

Juneau School District

Policy Review of Activities' Equity

September 2011

Policy Review of Activities' Equity

Prepared For:

Juneau School District
10014 Crazy Horse Drive
Juneau, AK 99801

Prepared By:

Goldstream Group, Inc.
PO Box 83418
Fairbanks, Alaska 99708
(907) 452-4365
alarson@goldstreamgroup.com

Angela M. Larson, Evaluation Consultant, Goldstream Group

Introduction

The Goldstream Group was hired to review the Juneau School District policies and regulations for activities' equity. To do so, a panel of experts was convened to rate the extent to which the JSD policies and administrative regulations provide for a student activities program that is equitable to all students. Panel members were asked to review the following JSD policy sections as well as other policies as appropriate:

- 1430 Student Activities Program a
- 1120 Prohibition against Discrimination and Harassment in Education
- 1260 Affirmative Action Program
- 1265 Equity within the Juneau School District
- 1432 Student Athlete Mandatory Drug Testing
- 3000 Personnel
- 5000 students

Based on an extensive review of guidelines for nondiscrimination in athletic and extracurricular activities and criteria for equitable schools, we developed 22 criteria that are characteristic of policies focusing on equity in athletic and extracurricular activities and grouped these criteria into several broad categories (the review tool is included in Appendix A). Panel members used the following scale to rate each of these criteria as well as provide overall recommendations for improving the policies.

- 1) Missing: Criterion is missing
- 2) Emerging: Criterion is vaguely addressed.
- 3) Satisfactory: Criterion is addressed, but does not cover all attributes of the standard or is not clearly stated
- 4) Exemplary: Criterion is clearly addressed by the district policies and administrative regulations

General Recommendations

The panel of reviewers made the following general recommendations. These are not presented in order of importance.

1. The policies need to be clearly understandable to the average parent of students in the school district. The policies need to be more concrete with clear purpose statements followed by more organized sections that are logical to follow.
2. Few of the policies and regulations are clearly focused on equity, although there are implied messages which can certainly be expanded on. Those policies and regulations which are present need to be displayed more often and in sections concerning student activities, coaching, and public appearances.
3. The policies need more specificity when it comes to distribution of resources, funds etc among student activities.
4. The policies need a direct statement that financial reasons or homeless status won't be reason for denial of participation.
5. The policies should describe how the district decides what activities it will offer, and how student let their interests be known.
6. Given the role of parents in students' school success; it is essential that communication with parents be as clear as possible including offering parents translation support in person, over the phone, in print or in school announcements in regard to activities.
7. The policy related to the Affirmative Action Officer needs regulations to make explicit the expectations for investigation and reporting, for the timelines for the ongoing in-service training, and to specific who receives the training and how often.
8. The policies should include a specific "Notice of Nondiscrimination." For example, The School District does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, marital status, pregnancy, sexual orientation, gender identity or veteran status. The School District does not discriminate on the basis of sex in violation of Title IX of the Education amendments of 1972 in the educational programs or activities which it operates. The School District does not discriminate on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973. This includes admission or access to, or treatment or employment in its programs, services, and activities. Individuals requiring further information should contact the designated compliance director.
9. The district should create and improve existing policies and regulations so that all 22 criteria are exemplary.
10. The district should publish the policies related to the 22 criteria in an equity or student activities brochure, on or off-line, and reference the brochure in the corresponding regulations.
11. Policies should address background checks and fingerprinting for parent volunteers.

12. Need to include policy requiring organizations that provide activities for district students required to satisfy district policies and regulations.

Panel Criterion Rating

The following table summarizes the overall rating each criterion received, the strengths of the district’s policies under each criterion, and recommendations to improve the policies under each criterion.

