



Board Policy Equity Lens Tool

Title of board policy being reviewed:

GBN/JBA-Sexual Harassment

Describe the purpose of this policy:

The purpose of this policy is to prevent and address sexual harassment and sex-based discrimination and to ensure that students, staff, and visitors have a safe and welcoming educational and work environment. It establishes reporting, investigation, response, notification, supportive measures, and anti-retaliation requirements under Oregon law and federal Title IX requirements.

What is your experience with this policy:

This is a comprehensive policy with significant procedural protections for students, staff, and third parties. Its equity strengths include multiple reporting pathways, required supportive measures, anti-retaliation protections, accessible notice requirements, and an expectation that complainants and respondents are treated equitably. Its effectiveness will depend on consistent implementation, trust in the reporting process, staff training, and ensuring that everyone can understand and access the protections provided.

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?

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Accessible to students and families?

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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 clearly defines prohibited conduct and explains reporting, investigation, response, notification, and anti-retaliation protections. It also requires notices to be written in plain language and presented in an easily readable format.

However, having separate Oregon and federal definitions and procedures makes the policy complex. Clear administrative regulations, staff training, and student-friendly explanations will be important.

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, and visitors by establishing clear protections, multiple reporting pathways, required investigations, supportive measures, and protections against retaliation.

Potential barriers include fear of retaliation, embarrassment, trauma, concerns about confidentiality, cultural or language barriers, and uncertainty about which complaint process applies. The policy reduces these barriers by allowing any person to report, providing multiple reporting methods, requiring supportive measures, and prohibiting retaliation.

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 applies to all racial and ethnic groups. However, students and staff who experience overlapping forms of marginalization may face additional barriers to reporting or accessing support, including individuals from historically underserved racial and ethnic communities.

Race or ethnicity alone does not determine who will experience sexual harassment. Equity monitoring should therefore consider intersectional impacts while protecting individual privacy and confidentiality.

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 itself does not indicate whether students, staff, families, or historically marginalized communities were directly involved in its development. It primarily reflects Oregon law and federal Title IX requirements.

MESD can strengthen implementation by seeking feedback from students, staff, families, and community partners about whether reporting procedures, notices, and supportive resources are understandable, accessible, and trusted.

What priorities and commitments are communicated by this policy?

The policy communicates strong commitments to safety, dignity, nondiscrimination, accountability, equitable treatment, confidentiality, and freedom from retaliation. It requires MESD to respond to possible harassment and provide resources and supportive measures to those affected.

It also communicates that sexual harassment is incompatible with a safe learning and working environment.

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 seeks to create a safe, respectful, inclusive, and accountable environment where harassment is not tolerated and individuals can report concerns without retaliation.

Barriers may include power imbalances, fear of not being believed, stigma, language and communication barriers, lack of awareness of reporting procedures, trauma, concerns about confidentiality, and mistrust of institutional processes.

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 gives individuals multiple ways to report sexual harassment and requires MESD to provide information about rights, complaint processes, supportive services, privacy protections, and outside resources.

Under the federal procedures, the Title IX Coordinator must also discuss supportive measures with the complainant and consider the complainant's wishes regarding those measures, providing an important opportunity for individual voice in the response process.

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 strong potential to improve disparities by establishing consistent reporting and investigation procedures, prohibiting retaliation, and requiring equitable treatment and supportive measures.

Possible unintended consequences include individuals choosing not to report because the process feels intimidating or complex, or experiencing additional stress during an investigation. Differences in awareness or trust could also result in some groups using the complaint process less frequently than others.

Plan

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

Negative impacts can be reduced through accessible and culturally responsive communication, regular staff and student education, multiple reporting options, confidentiality protections, trauma-informed practices, and consistent enforcement of anti-retaliation protections.

MESD can also review reporting and outcome data for disparities and seek feedback about whether individuals feel safe accessing the process. The policy's requirement that information be widely available in handbooks, online, in offices, and through required postings provides an important foundation for accessibility.