100%	100%	100%	100%	100%	100%	100%	100%
Parents/Caregivers	100%	100%	100%	100%	100%	100%	100%	100%	100%
Students	25%	33.3%	50%	0%	0%	0%	33.3%	30%	50%
Unlicensed MPS Staff	25%	66.7%	50%	75%	66.7%	50%	66.7%	70%	50%

Note: Respondents were asked to select all that apply, so percentages do not add up to 100.

Implementation of Site Councils according to Policy 1692

Associates Focus Group

Themes	Quotes
Challenges getting representative site councils across different schools in the district.	<i>"One of the biggest, from [my] perspective, in terms of site councils and bylaws is getting the diversity that's needed on site councils. A [school in South/Southwest Minneapolis may have a site council] with predominantly white families to a [school in North Minneapolis may have a site council] with predominantly black families...I haven't been able to assist in that. Principals pretty much work with who comes to the table."</i>
Engagement challenges - recruiting and retaining site council members.	<i>"Being able to get families to agree to commit to site council is challenging. That's not policy, it's just where some of our parents are."</i>
Changes in the bylaw collection and approval process	<i>"When this [site councils] rolled out we requested all schools provide bylaws to us. [The previous Board Policy Director] approved or disapproved them. That was many years ago. Associates are in the policy. We ensure schools are following policy."</i>

Implementation of Site Councils according to Policy 1692

Per the site council regulation, site council bylaws should include the following components:

- **membership** (i.e., selection process, terms, absenteeism or resignation, vacancies, creation of officer positions, proxies)
- **meetings** (i.e., number of meetings, meeting notices and agenda setting, meeting minutes, calling emergency meetings, how meeting will be conducted)
- **quorum**, including decision making process
- **filing complaints** (e.g., due process and appeals process)
- **other responsibilities** of members or officers

Implementation of Site Councils according to Policy 1692

High School Attendance Area	Total Number of Schools in Each High School Attendance Area	Schools who Submitted a Copy of their Site Council Bylaw	
		N	%
Edison HS Attend Area	6	4	67%
Henry HS Attend Area	7	3	43%
North HS Attend Area	5	3	60%
Roosevelt HS Attend Area	7	5	71%
South HS Attend Area	6	4	67%
Southwest HS Attend Area	7	2	29%
Washburn HS Attend Area	7	2	29%
Magnet/Citywide Programming	16	2	13%
TOTAL	61	26	43%

Bylaws Checklist:

Shows what percentage of schools' site council bylaws included the required components in their site council bylaw.

Understand activities laid out by Site Council Policy 1692

Majority of school leaders were aware of the intended role of site councils. One school in the southwest high school attendance area reported being somewhat aware.

School Leaders: Aware of Intended Role of Site Council				
Respondents' High School Attendance Area	Total # of schools in the HS Attendance area	Yes	Somewhat	No
Edison (N=4)	6	100%	0%	0%
Henry (N=6)	7	100%	0%	0%
North (N=3)	5	100%	0%	0%
Roosevelt (N=4)	7	100%	0%	0%
South (N=3)	6	100%	0%	0%
Southwest (N=4)	7	75%	25%	0%
Washburn (N=3)	7	100%	0%	0%
Magnet/Citywide Programming (N=10)	16	100%	0%	0%
Specialized Site (N=5)	6	100%	0%	0%

Understand activities laid out by Site Council Policy 1692

Although the majority of site council members reported they were aware of the intended role of site council, a third of site council members from the Edison and Southwest high school attendance area were only somewhat aware. About a handful of site council members from Henry, North, and Washburn high school attendance area were unaware of the intended role of site council.

Site Council Members: Aware of Intended Role of Site Council				
Respondents' High School Attendance Area	Total # of schools in the HS Attendance area	Yes	Somewhat	No
Edison (N=12)	6	66.7%	33.3%	0%
Henry (N=5)	7	80%	0%	20%
North (N=29)	5	86.2%	10.3%	3.4%
Roosevelt (N=20)	7	70%	30%	0%
South (N=5)	6	80%	20%	0%
Southwest (N=6)	7	66.7%	33.3%	0%
Washburn (N=16)	7	87.5%	6.2%	6.2%
Magnet/Citywide Programming (N=23)	16	82.6%	13%	4.3%
Specialized Site (N=10)	6	90%	10%	0%

Engage in activities laid out by Site Council Policy 1692

The majority of school leaders across all high school attendance areas reported that their site council engages in 3 out of the 5 activities laid out in site council policy 1692. With the exception of Henry and South high school attendance area schools, most school leaders reported that they communicate school-based decisions with the broader school community. Fewer schools and in some cases no schools in specific high school attendance areas monitored their school budget

School Leaders: Activities Site Council is Engaged in	Edison (N=4)	Henry (N=6)	North (N=2)	Roosevelt (N=4)	South (N=3)	Southwest (N=4)	Washburn (N=3)	Magnet/ Citywide Programming (N=10)	Specialized Site (N=2)
Advise the school site administrator or principal on school-based decisions, including school operations and/or school rules	75%	83.3%	100%	75%	66.7%	100%	100%	80%	0%
Advise on school budget decisions	75%	83.3%	100%	75%	66.7%	100%	66.7%	100%	50%
Communicate school-based decisions with the broader school community	100%	33.3%	50%	75%	33.3%	75%	66.7%	60%	50%
Monitor the school budget	0%	16.7%	50%	25%	33.3%	0%	0%	10%	0%
Review data to inform school-based decision making	50%	50%	100%	100%	100%	100%	100%	70%	100%
"Other" including equity/inclusion work, provide school updates, site council not currently set up, family engagement, and general make an impact on school)	0%	33.3%	0%	0%	33.3%	0%	33.3%	10%	0%

Note: Respondents were asked to select all that apply, so percentages do not add up to 100.

Engage in activities laid out by Site Council Policy 1692

The majority of site council members from schools in the Washburn and Henry high school attendance area reported that they engage with all activities laid out in the site council policy 1692. Site council members in the south high school attendance area reported engaging in only 2 out of the 5 activities laid out in the site council policy 1692; Even then, only 40% reported they engage in these two activities.

