

## EQUITY LENS QUESTIONS:



### **A** WHAT data has been used to inform the work, and what does the data tell us about our subgroups?

Examples of data considered by the Boundary Review Task Force are listed below. Examination of changes in percentages informed the Task Force of effects of boundary changes on composition of a school's subgroup population. The data also reveals that placement of district programs such as those serving special education and English language learner students need to be reviewed as part of the boundary adjustment implementation plan.

- Community survey
- Community engagement efforts
- Student residence area
- Percent of students receiving free and reduced lunch
- Percent of English learners
- Percent of students receiving special education services
- Walk zones/distance to school
- Percent of school post-bond capacity

### WHAT subgroups does the decision or initiative affect both positively and negatively?

**Positives:** The recommendation positively affects student population of our most crowded schools, which includes the schools with the highest percentage of minority and high-need students, by relieving overcrowding and providing improved learning environments. Students with special needs will remain within their high school feeder system to receive services.

**Negatives:** Change is not easy, and it could be said that there is a near-term negative affect on all students who would change schools. However, there is a longer-term positive outcome for all students.

### HOW have members of the community been intentionally involved in the decision-making process? What do those people tell us about the proposal that has resulted?

Please refer to the included summary sheet on community outreach.

### WHAT are the barriers to more equitable outcomes (e.g. mandates, politics, finances, community expectations, etc.)? How will the barriers that cannot be eliminated be mitigated?

Possible Barrier	Ways to Mitigate
Students feeling welcome at a new school and becoming part of the school community.	Professional development for staff at receiving schools, reaching out and making connections

	with students and families, and integrated counseling services.
Communication barriers with parents who haven't been part of the process.	Targeted mailing to parents, communication with the overall school community and equipping principals with information
Transportation	Additional resources
Continuation of needed services like language supports and counseling	Giving counselors and school staff opportunities to connect and discuss needs of individual students affected by a boundary change and programmatic changes.

**HOW does this decision build capacity and power in underserved groups?**

The recommendation maintains neighborhood schools to the extent possible and takes into consideration the fact that many students need the ability to walk to school. It relieves overcrowding, allows access to educational opportunities and programs, and provides improved learning environments for all.

**WHAT would it take from the Board for this initiative to be both sustainable and scalable?**

Carefully consider the recommendations of the Boundary Review Task Force, including those identified implications for the 2018 bond program and additional resources necessary to fully implement the boundary adjustments.

**WHAT data would we like collected to inform reflection on the effects of this decision?**

Continued monitoring of school enrollments over time and ongoing communication with those families most affected by the changes, including surveying parents, students and staff following implementation.

**B HAVE there been unintended consequences affecting equity because of this decision, and how have those unintended consequences been mitigated?**

The Task Force actively engaged in equity-based discussions. Unintended consequences of proposed adjustments were examined and addressed during the Boundary Review Task Force discussions and the development of the adjustment recommendations.

**WHAT does the data tell us about the success of our subgroups due to this decision?**

Unknown at this time.