



Board Policy Equity Lens Tool

Title of board policy being reviewed:

CBA-Qualifications and Duties of the Superintendent

Describe the purpose of this policy:

The purpose of this policy is to clearly define the qualifications, authority, responsibilities, and expectations of the MESD Superintendent. It establishes accountability to the Board while outlining leadership responsibilities across administration, policy, fiscal management, personnel, programs, and facilities.

What is your experience with this policy:

This is a comprehensive leadership policy that establishes significant responsibility and accountability for the superintendent. From an equity perspective, its strengths include explicit expectations for inclusive communication, diverse recruitment, stakeholder involvement, and continuous improvement. Its effectiveness will ultimately depend on how consistently those expectations are reflected in day-to-day leadership and decision-making.

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?

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.

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 the Board at its next Regular Session meeting as well as be available in the handbook. The policy will also be posted on the district website for easy access.

Clear and easy to understand?

Overall, yes. The policy is comprehensive and organized by major areas of responsibility. Because it covers a broad range of duties, it is lengthy, but the use of defined sections makes expectations relatively easy to locate and understand.

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 affects students, staff, component districts, and communities by establishing clear leadership accountability and expectations for effective administration. It specifically calls for inclusive communication, collaboration, community relationships, and continuous improvement.

Potential barriers include the concentration of significant decision-making authority in one leadership position and inconsistent implementation across departments. Clear Board oversight, delegation, communication, and accountability help reduce these risks.

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 affects all communities served by MESD. Its personnel provisions have particular equity implications because the superintendent is specifically responsible for developing strategies to recruit diverse applicants and promote hiring staff from diverse backgrounds.

This can positively impact historically underrepresented racial and ethnic groups by promoting a workforce that better reflects the communities MESD serves. Equity impacts should be monitored through hiring, retention, program, and student outcome data.

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 does not specifically indicate whether students, families, staff, or historically underserved communities were involved in its development.

However, it requires the superintendent to involve educators, administrators, component districts, and other community members in instructional planning and to maintain ongoing communication with component districts, the community, staff, and Board.

What priorities and commitments are communicated by this policy?

The policy communicates commitments to trust, inclusive communication, collaboration, strong educational leadership, accountability, continuous improvement, and responsible stewardship of MESD resources. It also establishes expectations for diversity in recruitment and meaningful involvement of staff and community stakeholders.

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 promotes a collaborative, accountable, and improvement-focused organizational environment. Its stated leadership qualities emphasize honesty, fairness, inclusive communication, respect, visibility, humility, and teamwork.

Barriers to more equitable outcomes could include implicit bias, unequal access to decision-making, workforce representation gaps, resource limitations, and inconsistent implementation 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 superintendent has substantial administrative authority, but the policy also emphasizes collaboration and stakeholder involvement. It specifically calls for involving administrators in decision-making and educators, component districts, and community representatives in instructional planning.

Power-sharing could be strengthened through intentional student, family, staff, and community voice in major organizational decisions.

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 the potential to improve disparities through its emphasis on inclusive leadership, diverse recruitment, stakeholder engagement, and responsive program planning.

However, because much of the policy establishes broad superintendent authority, unintended disparities could occur if decisions are made without sufficient stakeholder input or equity analysis. Strong Board oversight and transparent decision-making can help mitigate this risk.

Plan

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

Negative impacts can be reduced by consistently applying equity considerations to hiring, resource allocation, program development, and organizational decision-making. MESD can also use disaggregated data, stakeholder feedback, transparent communication, and regular Board oversight to identify and address disparities.

The policy's existing expectations around diverse recruitment and communication with component districts, staff, community, and the Board provide a foundation for this work.