Site Council Members: Activities Site Council is Engaged in	Edison (N=12)	Henry (N=5)	North (N=29)	Roosevelt (N=20)	South (N=5)	Southwest (N=6)	Washburn (N=16)	Magnet/ Citywide Programming (N=22)	Specialized Site (N=10)
Advise the school site administrator or principal on school-based decisions, including school operations and/or school rules	91.7%	100%	86.2%	80%	40%	50%	75%	68.2%	90%
Advise on school budget decisions	100%	100%	55.2%	65%	40%	50%	68.8%	68.2%	90%
Communicate school-based decisions with the broader school community	25%	80%	75.9%	30%	0%	66.7%	50%	72.7%	60%
Monitor the school budget	58.3%	80%	17.2%	35%	0%	16.7%	56.2%	40.9%	50%
Review data to inform school-based decision making	75%	100%	62.1%	90%	0%	33.3%	93.8%	86.4%	70%
"Other" including school updates, equity/inclusion/unity work, family engagement, and site council not setup yet/not doing these activities	8.3%	0%	20.7%	15%	20%	33.3%	0%	13.6%	0%

Note: Respondents were asked to select all that apply, so percentages do not add up to 100.

Site Council Member Experience: Feeling Included

Majority of site council members in the Roosevelt and South high school attendance area do not feel their site council is inclusive to all members in the school community.

Site Council Members: Site Council is inclusive to all members of the school community by High school Attendance Area	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Edison (N=12)	0	0%	2	16.7%	8	66.7%	1	8.3%	1	8.3%
Henry (N=5)	0	0%	0	0%	3	60%	2	40%	0	0%
North (N=29)	1	3.4%	2	6.9%	14	48.3%	12	41.4%	0	0%
Roosevelt (N=20)	1	5%	10	50%	3	15%	4	20%	2	10%
South (N=5)	1	20%	2	40%	0	0%	0	0%	2	40%
Southwest (N=6)	0	0%	2	33.3%	2	33.3%	1	16.7%	1	16.7%
Washburn (N=16)	1	6.2%	0	0%	8	50%	7	43.8%	0	0%
Magnet/Citywide Programming (N=24)	3	12.5%	3	12.5%	10	41.7%	5	20.8%	3	12.5%
Specialized Site (N=10)	1	10%	0	0%	6	60%	3	30%	0	0%

Site Council Member Experience: Feeling Welcomed

Majority of site council members across schools in all high school attendance area feel welcomed on their school site council. Two site council members in the South and Magnet/city programming high school attendance area, however, responded they don't know. Two site council members in the magnet/citywide programming high school attendance area strongly disagree that they feel welcomed on their site council.

Site Council Members: Feel welcomed on site council by High school Attendance Area	Strongly Disagree		Disagree		Agree		Strongly Agree		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Edison (N=12)	0	0%	0	0%	4	33.3%	8	66.7%	0	0%
Henry (N=5)	0	0%	0	0%	3	60%	2	40%	0	0%
North (N=29)	0	0%	0	0%	7	24.1%	22	75.9%	0	0%
Roosevelt (N=20)	0	0%	0	0%	12	60%	8	40%	0	0%
South (N=5)	0	0%	0	0%	2	40%	2	40%	1	20%
Southwest (N=6)	0	0%	0	0%	2	33.3%	4	66.7%	0	0%
Washburn (N=16)	0	0%	0	0%	4	25%	12	75%	0	0%
Magnet/Citywide Programming (N=24)	2	8.3%	0	0%	8	33.3%	13	54.2%	1	4.2%
Specialized Site (N=10)	0	0%	0	0%	3	30%	7	70%	0	0%

Note: Respondents were asked to select all that apply, so percentages do not add up to 100.



Site Council Member Experience: Feeling Valued

Majority of site council members from all high school attendance areas feel like a valuable member on their school site council. A handful of site council members from the magnet/citywide programming, South, and Southwest high school attendance area strongly disagree, disagree, or don't know.

Site Council Members: Feel like a valuable member on site council by High School Attendance Area	Strongly disagree		Disagree		Agree		Strongly agree		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Edison (N=12)	0	0%	0	0%	5	41.7%	7	58.3%	0	0%
Henry (N=5)	0	0%	0	0%	3	60%	2	40%	0	0%
North (N=29)	0	0%	0	0%	11	37.9%	17	58.6%	1	3.4%
Roosevelt (N=20)	0	0%	0	0%	15	75%	5	25%	0	0%
South (N=5)	0	0%	1	20%	1	20%	2	40%	1	20%
Southwest (N=6)	0	0%	1	16.7%	3	50%	2	33.3%	0	0%
Washburn (N=16)	0	0%	0	0%	6	37.5%	10	62.5%	0	0%
Magnet/Citywide Programming (N=23)	2	8.7%	1	4.3%	4	17.4%	12	52.2%	4	17.4%
Specialized Site (N=10)	0	0%	0	0%	3	30%	7	70%	0	0%

Site Council Member Experience: Voice is Heard

Majority of site council members from all high school attendance areas feel their voice is heard on their school site council. A handful of site council members from the North, South, and Magnet/citywide programming high school attendance area strongly disagree or disagree. Three site council members in the South and Magnet/citywide programming high school attendance area reported they don't know.

Site Council Members: Feel voice is heard on site council by High School Attendance Area	Strongly disagree		Disagree		Agree		Strongly agree		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Edison (N=12)	0	0%	0	0%	5	41.7%	7	58.3%	0	0%
Henry (N=5)	0	0%	0	0%	3	60%	2	40%	0	0%
North (N=29)	1	3.4%	0	0%	9	31%	19	65.5%	0	0%
Roosevelt (N=20)	0	0%	0	0%	13	65%	7	35%	0	0%
South (N=5)	0	0%	1	20%	0	0%	3	60%	1	20%
Southwest (N=6)	0	0%	0	0%	4	66.7%	2	33.3%	0	0%
Washburn (N=15)	0	0%	0	0%	6	40%	9	60%	0	0%
Magnet/Citywide Programming (N=23)	2	8.7%	0	0%	7	30.4%	12	52.2%	2	8.7%
Specialized Site (N=10)	0	0%	0	0%	3	30%	7	70%	0	0%

Site Council Decision Making Power

Majority of school leaders from all high school attendance area feel their site council has influence on school-based decisions. Although two site council members from the south and magnet/citywide programming high school attendance area disagree or strongly disagree.

