



Board Policy Equity Lens Tool

Title of board policy being reviewed:

IGDG-Student Activity Funds

Describe the purpose of this policy:

The purpose of this policy is to establish clear expectations for the collection, management, approval, and expenditure of student activity funds. It ensures that funds raised for school-approved student groups are responsibly managed and used to support cocurricular activities and benefit students.

What is your experience with this policy:

Student activity fund policies provide important financial safeguards while creating opportunities for student voice and leadership. This policy's strongest equity elements are the requirement that general funds benefit the student body as a whole and the direct involvement of students in expenditure decisions. Its effectiveness will depend on ensuring that fundraising opportunities, student representation, and access to cocurricular activities are equitable across student groups.

What is the plan to communicate this policy to staff, students, and/or families? What is the plan to communicate this policy to linguistically diverse students and their families?

This policy and a summary of this policy will be available on the MESD web page. The summary of this policy is also available on the MESD website in Spanish, Chinese, Russian, Somali, and Vietnamese and, upon request, the summary and/or policy may be translated into other languages.

Is this policy:

Easy to locate for staff?

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Accessible to students and families?

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Included in onboarding, intake, or other training?

This policy will be communicated to the Board at its next Regular Session meeting as well as be available in the handbook. The policy will also be posted on the district website for easy access.

Clear and easy to understand?

Yes. The policy clearly defines student activity funds, identifies who is responsible for administering them, and establishes approval requirements for expenditures. It also distinguishes between general student activity funds and funds associated with specific student groups.

People

How are people affected positively or negatively by the policy? What potential barriers might people encounter? What barriers might be reduced by this policy?

The policy positively affects students by ensuring that funds raised on their behalf are managed responsibly and used for student activities. It also provides students with opportunities to participate in decisions about how funds are spent.

Potential barriers could arise if some student groups have greater fundraising capacity or access to resources than others. Without attention to equity, differences in fundraising opportunities could lead to unequal access to cocurricular experiences.

Can you identify the racial or ethnic groups affected by this policy, program, practice, or decision? Do you know the potential impacts to these populations? If you don't know, how will you find out?

The policy applies to all students and does not identify particular racial or ethnic groups. However, students from historically underserved communities may experience differences in access to fundraising opportunities, financial resources, or participation in cocurricular activities.

Monitoring how funds are generated and distributed can help ensure that students from all racial, ethnic, and socioeconomic backgrounds have equitable opportunities to benefit.

Were these populations involved in any way, at any point in the development, implementation, and evaluation of this policy? If so, when and how?

The policy does not indicate whether students or specific communities were involved in its development. However, it provides a direct role for students in administering and approving expenditures through recognized student government and student organizations.

Student involvement in future review and implementation could further ensure that the policy reflects student needs and priorities.

What priorities and commitments are communicated by this policy?

The policy communicates commitments to fiscal responsibility, accountability, student participation, and responsible stewardship of funds. It also emphasizes that general student activity funds should benefit the student body as a whole rather than a limited group of students.

Place

What kind of positive or negative environment are we creating?

What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

The policy creates an environment of shared responsibility, accountability, and student participation. It provides opportunities for students to have a voice in decisions involving funds raised for student activities.

Barriers to equitable outcomes may include differences in fundraising capacity, family financial resources, participation opportunities, or representation within student government and recognized student organizations.

Power

How is the power of decision-making shared with those it affects?

How have you intentionally involved the communities affected by this policy, program, practice, or decision?

This policy provides meaningful opportunities for students to share decision-making authority. A student treasurer may participate in administration of the funds, student government may approve expenditures from general activity funds, and members of recognized student groups approve expenditures from their specific accounts.

This student involvement is a particular equity strength of the policy because students have a direct role in determining how resources intended for them are used.

Process

Does the policy, program, or decision improve, worsen, or make no change to existing disparities?

Does it create other unintended consequences?

The policy has the potential to improve equity by requiring general funds to benefit the student body as a whole and by including students in spending decisions.

However, an unintended consequence could be inequitable resources among student groups if some groups are substantially more successful at fundraising than others. Students who are less represented in student government could also have less influence over general spending decisions.

Plan

How will you reduce the negative impacts and address the barriers?

Negative impacts can be reduced by reviewing how student activity funds are distributed across programs and student groups, ensuring broad representation in student decision-making, and considering whether fundraising practices create inequitable opportunities.

MESD can also provide additional support when financial barriers prevent students from participating in cocurricular activities and periodically review expenditures to ensure general funds are benefiting the student body broadly.