Minneapolis Public Schools

EQUITY & DIVERSITY

IMPACT ASSESSMENT

2013-2014

POLICIES | PRACTICES | PROGRAMS | PROCEDURES

EQUITY & DIVERSITY IMPACT ASSESSMENT

PURPOSE

Minneapolis Public Schools is committed to identifying and correcting policies, practices, programs and procedures that perpetuate the achievement gap and institutional racism in all its forms. In order to apply corrective measures, MPS leaders are required to apply the Equity & Diversity Impact Assessment to all future policies, practices, programs and procedures that have a significant impact on student learning and resource allocation.

The impact assessment provides decision makers guidance on how various MPS communities are impacted by the policy, practice, program or procedure and offer alternative solutions so that no community is disproportionately impacted.

Signature	Date

FOR OFFICE USE ONLY	ACCPT BY:	DATE/ TIME

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CONTACT INFORMATION (MUST BE DIRECTOR LEVEL OR ABOVE)

Name	Department/ Business/ Title
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PRE-WORK & FOUNDATION FOR THE PROPOSED ACTION

Is the internal/ external team proposing this action racially and economically diverse? Are the appropriate individuals and/ or departments engaged in consultation? (English Language Learner (ELL), Homeless and Highly Mobile (HHM), lesbian, gay, transgender (LGBT), mental and physical ability, racial demographic, religion, social economic status, Special Education (Spec. Ed.), etc.)?

The attached Project Structure details the Leadership Team, District Consultative Group and Community Consultative Groups.

These groups represent the broad range of departments and stakeholders impacted by the Policy.

Is there representation from different groups that reflect the demographic of the group potentially impacted by the proposed action (ELL, HHM, LGBT, mental and physical ability, racial demographic, religion, social economic status, Spec. Ed., etc.)? Are the appropriate departments represented in the planning group?

See attached Project Structure, as above.

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Are various groups and communities collaboratively engaged in discussion?

Yes. We have worked with Neighbors Organizing for Change (NOC), Community Standards Initiative (CSI), Minnesota Minority Education Partnership (MMEP), as well as our Faith Based and Community Leaders group.

How have you engaged different groups (ELL, HHM, LGBT, mental and physical ability, racial demographic, religion, social economic status, Spec. Ed., etc.) that serve these populations, or others, in the development, implementation, and agreement methods of the proposed action?

Through a series of Listening Sessions and surveys with parents we have spoken to:
- **Special Education**
- **Native American Advisory Council**
- **District Parent Advisory Council**
- **Area Meetings (A,B, C)**
- **Language Specific groups (CPEO classes)**

Is there support and/or opposition to the proposed action? What is the basis for support and/or opposition?

There is plenty of support for MPS become better aligned through the system on a systematic policy. Although, some concern exists that MPS will not have the capacity and district support for implementation.

There is also support to implement a system where students that need to be removed from the classroom, do not miss any educational time.

Please list any community partnerships relevant to the proposed action.

	Current	Future
1. **MMEP**	Current X	Future X
2. **CSI**	Current X	Future X
3. **NOC**	Current X	Future X
4. **Pillsbury United Communities**	Current X	Future X
5. **NAZ**	Current X	Future X
6. **AALF**	Current X	Future X
7. **CLUES**	Current	Future X
8. **Confederation of Somali Community of MN**	Current	Future X
9. **Hmong American Partnership**	Current	Future X

Community Partnership Template (Insert)

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PRE-WORK & FOUNDATION FOR THE PROPOSED ACTION (CONTINUED)

Please list any parent involvement arrangement relevant to the proposed action.		
	Current	**Future**

1. Continued conversations with parents on implementation and periodic check-ins through:
    a. DPAC
    b. Title VII – American Indian Parent Advisory Council
    c. Special Education Advisory Council
    d. Area Parent & Community Meetings
	X	**X**

Parent Engagement Template (Insert)		

SHIFT & MINNEAPOLIS PUBLIC SCHOOLS

What SHIFT priorities are addressed by the proposed action? Check all that apply.	
	College and Career Preparedness (student focus)
	Diversity Recruitment and Retention Strategies (staff focus)
X	Cultural Competency and Educational Equity Development (student and staff focus)
	Quality Program Choice (student focus)
	Partnership Schools (student and staff focus)
	Community and Business Partnerships (student and staff focus)
X	Achievement Gap Reduction (student focus)
	Other

PROPOSED ACTION, GOALS & DESIRED OUTCOMES

What is the proposed action (program, policy, procedure, practice)?
Development of Behavior Standards Policy, Regulation, Code of Conduct and implementation plan.

What are the desired outcomes/results of the proposed action?
Attached are the Project Summary and Project Overview, which lay out the context, purpose, and expected outcomes of the project.
The effort is designed to address the number of students removed from instructional time, especially the high rate for students of color and students receiving special education services. The intended outcome will be a system that is fair and consistent, which emphasizes alternatives to suspension and positive behavior interventions. The objective is to maintain a climate where students spend more time engaged in class.