School Leaders: Feel site Council has influence on School-Based Decisions by High School Attendance Area	Strongly disagree		Disagree		Agree		Strongly agree		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Edison (N=4)	0	0%	0	0%	3	75%	1	25%	0	0%
Henry (N=6)	0	0%	0	0%	6	100%	0	0%	0	0%
North (N=2)	0	0%	0	0%	1	50%	1	50%	0	0%
Roosevelt (N=4)	0	0%	0	0%	3	75%	1	25%	0	0%
South (N=3)	0	0%	1	33.3%	1	33.3%	1	33.3%	0	0%
Southwest (N=4)	0	0%	0	0%	3	75%	1	25%	0	0%
Washburn (N=3)	0	0%	0	0%	2	66.7%	1	33.3%	0	0%
Magnet/Citywide Programming (N=10)	1	10%	0	0%	6	60%	2	20%	1	10%
Specialized Site (N=2)	0	0%	0	0%	2	100%	0	0%	0	0%

Site Council Decision Making Power

Site Council Members: Feel site council has influence on school-based decisions by High School Attendance Area	Strongly disagree		Disagree		Agree		Strongly agree		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Edison (N=12)	0	0%	1	8.3%	5	41.7%	4	33.3%	2	16.7%
Henry (N=5)	0	0%	0	0%	3	60%	2	40%	0	0%
North (N=29)	1	3.4%	1	3.4%	9	31%	13	44.8%	5	17.2%
Roosevelt (N=20)	0	0%	2	10%	14	70%	1	5%	3	15%
South (N=5)	0	0%	3	60%	1	20%	0	0%	1	20%
Southwest (N=6)	1	16.7%	1	16.7%	2	33.3%	0	0%	2	33.3%
Washburn (N=16)	0	0%	3	18.8%	5	31.2%	7	43.8%	1	6.2%
Magnet/Citywide Programming (N=23)	2	8.7%	0	0%	9	39.1%	8	34.8%	4	17.4%
Specialized Site (N=10)	0	0%	0	0%	4	40%	6	60%	0	0%

School Leader Experience: Making an Impact

School leaders continuing their principalship at the same site were asked to share successes of their site council from recent years and any impacts it has had on the school.

Theme	Count	Quotes
Successful community engagement (incl. data collection, community events/ outreach)	9	<ul style="list-style-type: none"> “We’ve reviewed data, created budgets aligned to our academic, equity, and SEL goals, and have openly discussed race equity and inclusion at [our school]. With REAA’s help, we created a family survey to gauge inclusivity at our site.” “Working with our age students we often have families who do not want to commit and students who have jobs after school” “We’ve blended our parent equity team with our PTA site council. We had great momentum until the pandemic hit.” “Support the principal and school when we were going through two years of intense budget cuts. Standing together as we went through the change the name process that was very contentious. Bonding as one unit.” “Our Site Council brings multiple perspectives to the budget process, and to monitoring the progress of the school as a whole.” “We’ve been more successful with having participating with our Site Council when it is held immediately after our PTO meeting.”
Success recruiting parents/ getting participation/ representation	9	
Impact/ focus on budget/ resources	9	
Support with site-specific issue/ challenge	7	
Success creating a cohesive/ well-run group (includes bylaws)	7	
Impact/ focus on equity/ inclusion	5	
Challenges (e.g. Covid interruptions, CDD, trouble recruiting, etc.)	5	
Impact/focus on SIP	3	
Impact/ focus on school policies/ practices	3	
Impact/ focus on academics	2	

Site Council Member Experience: Making an Impact

Majority of site council members from all high school attendance areas feel they're making an impact serving on their school site council. Compared to the responses about feeling like a valuable member and that their voice is heard on their site council, less felt they were making an impact serving on their school site council.

Site Council Member: Feel they're making an impact serving on site council by High School Attendance Area	Strongly disagree		Disagree		Agree		Strongly agree		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Edison (N=12)	0	0%	1	8.3%	5	41.7%	5	41.7%	1	8.3%
Henry (N=5)	0	0%	0	0%	4	80%	1	20%	0	0%
North (N=29)	0	0%	2	6.9%	11	37.9%	13	44.8%	3	10.3%
Roosevelt (N=20)	0	0%	2	10%	14	70%	1	5%	3	15%
South (N=5)	0	0%	1	20%	2	40%	2	40%	0	0%
Southwest (N=6)	1	16.7%	1	16.7%	3	50%	0	0%	1	16.7%
Washburn (N=16)	0	0%	0	0%	6	37.5%	9	56.2%	1	6.2%
Magnet/Citywide Programming (N=23)	2	8.7%	1	4.3%	6	26.1%	8	34.8%	6	26.1%
Specialized Site (N=10)	0	0%	0	0%	5	50%	4	40%	1	10%

Site Council Member Experience: Impact on the School

Site council members who have previous site council experience in MPS were asked to share a time when you felt site council made an impact on your school

Theme	Count	Representative Quote
General decisions/ advocating for the school	15	<ul style="list-style-type: none"> “When school first opened, we had to do a lot of advocating for school. Not even grass outside for the first day. We encouraged the superinten[den]t to take care of that and he did. Since then, we have supported [school] when support was needed” “This year I felt like we are asked our opinions on school issues and the principal listens to us. I have not felt that way in the past.” “working issues that focus our students and our community.”
Budget decisions	9	“We review the budget and any budget requests that are submitted twice a month. We have input around budget tie out and staffing questions from the administrator.”
Academic/ programming	8	“School dismissal and arrival planning discussions and implementation.”
Family engagement	5	<ul style="list-style-type: none"> “We planned and carried out the 100th anniversary celebration of school - which many families and community members attended” “Last Spring when the CDD increased our school attendance area, the site council brought staff, parents, and community members together to be able to plan welcoming activities for new students and their families”
Unsure/ new member/ having met much this year	4	“We have met 2 times this year and so our SC [site council] is still figuring out how we can best serve our community.”
Staffing decisions, including principal selection	4	“We have had an impact regarding staffing and programming as a response to the proposed budget.”

Suggestions for Improving Site Council Experience

School leaders were asked to share how the site council experience or function could be improved.

