

# Policy With An Equity Eye

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# What Does Looking At Policy through an Equity Eye Mean to You?



# Relationships as the Foundation

Trauma  
Engaged  
Schools

Partnering  
with  
Families

Positive  
School  
Climate



Culturally  
Responsive  
Education

Student  
Performance  
and  
Wellbeing

# Policy Development

- Does your district's policy development and review process encourage looking at things from an equity lens?
- What systematic practices are in place to ensure all voices of the community can be heard?
- What might be preventing stakeholders from participating in the policy process?
- What relationships are being fostered to ensure a broad participation in the process?

## Equality



## Equity



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# Equality vs. Equity



association of  
**ALASKA**  
school boards

# Reflection questions to ask as considering policy:

Does the proposed policy negatively impact or unduly advantage a particular group? (i.e. racial/ethnic, lower socioeconomic, foster students, homeless, military, male/female, non-binary, LGBTQ+)



# Example 1

## **BP 5132 DRESS AND GROOMING**

The School Board believes that appropriate dress and grooming contribute to a productive learning environment. This policy serves to set expectations for personal cleanliness and clothing that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles that do not present a health or safety hazard or cause an undue distraction which would interfere with the educational process.

The school is a partner in ensuring that each student understands and can successfully meet the dress code and grooming standards. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A designated staff member will be available to meet with students and families who do not understand the expectations of this policy or who believe they cannot meet the dress and grooming requirements.

A student who violates the dress code shall be subject to corrective or disciplinary action. Corrective action should be considered for first offenses unless, in the judgement of the principal or designee, circumstances indicate that disciplinary action is appropriate.



# Reflection questions to ask as considering policy:

Does the policy work to mitigate and/or eliminate structural isms?



# Example 2

## **BP 6020 PARENT INVOLVEMENT**

The School Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. The district shall include parent involvement strategies as a component of instructional planning.

In exercising their roles in the education of their students, parents/guardians have the following specific rights:

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1. The right to object to and withdraw their student from a standards-based assessment or test required by the State of Alaska.
2. The right to object to and withdraw their student from an activity, class or program.

# Reflection questions to ask as considering policy:

What are the potential unintended  
consequences?

# Example 3

## **BP 5127 GRADUATION CEREMONIES AND ACTIVITIES**

High school graduation ceremonies shall be held to recognize those students who have successfully completed the district graduation requirements and earned the right to receive a diploma or a certificate of completion. Students earning a certificate of attendance may also participate in graduation ceremonies.

At the discretion of the Superintendent or designee, a student who is no more than \_\_\_\_\_ credits short of fulfilling district credit requirements may participate in graduation exercises without receiving his/her diploma. When the required credits have been earned, a diploma shall be sent to the student by mail.

In accordance with school-site rules, the principal may deny a student the privilege of participating in graduation or promotion activities because of misconduct.

School-sponsored invocations and/or benedictions shall not be included in graduation ceremonies.



# Reflection questions to ask as considering policy:

What is the potential long term impact of the proposed policy?

# Example 4

## BP 4111 - CERTIFICATED PERSONNEL - RECRUITMENT AND SELECTION

The district shall employ the most highly qualified person available for each open position. The Superintendent or designee shall develop recruitment and selection procedures to ensure that every effort is made to find and hire fully qualified teachers for all classrooms, which include:

1. Assessment of the district's needs to determine those areas where specific skills, knowledge and abilities are lacking.
2. Development of job descriptions which accurately portray the position, including requirements that a teacher be qualified in accordance with federal and state law.
3. Dissemination of vacancy announcements to ensure a wide range of candidates, when necessary.
4. Screening procedures which will identify the best possible candidates for interviews.
5. Interview procedures which will determine the best qualified candidate for recommendation to the School Board.

Staff members involved in the selection process shall recommend only those candidates who meet all qualifications established by law and the School Board for a particular position. Nominations for employment shall be based upon appropriate screening devices, interviews, observations, recommendations from previous employers and any requirements of applicable collective bargaining agreements.



# Reflection questions to ask as considering policy:

Whose voices (families, students)  
did we hear or not hear?



# Example 5

## BP 1250 – VOLUNTEER ASSISTANCE

The wealth of experience available in the community is a resource that should be used in appropriate ways to enrich the educational program and strengthen our schools' relationships with homes, businesses, public agencies and private institutions. By their presence, volunteers also can make school environments safer and more closely supervised. The School Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students.

All persons who wish to perform more than \_\_\_\_\_ hours of volunteer service with or around students shall submit evidence that they are free from active tuberculosis and have been fingerprinted for criminal record clearance.

The Superintendent or designee may authorize the use of volunteers. The Superintendent or designee shall establish regulations to protect the safety of both students and volunteers.

Like employees and students, volunteers shall act in accordance with district policies and regulations.



# Break out group discussion

What other policies can you think of which might be equity related? And, how does it impact equity?

# Share out your reflections

# Our Recommendations

- Seek to broaden your understanding of what equity is, and how Board actions can impact it
- Self educate and work towards understanding your students and families.
- Build relationships with families and community contacts, particularly families that seem to need additional support.

# Our Recommendations

- Work towards safe space for students, families, and community to participate in the policy process with the board
- Implement systematic processes to intentionally involve community in the policy process
- Represent your families and students
- Seek out voices to be involved in the policy
- Evaluate and assess how you are doing

# Taking it Home

What is one thing you will do in your role after the conversations we've had this afternoon to increase your districts work to embed equity in your policies?





**Any Questions**