



Board Policy Equity Lens Tool

Title of board policy being reviewed:

JHDA-Psychological Testing of Students

Describe the purpose of this policy:

The purpose of this policy is to ensure that psychological testing and evaluation of students are conducted ethically, professionally, and with full protection of student and family rights. It establishes requirements for qualified personnel, informed consent, and confidentiality while ensuring psychological data is used appropriately in educational decision-making.

What is your experience with this policy:

Policies governing psychological testing are critical to protecting student rights and ensuring appropriate educational decisions. Their effectiveness depends on culturally responsive implementation, strong family engagement, and careful monitoring to prevent bias and ensure equitable access to services.



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?

Is this policy:

Easy to locate for staff?

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.

Accessible to students and families?

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Included in onboarding, intake, or other training?

This policy will be communicated to staff through inclusion in the student and employee handbook. The policy will also be posted on the district website for easy access.



Clear and easy to understand?

Yes. The policy clearly outlines who may administer tests, consent requirements, limits on use of data, and confidentiality protections. While some terminology is technical, expectations and safeguards are well-defined.

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 protects students' privacy, dignity, and rights, and ensures that psychological evaluations are conducted by qualified professionals. It reinforces informed consent and limits misuse of outdated or isolated data.

Potential barriers may include challenges for families with limited English proficiency or limited familiarity with evaluation processes, which could impact their ability to fully understand consent and rights.

The policy reduces barriers related to misuse of psychological data, inappropriate placement decisions, and lack of transparency in evaluation processes.

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?

Students of color, multilingual students, and students from culturally diverse backgrounds have historically been disproportionately misidentified or inappropriately placed based on biased or incomplete assessment practices.

This policy helps mitigate those risks by requiring qualified professionals, multiple criteria for decision-making, and safeguards around data use. Ongoing monitoring of evaluation and placement data by race, language status, and disability category is



important to ensure equitable outcomes.

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 aligns with federal laws such as FERPA and the Protection of Pupil Rights Amendment, as well as state regulations. Ongoing implementation should include family education, feedback, and engagement—particularly from culturally and linguistically diverse communities—to ensure accessibility and trust in evaluation processes.

What priorities and commitments are communicated by this policy?

The policy communicates strong commitments to student privacy, informed consent, professional standards, and ethical use of psychological data. It prioritizes accuracy, fairness, and protection of student rights in educational decision-making.

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 a rights-based, protective environment that emphasizes confidentiality, professionalism, and informed decision-making.

Barriers to equitable outcomes may include language barriers, limited family understanding of evaluation rights, cultural differences in perceptions of psychological testing, and potential implicit bias in assessment practices.

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?

The policy shares power with families by requiring informed written consent, granting access to records, and providing the right to challenge or request hearings regarding psychological data. Students 18 and older are also granted these rights directly.

Power-sharing can be strengthened by ensuring communication is culturally responsive and accessible, and that families are fully supported in understanding their rights.

Process

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

Does it create other unintended consequences?



The policy is designed to improve equity by preventing misuse of psychological data and ensuring due process protections. However, disparities may persist if evaluations are not culturally responsive or if families are not fully informed.

Unintended consequences could include delays in evaluation or services if consent processes are not clearly communicated or supported.

Plan

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

Negative impacts can be reduced by:

- Providing multilingual, culturally responsive communication about consent and rights.
- Training evaluators in culturally responsive and bias-aware assessment practices.
- Monitoring evaluation and placement data for disparities.
- Offering family support and advocacy resources during the evaluation process.
- Ensuring timely and transparent communication.