Theme	Count	Representative Quotes
Better recruitment/ better representation of school community (includes adding students)	19	<i>"While it represents our student population, we could do a better job of getting more representation of our students and families of color."</i>
Change /expand the focus/ purpose of the group's work	5	<i>"Balanced representation of staff, parents and community. More representation of school staff and overall representation of who we are as a school community. We need to revisit the bi-laws and create a purpose for the year, while figuring out how to create opportunities of parent/student/community voice while rebuilding trust between MPS and families who were impacted by the CDD."</i>
Better/ more consistent attendance/ participation	3	<i>"We do a good job of recruiting members who are representative of our student body, but we struggle with getting regular attendance from all members, even virtually. Folks are interested, but busy."</i>
Make the group more cohesive/ established/ well-run	3	<i>"We will rebuild our Site Council due to the CDD, to represent the community and we intend to have a more established group that can function as an advisor to the Admin. team."</i>
Changes in district support/ resources for site councils	3	<ul style="list-style-type: none"> <i>"More direction on what types of school based decisions site council should be looking at. How to incorporate the magnet status into Site Council."</i> <i>"In previous years we have struggled to find an appropriate role for Site Council. We have transitioned to a magnet school this year and are re-establishing a Site Council. I would appreciate hearing best practices from other schools in building Site Councils."</i>
None needed/ site council already strong	1	<i>"We have had a very inclusive budget process, with Site Council looking at programs and data to determine what is working, and what school/student needs are"</i>
Other	4	<i>"Timing. It is difficult to have our site council's input on decisions that need to be made within a specific time frame. The time frame's either too short or it's too much time to ask for from members."</i>

Suggestions for Improving Site Council Experience

Site council members were asked to share suggestions for improving their site council experience.

Theme	Sub-Theme	Count	Representative Quotes
Engage more families/ Have Equitable representation		14	<i>"1. Electing/appointing a full roster of racially and culturally diverse members from all stakeholder groups. 2. Conducting an orientation process for current and new site council members. 3. Clarifying respective roles and responsibilities. 4. Working together to establish mutually agreed upon goals for the school year. 5. Designing and implementing clear communication practices to help ensure transparency and to keep everyone fully informed."</i>
Meeting specific	Meeting norms/ group logistics	5	<i>"Specific tasks that need to be accomplished need to be at the forefront of the agenda."</i>
	More opportunities for feedback/ decisions making	2	<ul style="list-style-type: none"> <i>"Principal should bring data, budget proposals, SIP [school improvement plan], etc. for us to discuss and provide feedback on."</i>
	In-person meeting	2	<i>"Let us meet in person. Access is the barrier."</i>
More intentional/ consistent		3	<ul style="list-style-type: none"> <i>"To be more clear about the intention of the work."</i> <i>"More formal guidance as to expectations of the council. Each site is different and with the administrative changes over the last 5 years at [my school], the leadership council has not been very consistent."</i>
Currently going well		3	<i>"Right now, it's fine. Everyone feels their voice gets heard and have gotten better at speaking up for students and themselves."</i>
Other		5	<ul style="list-style-type: none"> <i>"I'm new to this council, so I don't have enough info yet"</i> <i>"Continue the communication"</i> <i>"We are always working on improving"</i>

Suggestions for Improving Site Councils

Associates were asked to share suggestions/recommendations that could support site councils.

Theme	Quote
Representative site council	<i>"I'm torn, because we want to tighten up and make sure they're fully representative of families, but it's a structure that's not fully responsive to how our families want to engage in schools...Not saying it's a structure that can't be fixed...It's not a structure that's necessarily working for our diverse families."</i>
Equity and diversity training for site councils	<i>"[When I was principal] my site council and PTA were predominantly white. My Latino and Somali families wanted their own meetings. They didn't feel their voices were valued and heard in those other meetings. It was so steeped in White Supremacy... it's hard for families of color to navigate it, especially those where English is a second language. For African American families, if they speak really direct and clear, it's like "Oh they're yelling." It's not a welcoming space for families of color. You can recruit them but can't keep them."</i>
Revise the term "site council"	<i>"Even the word site council is not welcoming. Hearing from families in multiple ways is essential...Trying to recruit a representative group is the first attempt, but it's not necessarily a space that values all collective voices. [One school] took out the word site council and have tried to make it a more welcoming group. 10:00 might work better with the schedules of Somali families."</i>
Participatory	<i>"Site councils should be participatory, consultative in nature."</i>

Additional Thoughts from Site Council Members

Site council members were asked to share other thoughts about their site council experience.

Theme	Count	Representative Quotes
Equitable family representation/ more equitable structure	8	<i>"I appreciate that the district wants site councils to be equitable. We were talking at our recent meeting about how by-laws and group norms might not feel familiar or comfortable to some folks. It's a very white supremacist culture format and we should look at new ways of structuring it, new language to invite folks, welcome folks, engage folks. I would like to hear what parents of color on various site councils have to say, and are there some site councils who have successfully engaged folks across culture/race/socioeconomic status?"</i>
Generally positive experiences	7	<i>"Overall it has been a very positive experience. Our administrators demonstrate both their ability to lead on difficult decisions and the importance of engaging with the community."</i>
Unsure/ new member	4	<i>"I'm excited about the opportunity but still very new"</i>
Like the information sharing	4	<i>"site council meetings are very informative and impactful for staff and for families"</i>
Like getting to know school staff	3	<i>"I find it very important as it sets a specific time for parents, staff, and community members to meet and bond, which motivates involvement and pride in our school"</i>
Other	8	<ul style="list-style-type: none"> <i>"At this point, it seems like the site council at [the school] is just a remnant of what it used to be. WE met irregularly and sporadically last year, and decision-making seemed very centralised and driven by the Principal. I think we really need to re-set, recruit, and reinvigorate this governing body at [the school]."</i> <i>"I like that it is online because I think that will reach more families."</i> <i>"I think much more could be done to have site council members communicate with the school community, for example at parent meetings. Since we don't have a PTA, I'm not sure if that makes a difference to how site councils operated but I think that is worth exploring."</i>

School Leader Survey – Demographics

School Leaders representing 55 MPS sites completed the site council and school fundraising survey. Majority of the respondents are school leaders continuing at the same MPS site. School leaders in the Henry, South, Southwest, and Washburn attendance area reported being new to MPS this school year.