Criterion	Rating	Strengths	Recommendations
Policies and regulations require all coaches/activity sponsors to receive training in cultural awareness.	1.2	The Affirmative Action Officer is tasked with developing an on-going program of in-service training for school personnel designed to identify and solve problems of racial, gender, religious, national, or cultural bias in all aspects of the school program	Specific policies or regulations requiring coaches/activity sponsors to receive training in cultural awareness.
Policies and regulations require district to collect, analyze, and report information about the age, sex, disability, sexual orientation, and race, color, or national origin of students/coaches who participate.	1.4	The panel felt that the requirement to collect, analyze, and report information about the age, sex, disability, sexual orientation, and race, color, or national origin of students/coaches who participate could be inferred from the requirements to gather such data under the student affirmative action program.	Explicit policy or regulation requiring the data to collect, analyze, and report such information about students participating in the district’s activities program.
Policies and regulations require all new coaches/activity sponsors to have an orientation that provides an	1.5	Policy 1120 clearly includes all member of the school	Specific policies or regulations to require coaches/activity sponsors or volunteers to have

Criterion	Rating	Strengths	Recommendations
overview and understanding of socio-cultural make-up of the school district.		community in its prohibition against discrimination and harassment.	an orientation that provides an overview and understanding of the socio-cultural make-up of the school district.
Policies and regulations clearly define specific and appropriate duties in respect to implementing the equity policy as it relates to student activities.	1.5	Policies touched on duties.	Policies need to include specific and appropriate duties in respect to implementing the equity policy as it relates to student activities.
Policies and regulations clearly address statutory and regulatory requirements related to equity in athletic programs (state law and administrative code; federal civil rights laws; Title IX of the Education Amendments of 1972; IDEA; Section 504; ADA).	1.6	Inclusion of protection based on disabilities was positive.	Policies should include references to other statutory and regulatory requirements related to equity in athletic programs. Policies should reference ASAA rules.
Policies and regulations clearly outline the components of an activities equity action plan and a timeline for implementation; and describe who is responsible for developing and reviewing equity action plan.	1.6	Several policies including 1260, 1120, and 1430 addressed parts of the criterion, including identifying who is responsible for reviewing current and proposed programs, activities, and practices to ensure that all students have equal access to them	Policies should require the development of an activities equity action plan and a specified timeline for implementation of the plan.
Policies and regulations related to equity in student activities describe to whom the policy applies.	1.75		Policies need to specifically define to whom the equity policies apply.
Policies and regulations include clear mechanisms for communicating the intent of the student activities policy to schools, parents, students, activity leaders and public.	1.8	Policies provide for orientations for students and parents and signed consent for code of conduct.	Policies need to include specific mechanisms to communicate to parents, students, activity leaders, and the public. Should also include provisions for translation services for parents.
Policies and regulations ensure that donated funds and in-kind contributions that a team receives	1.8	Policies provide some guidance related to scholarships and	As funding is one of the main mechanisms for assuring equitable opportunity for

Criterion	Rating	Strengths	Recommendations
are subject to nondiscrimination requirements.		other forms of financial assistance as well as Board review of all donations.	school activities, this criterion should be addressed explicitly.
Policies and regulations clearly define what is meant by equity in student activities.	2.0		Policies should provide a clear definition of what is meant by equity in student activities.
Policies and regulations ensure equitable benefits, including equipment and supplies, scheduling of contests and practice times, facilities, publicity and promotion, support services, travel, and coaches.	2.0	Policies minimally addressed the distribution of some benefits, but did not address the equitable distribution.	Policies need to address targeted groups; equity for those who do not already have it; equity in scheduling, practice, publicity, promotion, support or distribution of travel opportunities, funds, coach preparation or skills; penalties related to providing equitable benefits.
Policies and regulations explicitly define equity outcomes as related to student activities.	2.2		Policies need to include an explicit definition of equity outcomes as related to student activities.
Policies and regulations define procedures for developing standards for competitive teams; procedures for communicating these to parents and student athletes before the season starts are delineated.	2.2	Policies described the orientation sessions parents and student athletes would receive and the regulations specified academic and conduct rules for participants.	Clear standards for competitive teams should be delineated in the policies and regulations. The standards need to be expanded and displayed as part of Policies 3000 and 5000.
Policies and regulations are clearly written to protect against discrimination in athletics and activities.	2.5		Policies should be more specific to athletics and activities as well as cross-referenced and displayed in appropriate sections.
Policies and regulations are clearly written to ensure access to activities for all students on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, and physical, mental, emotional, and learning disability.	2.6	Policies and regulations were written to ensure access to activities for all students but needed further clarification in several areas.	Clear identification of all protected groups, including gender identification. Clear regulations related to Policy 1260 related to how the results of the Affirmative Action Officer's review of current and proposed programs, activities and

