



Board Policy Equity Lens Tool

Title of board policy being reviewed:

JECD-Assignment of Students to Classes

Describe the purpose of this policy:

The purpose of this policy is to establish a structured process for assigning students to classes and programs, ensuring decisions are made in the best interest of student welfare while allowing for parent input and maintaining administrative oversight.

What is your experience with this policy:

Student assignment policies are common and necessary for system organization. Their equity impact depends heavily on transparency, consistency, and proactive efforts to ensure all students—regardless of background—have fair access to educational 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 roles, including the authority of the Superintendent or designee, the opportunity for parent input, and the process for requesting or discussing placement. However, the criteria for assignment decisions are not explicitly defined, which may require additional guidance.

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 supports student welfare by centralizing decision-making and allowing for family input. It provides a process for discussing and requesting placements.

Potential negative impacts may arise if assignment decisions lack transparency or consistency. Families with less access to information, time, or advocacy resources may be less likely to engage in the request process, creating inequities.

The policy can reduce barriers when implemented transparently and with clear communication about placement criteria.

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?

Student assignment practices can disproportionately affect students of color, multilingual students, and students with disabilities, particularly if implicit bias influences placement decisions or if access to advanced or specialized programs is uneven.

Without clear criteria and monitoring, disparities in program access or classroom composition may emerge. Disaggregated data should be reviewed to ensure equitable access.



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 standard administrative practices and legal requirements. Ongoing evaluation should include family and student feedback, particularly from historically underserved communities, to ensure assignment processes are equitable and accessible.

What priorities and commitments are communicated by this policy?

The policy communicates a commitment to student welfare, administrative responsibility, and structured decision-making. It also signals openness to family input while maintaining final authority with the district.

To advance equity, implementation must also prioritize transparency, fairness, and equitable access to opportunities.

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 centralized decision-making with opportunities for family engagement. However, it may also create a perception of limited transparency if criteria are not clearly communicated.

Barriers to equitable outcomes include lack of clear placement criteria, implicit bias, unequal access to advocacy, and communication gaps with multilingual or underserved families.



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 provides families with the opportunity to request and discuss placements, which supports some level of shared decision-making. However, final authority remains with the Superintendent or designee.

Power-sharing can be strengthened by increasing transparency, providing accessible information, and ensuring all families understand how to engage in the process.

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 neutral in intent but may perpetuate disparities if access to preferred placements or programs is influenced by advocacy, awareness, or bias.

Unintended consequences could include inequitable distribution of students across programs or classrooms, or reduced trust if decisions are perceived as opaque.



Plan

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

Negative impacts can be reduced by:

- Clearly defining and communicating placement criteria.
- Providing multilingual, accessible information to families.
- Monitoring assignment data for disparities.
- Training staff on equitable and bias-aware decision-making.
- Ensuring equitable access to advanced or specialized programs.