Respondents' High School Attendance Area	# of Survey Respondents	Total # of schools in the HS Attendance area	Continuing at the Same Site	New to Site	First Year in MPS
Edison	4	6	100%	0%	0%
Henry	7	7	85.7%	0%	14.3%
North	4	5	75%	25%	0%
Roosevelt	6	7	66.7%	33.3%	0%
South	6	6	66.7%	0%	33.3%
Southwest	6	7	83.3%	0%	16.7%
Washburn	5	7	80%	0%	20%
Specialized Site	5	6	100%	0%	0%

Respondents' High School Attendance Area by Magnet/Citywide Programming	# of Survey Respondents	Total # of magnet/citywide programming schools in the HS Attendance area	Continuing at the Same Site	New to Site	First Year in MPS
Magnet/Citywide Programming	12	16	91.7%	8.3%	0%
Edison	4	4	100%	0%	0%
Henry	0	1	0%	0%	0%
North	2	4	100%	0%	0%
Roosevelt	0	0	0%	0%	0%
South	5	6	80%	20%	0%
Southwest	0	0	0%	0%	0%
Washburn	1	1	100%	0%	0%

School Leader Survey – Demographics

Name of Site Council or Equivalent Group: Respondents' High School Attendance Area	Total # of schools in the HS Attendance area	Site Council	Other Name
Edison (N=4)	6	100%	0%
Henry (N=5)	7	80%	20%
North (N=2)	5	100%	0%
Roosevelt (N=4)	7	75%	25%
South (N=3)	6	100%	0%
Southwest (N=4)	7	100%	0%
Washburn (N=3)	7	66.7%	33.3%
Specialized Site (N=2)	6	100%	0%

Name of Site Council or Equivalent Group: Respondents' High School Attendance Area by Magnet/ Citywide Programming	Total # of magnet/ citywide programming schools in the HS Attendance area	Site Council	Other Name
Magnet/ Citywide Programming (N=10)	16	60%	40%
Edison (N=4)	4		
Henry (N=0)	1		
North (N=2)	4		
Roosevelt (N=0)	0		
South (N=5)	6		
Southwest (N=0)	0		
Washburn (N=1)	1		

Site Council Member Survey – Demographics

Role	n	%
Community Member	15	12.1%
MPS Staff (not the school principal or assistant principal)	56	45.2%
Parent/Caregiver	49	39.5%
Student	4	3.2%
Total	124	-

Site Council Experience	n	%
Returning site council member at the school.	70	56.9%
Served as a site council member at a different MPS school but new to current school site council.	9	7.3%
First year as a site council member at both this school and MPS.	44	35.8%
Total	123	-

Site Council Member Survey – Demographics

Gender	n	%
Female	81	69.2%
Male	31	26.5%
Non-binary	2	1.7%
An option not listed here, please describe:	1	0.9%
I prefer not to answer	4	3.4%
Total	117	-

Race/Ethnicity	n	%
African American or Black	25	25.5%
American Indian or Alaskan Native	3	3.1%
Asian		
Hispanic or Latino/a/x	7	7.1%
White	60	61.2%
I prefer not to answer	6	6.1%
Total	98	-

Overview of Site Council Policy 1692

Site Council Policy 1692

Purpose: The purpose of the policy is to establish the parameters in which such school site councils shall be formed and shall influence school-based decision making.

A representative council of school stakeholders provide input to the school's administration to affect appropriate school-based decision making and support the academic achievement and social and emotional growth of all students.

Site Council Policy 1692

General Statement of Policy

- Each school shall have a representative school site council
- Site council shall operate on a set of adopted bylaws that conforms to site council district policy
- Superintendent provides a bylaw template. Adopted bylaws are submitted to Associate Superintendents for review.
- Governance of the school resides with the Superintendent or their designee
- Schools granted additional autonomy by Superintendent are governed according to a written agreement between the Supt and school site council

Site Council Policy 1692

SCHOOL SITE COUNCIL MEMBERSHIP INCLUDES:	PRE-K THRU GRADE 8	HIGH SCHOOL
Principal/ School Admin: <i>Shall be a member of the site council</i>		
Parents: <i>Reflect the racial, ethnic, and cultural, and language and ability diversity of the student body</i>		
Licensed Staff: <i>Represent the various bands of grade within the school, SPED, and EL instruction as well as racial, ethnic, and cultural diversity of the staff</i>	Grade 8 school site councils school staff shall constitute no more than sixty percent (60%) nor less than forty percent (40%) of the membership	School staff shall constitute no more than sixty percent (60%) nor less than thirty-three percent (33%) and shall endeavor to create a balanced representation between parents, students and staff.
Unlicensed Staff: <i>Represent the racial, ethnic, and cultural diversity of the staff</i>		
Community Member: <i>At least one local community member who resides near the school or whose business is in the school neighborhood</i>		
Students	Students may be included on the school site council	Students should be included on the school site council

Selection Process

The process should be reflective in the school site council bylaws, and the process may be different for each category of membership. Processes shall result in the representative characteristics of the council.

Site Council Policy 1692

SCHOOL SITE COUNCIL DUTIES

Unless otherwise delegated authority by board policy, superintendent regulation, or written autonomy agreement, the duties of the site council is to:

Advise school site admin/ principal on:

- school-based decisions
- the use of the school budget allocation to support the goals established in the SIP
- issues surrounding school operations and local school rules

Advise school staff on the content of the School Improvement Plan (SIP). Review student achievement levels at the site based on disaggregated data for established subgroups in the school.

Recommend use of the Compensatory Education Revenue allocated to the school in the preparation of the annual budget, as defined/applicable to the Minnesota law.

Monitor the use of the school budget so resources are target to those uses and activities which will result in improved student achievement as provided for in the SIP

Communicate regularly with the school community about school based decisions, and decisions affecting the school

Site Council Policy 1692

SCHOOL SITE COUNCIL DUTIES (*Continued*)

Host a meeting at least once per academic year for all school stakeholders for the purpose of receiving advice and comment regarding

- student achievement at the site and how to improve it,
- the site operations for students and parents, and
- other issues important to the school

The School Site Council does not have authority to make decisions not specifically delegated to it or may not make decisions on the contrary to the goals and policies of the Board of Directors or the Superintendent's regulation or priorities

Consistent with Minnesota law, the Board of Directors, not the School Site Council, remains responsible for legally entering into contracts and for the expenditure of all revenue received by the District or any of its schools or programs consistent with District procedures

Site Council Policy 1692

SCHOOL SITE COUNCIL MEMBER DUTIES

Each member of the school site council:

Is representative of a category of school stakeholders, and is accountable to that category of the school stakeholder to represent the concerns of that category as a whole

Shall regularly communicate with the category of the school stakeholders that the member represents:

- to gain advice, input and to gather concerns that need to be considered by the council
- about school site council decisions and school-based decision making

Should commit to acting in the best interests of all students enrolled in the school

Site Council Policy 1692

RESPONSIBILITIES

Superintendent

- is authorized to promulgate regulations to implement the policy
- shall initiate a method of accountability for the implementation of this policy
- shall provide the Board with written reports regarding the implementation of this policy which shall include the demographics of district site council membership

