



# Board Policy Equity Lens Tool

**Title of board policy being reviewed:**

IKF-graduation Requirements

**Describe the purpose of this policy:**

The purpose of this policy is to establish clear requirements for awarding diplomas, modified diplomas, extended diplomas, and certificates of attendance, ensuring compliance with state law while supporting equitable pathways to graduation.

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

This policy ensures all students, including those with unique needs or barriers, have defined pathways to earn a diploma or certificate while protecting their rights under state and federal law.

**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?

Yes. This policy should be included in staff onboarding and training so educators, students, and families understand graduation options, requirements, and available supports.

Clear and easy to understand?

Partly. The core requirements are clear, but the policy is lengthy and technical, which may make it harder for families and students to fully understand without simplified guidance. This will also be covered in the policy summaries.



## 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 effects:** Provides multiple graduation pathways, protects rights of vulnerable students, and ensures access to supports.

**Negative effects:** Complexity may confuse families and create stress for students navigating options.

**Potential barriers:** Technical language, consent requirements, and differing diploma value in employment/college.

**Barriers reduced:** Waivers for at-risk students, acceptance of transfer credits, and extended eligibility for students with disabilities.

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?

people encounter? What barriers might be reduced by this policy?

The policy applies to all students, not specific racial or ethnic groups. Potential impacts on certain populations are not identified.

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

These updates were created by OSBA from statute and their Legislative Policy Committee.



What priorities and commitments are communicated by this policy?

This policy communicates a commitment to equity, student success, legal compliance, and providing flexible graduation pathways that recognize diverse needs and circumstances.

## 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)

**Environment:** A supportive environment that values multiple pathways to graduation and inclusion of diverse learners.

**Barriers:** Mandated credit/skill requirements, complex processes, stigma around non-standard diplomas, and possible inequities in resources or program access.

## 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?

Students, parents, and school teams share decisions on diploma types, timelines, and modifications.

These updates were created by OSBA from statute and their Legislative Policy Committee.



## Process

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

Does it create other unintended consequences?

The policy improves equity by offering waivers, flexible diploma options, and extended supports. Unintended consequences may include confusion about diploma types, stigma for students with modified/extended diplomas, and barriers in higher education or employment recognition.

## Plan

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

Provide clear, plain-language guides, offer translations, educate families early on diploma options, reduce stigma through inclusive communication, and ensure equitable access to courses and supports across all schools.