Criterion	Rating	Strengths	Recommendations
			<p>practices will be shared and how any problems will be identified.</p> <p>Cross-referenced and displayed in appropriate sections;</p> <p>Include an affirmative reference to student activities.</p>
<p>Policies and regulations detail the range of ways in which the district or school will respond to a complaint.</p>	<p>2.8</p>	<p>Grievance procedures adequately covered under Policies 5560, 5710, 1120, 1221, and 1430.</p>	<p>Proved adequate procedures to grieve a broader range of complaints besides suspension or expulsion</p> <p>Better cross-referencing with other policies.</p> <p>Reorganize policies related to grievances so that all of the grievance regulations are included under one policy.</p>
<p>Policies and regulations require a student code of conduct related to participation in student activities.</p>	<p>3.2</p>	<p>Expected student conduct is thoroughly addressed in the regulations attached to Policy 1430.</p>	<p>Recommended the following improvements: requirement of a definitive code of conduct included in the student handbook and displayed in lockers rooms and coach criteria and the inclusion of an additional item in Policy 5510 or a “code of conduct” section within Policy 1430.</p>
<p>Policies and regulations provide a clear description of the type of behavior expected from each student; consequences and appropriate remedial actions.</p>	<p>3.3</p>	<p>Policies address behavior expectations, consequences and remedial actions.</p>	<p>Improve the clarity and visibility of this policy.</p> <p>Include clearer remedial actions;</p> <p>Apply the policy to all activity participants explicitly.</p>
<p>Policies and regulations include procedures for reporting complaints, fact finding, and for appeal; and identify the person responsible for investigations.</p>	<p>3.4</p>	<p>Policies and regulations addressed procedures for reporting complaints, fact finding, and for</p>	<p>Additional cross-listing of the policies under Policy 1430 as well at Policies 3000 and 5000.</p> <p>Provide a guiding document that will assist the person</p>

Criterion	Rating	Strengths	Recommendations
		appeal, and identified the person responsible for investigations.	responsible for investigating complaints identify cross-cultural issues that may have been a factor in a student grievance.
Policies and regulations include a definition of harassment, intimidation and/or bullying.	3.4	The district's policies adequately included a definition of harassment, intimidation and/or bullying.	Provide more cross-referencing between policies related to harassment, intimidation, and /or bullying. Better clarify the distinction between harassment and bullying. By definition, harassment is on the basis of a protected class. Bullying can be unrelated to any protected class status.
Policies and regulations ensure that no student is denied participation in extracurricular or co-curricular activities because of financial reasons or because of transportation limitations.	3.4	Policies adequately cover this criterion.	Additional cross-referencing in the activities section. Policies should more clearly define what is meant by transportation limitations.
Policies and regulations include a statement prohibiting harassment, intimidation or bullying of a student.	3.6	The panel felt that policies 1125, 5510, and 5560 provided a clear list of rights and responsibilities including language about respect, courtesy, and a safe educational environment as well as consequences of wrongdoing in terms of bullying and hazing.	

Panel Members

Malinda Chase is the mother of a 15 year-old high school sophomore daughter who is active in school sports, and her Alaska Native community in Fairbanks. Malinda works for the Association of Interior Native Educators (AINE) as executive director, and the director of AINE's

Learning Style Center. She has her undergraduate degree from Wellesley College, and master's degree in Cross-Cultural Studies from the University of Alaska-Fairbanks.

Bett Schaffhouse has 15 years experience in school district administration addressing equity issues and developing policies.

Riki Sipe was the director of the Office of Federal Programs for the FNSB School District from 1999 - 2005 and in that capacity worked with populations that are generally of concern in relationship to equity issues: English Language Learners and their parents, Alaska Native Education program students and their parents, and children and families who were homeless and/or who qualified for the Federal free lunch program. She also served on the Fairbanks North Star Borough Health and Social Services Commission from 1999-2006 and on the Board of Directors for the Resource Center for Parents and Children from 2003 - 2006.