Principal or where no principal is assigned, the site admin of each school site:

- is responsible for assuring that all school-based decisions are consistent with Board of Directors policies and the priorities of the Superintendent

Required Regular Policy Review Schedule

Item Type	Number	Title (hyperlink to item)	Review Frequency	Committee Meeting Review Month	Last Review Date	Next Review Year	Primary Responsible Division
Policy	3500	Records Retention	Every 5 years	May	6/1/2021	2026	Board Office
Policy	3548	Bus Safety	3 year cycle	February	4/26/2022	2023	Operations
Policy	3700	Fund Balance	"No more than annual"	May			Finance
Policy	4002	Harassment And Violence Prohibition Protected Classes	Annual	September	9/28/2021	2022	General Counsel
Policy	4016	Family Medical Leave Act	Annual	May			Finance
Policy	5200	Behavior Standards And Code Of Conduct	Annual	TBD, revision pending			Accountability, Research, Equity
Policy	5201	Bullying And Hazing Prohibition	Annual	April			Accountability, Research, Equity
Policy	5210	Student Personal Electronic Devices	Annual	October	11/23/2021	2022	Information Technology Services
Policy	5635	Reporting Maltreatment Of Minors And Vulnerable Adults	Annual	March			Special Education and Specialized Services
Policy	5050	Title IX Non-Discrimination	Annual	September	9/28/2021	2022	General Counsel
Policy	6200	Curriculum And Instruction	Periodic	TBD			Academics
Policy	6415	Internet And Educational Network Use	Annual	October	11/23/2021	2022	Information Technology Services
Policy	6680	Safety, Security And Emergency Management	Annual	November	11/23/2021	2022	Operations
Policy	6690	Wellness Policy	No less than every 3 years	February	4/26/2022	2023	Operations
Policy	8505	Director Travel	Annual	January	4/26/2022	2023	Board Office

SECTION 1: AMENDMENT “Policy 3548: Bus Safety” of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

AMENDMENT

Policy 3548: Bus Safety

1. PURPOSE

The safety of students being transported by Minneapolis Public Schools to and from their places of residence ~~homes~~ and on official district trips is important to the Board of Directors. The purpose of this policy is to establish rules for the education of students regarding bus safety, establish safety standards for employees and recognize the joint responsibility of parents, students, staff, and contractors for safe bus transportation.

2. GENERAL STATEMENT OF POLICY

- a. The District may designate a School Bus Safety Week. Whenever possible this week shall be within the first three weeks of school, and most school bus safety training shall take place during this same time period ~~week~~.
- b. All students enrolled in Pre-Kindergarten through Grade 6 in a Minneapolis Public School, whether or not they regularly ride a bus to and from school, shall be given adequate school bus safety training within the first three weeks of school covering the following topics:
 - i. transportation provided by the schools is a privilege, not a right of students;
 - ii. District and school rules for student conduct on or around school buses and bus safety;
 - iii. appropriate conduct while on a school bus;
 - iv. definition of the “danger zones” surrounding a school bus;
 - v. safe procedures for boarding and leaving a school bus;
 - vi. procedures for safe vehicle lane crossing;
 - vii. school bus evacuation and other emergency procedures.
- c. Students enrolled in Grades 7 through Grade 10 who have not previously had bus safety training through a Minneapolis Public School shall receive individual or group instruction, or bus safety materials by the end of the first month of school
- d. Students who enroll after the school bus training is given in their school will receive individual or group instruction, or, in the case of Grades seven and above, written instructional materials within two weeks of their enrollment if they have not already received the training at a previous Minneapolis Public School.
- e. Students who enroll in Grades 11- 12 who have not had previous Minneapolis School Bus Training shall receive the training or written instructional materials within two weeks of enrollment.
- f. All students in Grades Kindergarten through Grade Three shall receive bus

- safety instruction at least twice during the academic year.
- g. All students transported by school bus to and from school must participate in at least one bus evacuation drill during each academic year.
 - h. The District shall make reasonable accommodations for students whose first language is other than English in receiving bus safety training.
 - i. The District shall make reasonable accommodations for students with disabilities in receiving bus safety training.
 - j. The District shall adopt a bus safety curriculum and make it available to all schools, and shall also make it available for public view.
 - k. Only students assigned to a school bus by the District shall be transported. Daily passes may be assigned by the school of enrollment.
 - l. Students shall disembark only at their assigned bus stop unless they have a written daily pass from their school. Parents may request a daily pass to accommodate changes in after school care or other family purposes.
 - m. There shall be no loading of any school transportation vehicle beyond the vehicle's approved capacity.
 - n. Bus drivers must minimize to the extent practical the idling of school bus engines and exposure of students and other to diesel exhaust fumes.
 - o. All school buses shall carry appropriate emergency equipment including a fire extinguisher and a first aid kit.

3. NON-PUBLIC SCHOOL TRANSPORTATION SAFETY

- a. Any non-public school student or charter school student who is transported by District Transportation services is required to follow all District rules regarding bus transportation safety and rules of conduct while riding a school bus.
- b. Non-public schools that use District Transportation services for their students shall provide required bus safety training to their students as required for district schools in Paragraph 2. above.
- c. Non-public schools must certify to the Superintendent or Superintendent's designee that all students enrolled in grades Kindergarten through Ten have received the appropriate training.

4. SCHOOL BUS CODE OF CONDUCT

- a. The Superintendent, or Superintendent's designee, shall establish a Student Code of Bus Conduct. This Code of Conduct may be incorporated into the general Student Code of Conduct, or may be established separately. The Code of Bus Conduct shall include, but is not limited to:
 - i. appropriate behavior at designated school bus stops
 - ii. appropriate behavior while on the bus
 - iii. appropriate behavior upon arrival at school, or at bus stop, while disembarking or loading onto the bus.
- b. Students are expected to abide by the Student Code of Bus Conduct. Failure to follow the rules set forth shall result in disciplinary actions for the student.
- c. Records of Student Code of Bus Conduct infractions shall be maintained and forwarded to the school administration and retained as other disciplinary records are maintained.
- d. Student conduct on a bus or in a bus loading or unloading area that creates a

substantial danger to the student or surrounding persons or property shall be reported to the Minnesota Department of Public Safety as required by law.