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CURRENT STATE & EQUITY IMPACT ANALYSIS

Which demographic groups receive the existing service (ELL, HHM, LGBT, mental and physical ability, racial demographic, religion, social economic status, Spec. Ed., etc.)?
Every student, and therefore, every demographic group, is impacted by the Behavior Standards Policy and Code of Conduct, and its implementation.

Which demographic groups are impacted by the proposed action? Which groups are most impacted by the proposed action?

	ELL, HHM, LGBT, mental and physical ability, racial demographic, religion, social economic status, Spec. Ed, etc.?
	Community Engagement Equity
	Teacher Equity (quality and diversity of teachers and quality of instruction, staff disruption)
	Staff Equity (diversity of staff, staff disruption)
	Programmatic Equity (type and quality of programmatic offerings or services)
X	School Demographic Equity (racial demographic, ELL, FRL,HHM, Sec. Ed.)
	Business Diversity Equity (contracting opportunities with diverse businesses)
	Finance Equity (equitable allocation of resources)
	Other

If a demographic groups is negatively impacted by the proposed action (program, policy, procedure, practice), what is your proposed plan for identifying additional actions to address the potential inequities (time, resources, etc.)?
The goal of the project is to address the high number of suspensions of students of color, especially African-American boys, and students receiving special education services.

How does the proposed action (program, policy, procedure, practice) expand the access or opportunities for certain groups?
Because of the disparate racial impact of current policy and practice, the Behavior Standards Project, if successful, will increase engagement and decrease out-of school time for students of color and students receiving special education services.

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SYSTEMS CHANGE: DEVELOPMENT

For those staff responsible for implementing your plan, are there any knowledge or skill gaps in working with different abilities that may interact the equitable implementation of the initiative? What is the process for understanding the cultural competence needs of staff implementing the plan?
Implementation of the new policy includes training of all staff on engagement of students (e.g., Response to Intervention), understanding alternatives to suspension (positivie behavior interventions), and developing cultural competence with all of our students.
Which indicators of success—based on recent literature or based on local or national past practice—is there to support the proposed strategy or course of action?
The revised policy is based on building the social skills of students and replacing exclusionary practices with restorative practices that focus on not only addressing the incident of concern but also repairing harm, restoring the individual's place in the school and building. The research and identification of these as best practices come from the Collaborative on Academic and Social Emotional Learning (CASEL), the International Institute on Restorative Practices, The National School Climate Center and the Urban Strategies Council.
The plan also relies on the expertise of district staff, who have a long history of developing positive student engagement and alternatives to suspension.
In additions, the project team examined more than 10 districts around the country that have recently updated their discipline policies, including St. Paul, Chicago, Oakland, and New York. The Project team adapted these best practices to develop the new district policy. The research showed that reducing suspensions and improving academic outcomes are interconnected.
Does the plan have a formal evaluation component that examines process implementation and outcomes? What are the anticipated barriers in implementing the proposed action? What strategies are in place to address the challenges to implementation? How will you use data to improve the implementation process? Please include a draft evaluation plan that includes a timeline for collecting and analyzing data.
Behavioral reports and incidents will be accurately entered in the Student Information System. School and District level data will be reviewed by site data and leadership teams, REA and District Administrators to monitor disparities, evaluate systems and practices and initiate necessary improvements. The Student Information System will provide detailed data concerning individual incidents so that it may be disaggregated for review and action.
The barriers will be committing appropriate resources for implementation (staffing, time, funds) and having the appropriate departments take ownership of implementation.

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SYSTEMS CHANGE: IMPLEMENTATION

How will other MPS departments be impacted by your plan? What type of support do you need from other departments to successfully implement the proposed action? How will you collaborate with other departments to successfully implement the proposed action?
The departments listed in the answer to the first question, as well as all school staffs, will be impacted by the policy. All of the impacted departments and staff have been part of the collaboration that developed the new policy and understand the commitment required to implement the policy effectively.

SYSTEMS CHANGE: IMPACT

What is the decision-making process for determining the continuation of the initiative?
The Chief Academic Officer will take ownership for implementation, with support from Student Support Services and the Associate Superintendents.
How will we measure and monitor the impact (success) of the proposed action from a racial economic equity lens? Please provide qualitative and quantitative analysis.
As stated above, behavioral reports and incidents will be accurately entered into the Student Information System, which will provide detailed data concerning individual incidents, enabling disaggregation of data for review and action.
Are there any unintended consequences of the proposed action (program, policy, procedure, practice)? Are there strategies to mitigate the unintended consequences?
School Staff may see the new system as a central directive to tolerate inappropriate behavior because "we cannot suspend students of color."