



Board Policy Equity Lens Tool

Title of board policy being reviewed:

JA/JAA-Student Policies, Goals and Objectives

Describe the purpose of this policy:

The purpose of this policy is to define the role of MESD programs in supporting student growth, development, and educational progress while clarifying the responsibility of component districts. It establishes guiding principles for individualized instruction, student support, safety, and equitable treatment.

What is your experience with this policy:

This policy reflects a comprehensive, student-centered educational philosophy. Its effectiveness depends on consistent implementation, adequate resources, and ongoing attention to equity to ensure all students benefit from its intended supports and opportunities.



**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?

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.

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 responsibilities, goals for student development, and expectations for staff. It is structured around key principles that guide instruction, student support, and communication with component districts.

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 supports students by emphasizing individualized instruction, student rights, safety, and holistic development. It promotes equitable access to learning opportunities and reinforces supportive relationships between staff and students.

Potential challenges may arise if implementation varies across programs or if resources are insufficient to fully individualize instruction for all students.

The policy reduces barriers by prioritizing student-centered approaches, positive reinforcement, and equitable discipline practices.

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, including those served in specialized or alternative MESD programs, where students of color, students with disabilities, and students experiencing systemic barriers may be overrepresented.

The emphasis on fairness, individualized instruction, and student rights has the potential to reduce disparities if implemented consistently. Monitoring outcomes by race, disability status, and program type is important to ensure equitable impact.



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 reflects established educational standards and district governance practices. Ongoing evaluation can include student and family feedback, particularly from those in specialized programs, to ensure the policy is responsive to diverse student needs.

What priorities and commitments are communicated by this policy?

The policy communicates strong commitments to individualized learning, student rights, safety, fairness in discipline, and academic growth. It emphasizes whole-child development, including social, emotional, and civic responsibility.

It also reflects a commitment to collaboration between MESD and component districts.

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 supportive, student-centered, and growth-oriented environment focused on individualized success and positive reinforcement.

Barriers to equitable outcomes may include resource limitations, variability in program implementation, implicit bias in discipline, and differences in access to support across programs.



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 emphasizes student individuality and encourages student responsibility and goal-setting, which supports student agency. It also promotes communication with families and component districts.

Power-sharing can be strengthened by incorporating more explicit student voice and family engagement in program design and evaluation.

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 strong potential to improve disparities by centering individualized instruction, fairness, and student support. However, disparities may persist if implementation is inconsistent or if systemic inequities are not actively addressed.

Unintended consequences could include variability in student experience across programs if expectations are interpreted differently.



Plan

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

Negative impacts can be reduced by:

- Ensuring consistent implementation across programs.
- Monitoring student outcomes by demographic groups.
- Providing professional development on equity and culturally responsive practices.
- Increasing student and family engagement in program evaluation.
- Allocating resources to support individualized instruction.