- e. The Student Code of Bus Conduct shall be posted on every school bus.
- f. Any student conduct on a school bus, at a school bus stop, or in an unloading or loading area that constitutes a crime (for example, assault, possession or use of weapon, drug possession or vandalism) shall be reported to the Transportation Manager ~~School Resource Officer~~ and may also be reported to local law enforcement.

5. PARENT AND GUARDIAN INVOLVEMENT

- a. Parents, guardians and the adult caretakers of students are partners with the District in teaching safe bus conduct to students. The Student Code of Bus Conduct shall be made available to all parents and guardians. Adult caretakers of students hired or used by parents or guardians who meet school buses or bring students to bus stops may request copies of the Student Code of Bus Conduct from the student's parent or guardian. Individual schools may choose to make the Student Code of Bus Conduct available to adult caretakers other than parents or guardians.
- b. Parents, guardians and adult caretakers of children are responsible to:
 - i. Familiarize themselves with school district rules, policies, regulations and the principles of school bus safety, and the Student Code of Bus Conduct and review these with their student(s);
 - ii. Support safe riding and walking practices and teach students that they are responsible for their actions;
 - iii. Communicate safety concerns to school administrators;
 - iv. Monitor bus stops whenever possible;
 - v. Arrange to have children at their assigned bus stop five (5) minutes before the scheduled bus arrival;
 - vi. Arrange to dress students appropriately for the weather conditions; and
 - vii. Make a plan with their children for times when the bus is late.

6. SCHOOL TRANSPORTATION SAFETY DIRECTOR

- a. The Superintendent shall appoint an individual to serve as the District's ~~s~~School ~~t~~Transportation ~~s~~Safety ~~d~~Director.
- b. The Safety Director shall have the day-to-day responsibility for student transportation safety, including transportation of non-public students and charter school students when transportation is provided by the District.
- c. The Safety Director shall review this policy on no less than a three year cycle to assure that it conforms to applicable law.

7. RESPONSIBILITIES

- a. The Superintendent, or the District School Transportation Safety Director, shall no less than annually report to the Board on transportation safety records.
- b. Bus drivers are responsible for observing all safety requirements, encouraging compliance with the Student Code of Bus Conduct, reporting infractions, and supporting bus safety measures.
- c. Principals are responsible for assuring that all bus training required under this

- policy and applicable law is scheduled with staff.
- d. Principals are responsible for assuring that all students who enter after the initial training has been completed at their building have either received training prior to enrollment at their school, or receive the necessary training required under this policy.
 - e. Principals are responsible for assuring that bus conduct infractions are recorded in the disciplinary record system.
 - f. Teachers shall support bus safety, and shall review bus conduct rules with students prior to field trips using bus transportation.
 - g. Parents are responsible as specifically identified in this policy as well as generally supporting bus safety.
 - h. Students are responsible for following the Student Code of Bus Conduct and promoting bus safety among their peers.

Original Adoption:

04/25/1967

Revision Dates:

10/09/1973; 02/11/2014

Legal References:

- Minn. Stat. §120A.22 (Compulsory Instruction)
- Minn. Stat. §§121A.40 – 121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)
- Minn. Stat. §§123B.84 - 123B.87 (Equal Treatment in Transporting Students)
- Minn. Stat. §123B.88 (Independent School Districts: Transportation)
- Minn. Stat. §123B.90 (School Bus Safety Training)
- Minn. Stat. §123B.91 (School District Bus Safety Responsibilities)
- Minn. Stat. §123B.92 (Transportation Aid Entitlement)

MPS Policy Cross References:

- Policy 4200 (Personnel Data)
- Policy 5690 (Student Data)
- Policy 3545 (Transportation)
- Policy 3546 (Bus Equipment and Drivers)
- Policy 4002 (Harassment and Violence Prohibition)
- Policy 4025 (Drug-Free and Weapons-Free Schools and Workplace)
- Policy 4026 (Transportation Employees: Drug and Alcohol Testing)
- Policy 5200 (Behavior Standards and Code of Conduct)
- Policy 5201 (Hazing and Bullying Prohibition)
- Policy 5210 (Student Personal Electronic Devices)
- Policy 5220 (Tobacco Use, Student)
- Policy 5631 (Drug-Free Schools, Chemical Health, Chemical Use and Abuse)
- Policy 5680 (Search of Students, Lockers, Desks, Motor Vehicles)

- Policy 6131 (School Calendar)
- Policy 6132 (School Day)
- Policy 6230 (Field Trips)
- Policy 6450 (Pupil Fees)
- Policy 6680 (Safety, Security and Emergency Preparedness)
- Policy 6681 (Accident Prevention and Reporting)
- Policy 6682 (Emergency Health Care)
- Policy 6692 (Student Medication)

SECTION 1:**AMENDMENT** “Policy 6690: Wellness Policy” of the Minneapolis Public Schools Policies & Regulations is hereby *amended* as follows:

AMENDMENT

Policy 6690: Wellness Policy

1. PURPOSE

Minneapolis Public Schools recognizes that the responsibility for the total health and wellness of the student is the joint responsibility of the parents, staff, schools, the community, and students themselves. An important part of the mission of the district is to equip students to make healthy choices to prepare them to be skilled and confident citizens capable of succeeding in their work, personal and family lives. Through education in nutrition, physical activity, and other life choices we strive to empower students to build healthy bodies and minds. Overall wellness contributes to academic readiness, attendance, and academic success. Ancillary services provided or available to students must be aligned with the content standards and support the total health and wellness of the student. The purpose of this policy is to develop health learners through a school environment that promotes and protects students’ and staff’s health, well-being, and ability to learn.

2. GENERAL STATEMENT OF POLICY

- a. Health and Physical Education shall be based on content standards and shall include educational experiences to promote good mental and physical health for all students at all age levels served by Minneapolis Public schools.
- b. The district shall provide or partner with external organizations to provide an employee wellness program that supports the overall well-being of all employees.
- c. ~~The school meal program is not only a service provided or available to students, but shall serve as an integral part of nutrition education and promotion. It shall be a positive learning experience contributing to the goals of the educational program as well as the nutrition service goals and good nutrition promotion.~~ The school meal program is not only a service provided or available to students, but shall serve as an integral part of the District's nutrition promotion and education goals by:
 - i. encouraging good nutrition through ongoing and seasonal promotion opportunities such as Farm to School Month, National Nutrition Month, Harvest of the Month, National School Lunch Week and other opportunities;
 - ii. serving fresh and local food in school meals year-round;
 - iii. Offering experiential learning opportunities such as taste tests, education farm field trips, and school gardens for students to explore, taste, and grow food; and
 - iv. incorporating nutrition education into the classroom through stand-

alone lessons or combined with other core subjects to meet Health Education Standards.

