



Board Policy Equity Lens Tool

Title of board policy being reviewed:

KNA-Immigration Enforcement on MESD Property

Describe the purpose of this policy:

The purpose of this policy is to establish clear procedures for responding to federal immigration enforcement activity on MESD property while protecting student, family, staff, and volunteer privacy and rights. It establishes designated points of contact, notification requirements, confidentiality protections, and training expectations consistent with state and federal law.

What is your experience with this policy:

This is a new policy responding to recent Oregon legislative requirements, so MESD's direct experience implementing it may be limited. Its effectiveness will depend on staff preparedness, clear communication, consistent implementation, and ongoing feedback from students, families, staff, and community partners. Reviewing implementation after actual incidents or practice scenarios will help identify needed improvements.

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?

Since December 2024, the Superintendent has communicated regularly via his Superintendent message and the MESD newsletter critical district information regarding how the district support all students.

For this specific policy, we will add a link to it, with translations in the five supported languages to the <https://www.multnomahesd.org/fs/pages/1931> "Supporting all students" page. A page dedicated to assist families who may need additional information or support, we've provided links to trusted organizations and culturally specific resources below.

Is this policy:

Easy to locate for staff?

Yes, staff will be able to located along other MESD policies and also at the <https://www.multnomahesd.org/fs/pages/1931> "Supporting all students" page.

Accessible to students and families?

Yes, students and families will be able to located along other MESD policies and also at the <https://www.multnomahesd.org/fs/pages/1931> "Supporting all students" page.

Included in onboarding, intake, or other training?

These policies will be part of a new training that all MESD staff will be taking part of every year called: What To Do If Federal Law Enforcement Comes to Our Schools (A training for front line staff to give you the exact steps — so you are never guessing in the moment).

Clear and easy to understand?

Overall, yes. The policy clearly identifies who is responsible for responding to immigration enforcement, when notifications are required, what information may and may not be shared, and how confidential information must be protected.

Because the policy contains complex legal requirements, clear administrative procedures, staff training, and completion of the remaining bracketed local decisions will be important for consistent implementation.

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 impacts students, families, and staff by establishing predictable procedures, protecting confidential information, and requiring timely notification when immigration enforcement is confirmed on ESD property.

Potential barriers include fear, mistrust, language access needs, confusion about legal rights, and uncertainty during an enforcement action. The policy helps reduce these barriers by centralizing communication, limiting disclosure of protected information, and requiring trained staff to manage interactions.

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?

Although the policy applies to everyone, it may have a greater impact on immigrant and mixed-status families and communities that are more likely to experience immigration enforcement concerns. This may include Latino/a/x, Asian, Pacific Islander, African, Middle Eastern, and other immigrant and refugee communities.

Potential positive impacts include greater privacy protection, transparency, consistency, and trust. Implementation should be monitored through community feedback while

avoiding the collection of unnecessary immigration-status information.

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 is based primarily on new state requirements and the Oregon Attorney General's model policies. The policy itself does not indicate whether affected students, families, or community organizations participated directly in its development.

MESD can strengthen implementation by engaging immigrant and refugee communities, multilingual families, students, staff, and trusted community-based organizations when developing communication procedures, resources, and future policy revisions.

What priorities and commitments are communicated by this policy?

The policy communicates commitments to student and family safety, privacy, legal compliance, transparency, and continuity of education. It also demonstrates a commitment to ensuring that immigration enforcement activities do not unnecessarily disrupt learning or compromise confidential information.

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 is intended to create a safe, predictable, and rights-respecting environment in which students and families understand how MESD will respond to immigration enforcement.

Barriers may include fear of government institutions, language differences, misinformation, legal complexity, concerns about confidentiality, and unequal access to trusted resources. Emotional barriers may be particularly significant for students and families directly affected by immigration enforcement.

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 policy provides transparency and notification but places most immediate decision-making authority with the ESD's designated liaison and administration because of the legal and time-sensitive nature of immigration enforcement encounters.

Community voice can be strengthened through consultation with students, families, and community-based organizations when determining notification methods, developing resources, and evaluating implementation. Allowing community-based service providers to request notifications also creates an important connection between the ESD and community support systems.

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 by providing consistent protections and reducing the likelihood that immigration enforcement disproportionately disrupts students' access to education or exposes confidential information.

Possible unintended consequences include increased fear or anxiety when notifications are issued, misinformation spreading within the community, or students avoiding school because of perceived enforcement activity. Carefully worded, timely, multilingual communication can help mitigate these risks.

Plan

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

Negative impacts can be reduced through regular staff training, clear protocols, multilingual and accessible communication, strong confidentiality practices, and coordination with trusted community-based organizations. MESD should also ensure that notifications provide accurate information without creating unnecessary alarm and consider including appropriate support resources for affected students and families.