



# Board Policy Equity Lens Tool

**Title of board policy being reviewed:**

GCPB/GDPB-Resignation of Staff

**Describe the purpose of this policy:**

The purpose of this policy is to establish how employee resignations are received and accepted at MESD, define notice requirements for TSPC-licensed staff, and outline the superintendent's or designee's authority to accept resignations. It ensures operational stability by requiring adequate notice while providing MESD with flexibility in transition planning.

**What is your experience with this policy:**

Our experience with this policy is primarily operational. It is used whenever an employee submits a resignation, and it helps ensure that transitions are handled consistently and with proper notice. For TSPC-licensed staff, the 60-day requirement provides stability for programs and students, though it can occasionally create challenges when an employee needs to leave sooner than planned. In practice, HR and administrators work with staff to determine reasonable timelines, and requests for early release are evaluated case by case. Overall, the policy is applied infrequently but serves as an important framework for managing staffing changes smoothly.



**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?

Yes, this policy is included in staff onboarding materials, intake packets, and annual training to ensure all parties understand student rights, responsibilities, and conduct expectations.

Clear and easy to understand?

The policy is generally understandable and lays out the resignation process and notice requirements clearly. However, it includes a few areas where clarity could be improved—such as long sentences and the distinction between licensed and non-licensed staff. With some light editing, it could be even clearer and more accessible to all employees.



## 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?

### Positive impacts:

- Provides clear expectations for notice, helping MESD plan for staffing transitions.
- Allows the superintendent (or designee) to release an employee early if mutually agreed, offering flexibility.
- Ensures consistency by delegating acceptance authority to HR or another administrator.

### Negative impacts:

- The 60-day notice requirement applies only to TSPC-licensed staff (e.g., teachers), which may feel burdensome, especially for those needing to leave suddenly due to personal, family, or health reasons.
- Threat of potential TSPC discipline for less than 60 days' notice can create stress or limit mobility.

### Potential barriers:

- Licensed educators may feel less freedom to pursue new opportunities quickly.
- Employees facing emergencies or significant life changes may struggle to meet the 60-day requirement.
- Employees unfamiliar with licensing implications may not fully understand the disciplinary risk.

### Barriers reduced:

- Provides clarity on the resignation process, reducing confusion about who accepts resignations and when they become effective.
- Delegation to HR can streamline communication and reduce delays.



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?

This policy applies to all employees, regardless of race or ethnicity. However, because workforce demographics differ by role, the 60-day requirement may disproportionately affect groups overrepresented in licensed educator positions, depending on MESD's staffing patterns. We do not currently have evidence of differential impacts by racial or ethnic group. To determine this, MESD could review resignation trends, disaggregated HR data (where available), and conduct exit interviews or focus groups to understand impacts on different populations.

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

This policy is operational and legally driven. It reflects standard practices for school districts and TSPC-licensed positions and was not developed through direct engagement with racial or ethnic groups or other affected populations.

What priorities and commitments are communicated by this policy?

The policy communicates MESD's commitment to continuity of operations, adequate staffing notice, and compliance with state licensing expectations. It emphasizes organizational stability, administrative consistency, and clear processes for handling resignations.



## 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)

### **Positive environment:**

- Promotes predictability and stability by defining clear notice expectations.
- Supports consistent, fair administrative practice across departments.

### **Negative environment:**

- May create a perception of inflexibility or punitive measures for licensed staff who cannot meet the 60-day requirement.
- Could increase stress for employees needing sudden career or life changes.

Barriers to equitable outcomes include the fixed 60-day notice requirement for licensed educators, which may disproportionately affect staff facing emergencies, caregiving responsibilities, or limited economic flexibility. The threat of potential TSPC discipline can create additional pressure, especially for employees who may not have access to legal or professional guidance. Limited understanding of licensing consequences, varying levels of job mobility, and differences in how comfortable employees feel navigating HR systems may also lead to uneven impacts. Although the policy promotes consistency, it does not account for the varied circumstances employees face, which may reinforce existing inequities if some groups feel less able to comply or request flexibility.



## 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?

Decision-making power is not shared with affected employees. Resignation requirements—particularly for TSPC-licensed staff—are determined by organizational needs and state licensing expectations, not by employee input.

## Process

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

Does it create other unintended consequences?

The policy likely maintains existing disparities, as it does not create new benefits or burdens across demographic groups. However, the 60-day notice requirement and potential licensing consequences may unintentionally impact employees with fewer resources, less job flexibility, or greater caregiving responsibilities. These unintended consequences can reinforce existing inequities if not monitored or mitigated.



## Plan

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

Negative impacts can be reduced by communicating the policy clearly, offering guidance on the consequences of resignation timelines, and providing case-by-case flexibility when feasible. HR can support employees by offering early conversations about transitions, clarifying alternatives, and ensuring supervisors handle resignations with empathy and consistency. MESD could also review resignation and discipline data to identify any disproportionate impacts and adjust procedures or supports accordingly.