Conrad Gonzalez was employed as a principal-teacher and teacher for 7 years in Buckland, a village in the Northwest Arctic Borough School District. He spent two years at UAF studying Guidance and Counseling before joining the FNSBSD as a teacher for 13 years. Upon retiring as a teacher, he worked for six years as the FNSB District Activities Coordinator. During this time he spent two years on the ASAA Board of Directors, including one year as Vice Chair and then Chair of the Board.

Sandy McGill worked for the Fairbanks North Star Borough School District as teacher (English, Spanish and French); high school assistance principal (Lathrop, 1990); middle school principal (Ryan Middle 1991-1995; Randy Smith Middle 1998-2003); and secondary school assistant superintendent (2003-2006). She was an Ombudsman Assistant for the State of Alaska for 8 years, including three as deputy state ombudsman. She has also taught supervision and leadership at the University of Alaska Fairbanks for more than 10 years and worked to establish and improve after school and summer school supplemental service programs throughout Fairbanks and rural Alaska for SERRC.

Appendix A: Equity Review Tool

Juneau School District Policy Review Rubric

Policy and Regulation Review Background and Instructions

The Juneau School District (JSD) adopted an Equity Vision and has developed an Equity Standards Rubric to review the district's systems and programs for equity (http://www.juneauschools.org/district/instructional_services/equity).

The district hired the Goldstream Group to begin evaluating the district's student activities for equity. This evaluation includes a student survey, analysis of disaggregated student participation rates, and a review of the district's student activity policies for equity.

With this review of its student activity policies for equity, JSD is interested in knowing the extent to which its policies and administrative regulations provide for a student activities program that is equitable to all students.

Step 1: Please review the JSD Policies and Regulations online:

<http://www.juneauschools.org/board/policy>.

JSD does not have a specific student activities equity policy. Your review should include Section 1430 Student Activities Program as well as Sections 1120 Prohibition against Discrimination and Harassment in Education; 1260 Affirmative Action Program; 1265 Equity within the Juneau School District; 1432 Student Athlete Mandatory Drug Testing; and sections 3000 Personnel and 5000 students. Please use your experience and best judgment to review other policies as appropriate.

Step 2: We have established 22 criteria that are characteristic of policies focusing on equity in sports and extracurricular activities. This is by no means an exhaustive list and we encourage you to use your experience to make additional recommendations for improving the district's policies to ensure equitable student activities.

Please rate each criterion using the following scale:

- 1) Missing: Criterion is missing
- 2) Emerging: Criterion is vaguely addressed.
- 3) Satisfactory: Criterion is addressed, but does not cover all attributes of the standard or is not clearly stated
- 4) Exemplary: Criterion is clearly addressed by the district policies and administrative regulations

Step 3: After you have reviewed the criterion using the scale described above, please provide an explanation and supportive evidence for your rating. Please identify policy sections and include text from policies as appropriate.

Step 4: Please provide overall recommendations to improve the student activity policies for equity in student activities.

Step 5: We would like to describe the background of our panel members. Please provide a 2 or 3 sentence description of your related experience and/or education.

Thank you! We appreciate the time and effort you are putting into this review.

Juneau School District Policy Review Rubric

1. Policies and regulations clearly outline the components of an activities equity action plan and a timeline for implementation; and describe who is responsible for developing and reviewing equity action plan.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

2. Policies and regulations require district to collect, analyze, and report information about the age, sex, disability, sexual orientation, and race, color, or national origin of students/coaches who participate.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

3. Policies and regulations require all new coaches/activity sponsors to have an orientation that provides an overview and understanding of socio-cultural make-up of the school district.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

4. Policies and regulations require all coaches/activity sponsors to receive training in cultural awareness.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

Juneau School District Policy Review Rubric

5. Policies and regulations include procedures for reporting complaints, fact finding, and for appeal; and identify the person responsible for investigations.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

6. Policies and regulations detail the range of ways in which the district or school will respond to a complaint.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

7. Policies and regulations include a definition of harassment, intimidation and/or bullying.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

8. Policies and regulations explicitly define equity outcomes as related to student activities.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