- d. School environments shall promote and protect students' health, well-being and ability to learn by:
- i. providing opportunities, support and encouragement for all students to be physically active on a regular basis through standards-based physical education classes, extracurricular activities, and classroom and other opportunities for physical activity;
 - ii. providing all elementary school children a minimum of thirty (30) minutes of daily recess in all elementary schools.
 - iii. prohibiting the imposition of physical activity or exclusion from physical activity as a response to behavior in violation of the district's behavior standards;
 - iv. prohibiting the unreasonable delay or denial of meals, or the unreasonable limitation of daily menu options as a response to behavior in violation of the district's behavior standards;
 - v. supporting Safe Routes to Schools or other, similar programs and curricula that promote walking, biking, and rollingwalking to, from, and while at school and work by students and staff.
 - vi. providing access to a variety of affordable, nutritious and appealing foods that meet theirstudent health and nutrition needs by full participation in the federal school meal programs to the maximum extent practicable, and by thoughtful sourcing, preparation and presentation of the school meal programs;
 - vii. respecting religious, ethnic and cultural diversity in healthy food choices offered through the nutrition services program as well as through the curriculum;
 - viii. respecting religious, ethnic and cultural diversity in offering appropriate opportunities and accommodations for physical education and physical activity;
 - ix. being aware of food allergies and sensitivities in the food choices offered to students through the school meal programs and the curriculum;
 - x. providing clean, safe and adequate settings and schedules to eat meals at school;
 - xi. applying USDA standards for healthy choice in foods offered or made available to students through non-school meal program opportunities such as, but not limited to:
 - (1) school celebrations,
 - (2) snacks offered in the classroom, and
 - (3) food included in the curriculum;
 - xii. applying USDA standards for healthy choice in foods offered for sale to students during the defined school day through non-school meal program opportunities such as, but not limited to:
 - (1) Concessions

- (2) School stores
- (3) Vending machines available to students
- (4) fundraising efforts by the school or school activities
- xiii. planning for students and staff who bike and walk to, from or while at school or work.
- e. Schools shall encourage parents to promote and support healthy eating and physical activity by:
 - i. encouraging the provision and packing of healthy meals and snacks for individual students who do not participate in the school meal programs, and encouraging parents to refrain from providing beverages and foods without nutritional value in meals or snacks provided by the home;
 - ii. informing parents of extracurricular activities that promote healthy lifestyles and physical activity;
 - iii. encouraging parents to choose safe and appropriate walking or biking to, from or while at school;
 - iv. encouraging parents to apply for the reduced price or free school meal program;
 - v. assuring parents the confidentiality of student status as qualifying for free or reduced price school meal participation.
- f. District student support services shall promote awareness of mental health with students and parents, and coordinate services provided to students by third parties with district services. Provision of direct mental health services to students is the responsibility of student families, the medical community, and governmental agencies.
- g. Marketing of food and beverages, except as otherwise provided herein, is limited to promotion of the school meal programs. Marketing of brands that offer food and beverages that comply with the criteria for competitive food under Federal law and district standards for such advertising, is permitted in school gymnasiums, ice rinks and sports areas on large equipment, fences, and score boards.

3. RESPONSIBILITY

- a. The Superintendent is authorized to promulgate regulations for the implementation of this policy.
- b. The District shall complete the federally required assessment and make a public report at least every three years on the compliance of each school with this policy.
- c. The Superintendent shall designate an appropriate district staff position which has the responsibility and authority to ensure the implementation of this policy and to lead the required assessment of compliance. The appropriate staff shall prepare and execute a plan for assessing the implementation of and compliance with the policy, and measuring progress toward district goals.
- d. The Superintendent shall establish a committee including parents, students, teachers of physical education, school health professionals, representatives of the nutrition services program, school administrators and representation from

the school board to review and update this policy, which review shall occur no less than every three years, or as required by law.

- e. The District shall inform parents, student and staff of the terms of this policy on an annual basis.
- f. Principals shall communicate with parents and the school community regarding school wellness activities, goals, and plans. Input from parents shall be sought in the creation of individual school wellness plans. Principals and site administrators are responsible for the implementation of this policy at their school.

Original Adoption:

09/25/1973

Revision Dates:

09/30/1975, 12/16/1975, 08/13/1985, 08/29/2006, 06/13/2017

Legal References:

- 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
- 42 U.S.C. § 1751 et seq. (National School Lunch Act)
- 42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)
- 42 U.S.C. §1758b (Local Wellness Policy)
- 7 C.F.R. § 210.10 (School Lunch Program Regulations)
- 7 C.F.R. § 220.8 (School Breakfast Program Regulations)
- Minn. Stat. §120A.22, Subd 9. (Compulsory Education, required curriculum)
- Minn. Stat. §121A.215 (Local School District Wellness Policy on Website)

MPS Policy Cross References:

- Policy 4200 (Personnel Data)
- Policy 5690 (Student Data)
- Policy 1100 (Advertising in the Schools)
- Policy 1600 (Use of School Facilities)
- Policy 2305 (Superintendent Advisories)
- Policy 3261 (Vending Machines)
- Policy 3550 (Nutrition Services)
- Policy 5000 (Equal Education Opportunity)
- Policy 5220 (Tobacco Use, Student)
- Policy 5350 (Student Records)
- Policy 5540 (Fundraising)
- Policy 5630 (Health Examinations, Health Screening, Immunizations and Services)
- Policy 5631 (Drug Free Schools)
- Policy 5750 (Disability Non-Discrimination – Section 504)
- Policy 5800 (Family Engagement)
- Policy 6200 (Curriculum)
- Policy 6411 (Learning Materials and Resources)

- Policy 6680 (Safety, Security and Emergency Preparedness)
- Policy 6681 (Accident Prevention and Reporting)
- Policy 6682 (Emergency Health Care)
- Policy 6692 (Student Medication)
- Policy 7010 (Environmental Health and Safety)
- Regulation 6690 A (School Meal Programs)
- Regulation 6690 B (Health Education and Staff Well-being)
- Regulation 6690 C (Non-Meal Program Food)
- Regulation 6690 D (School Health Services)
- Regulation 6690 E (Planning for Active Commuting)