Juneau School District Policy Review Rubric

9. Policies and regulations are clearly written to ensure access to activities for all students on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, and physical, mental, emotional, and learning disability.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

10. Policies and regulations are clearly written to protect against discrimination in sports and activities.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

11. Policies and regulations define procedures for developing standards for competitive teams; procedures for communicating these to parents and student athletes before the season starts are delineated.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

12. Policies and regulations include a statement prohibiting harassment, intimidation or bullying of a student.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

Juneau School District Policy Review Rubric

13. Policies and regulations clearly address statutory and regulatory requirements related to equity in athletic programs (state law and administrative code; federal civil rights laws; Title IX of the Education Amendments of 1972; IDEA; Section 504; ADA).

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

14. Policies and regulations clearly define what is meant by equity in student activities.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

15. Policies and regulations related to equity in student activities describe to whom the policy applies.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

16. Policies and regulations include clear mechanisms for communicating the intent of the student activities policy to schools, parents, students, activity leaders and public.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

Juneau School District Policy Review Rubric

17. Policies and regulations ensure equitable benefits, including equipment and supplies, scheduling of contests and practice times, facilities, publicity and promotion, support services, travel, and coaches.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

18. Policies and regulations ensure that donated funds and in-kind contributions that a team receives are subject to nondiscrimination requirements.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

19. Policies and regulations ensure that no student is denied participation in extracurricular or co-curricular activities because of financial reasons or because of transportation limitations.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

20. Policies and regulations clearly define specific and appropriate duties in respect to implementing the equity policy as it relates to student activities.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

Juneau School District Policy Review Rubric

21. Policies and regulations provide a clear description of the type of behavior expected from each student; consequences and appropriate remedial actions.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

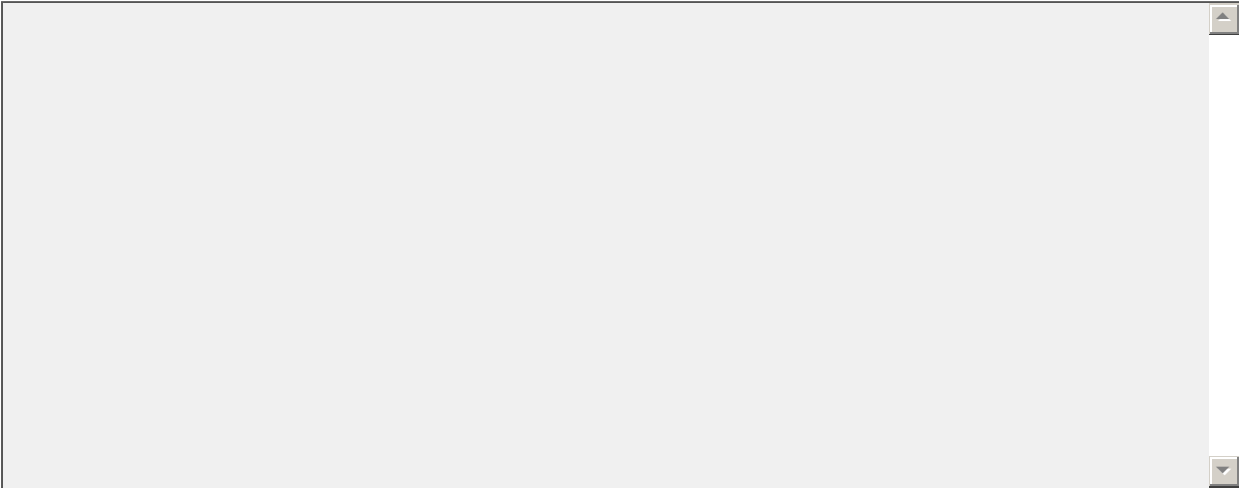
22. Policies and regulations require a student code of conduct related to participation in student activities.

- Missing Emerging Satisfactory Exemplary

Please provide an explanation and supportive evidence for your rating. If appropriate please identify policy section and include text from policy.

Recommendations

23. Please provide overall recommendations to improve the student activity policies for equity in student activities.



Background Information

24. We would like to describe the background of our panel members. Please provide a 2 or 3 sentence description of your related experience and/or education.

