



Board Policy Equity Lens Tool

Title of board policy being reviewed:

KGA-Public Sales on MESD Property

Describe the purpose of this policy:

The purpose of this policy is to establish oversight of public sales of goods or services on MESD property by requiring approval from the Superintendent or designee. This allows MESD to ensure that sales activities are appropriate for its facilities and operations.

What is your experience with this policy:

This is a straightforward operational policy with limited direct equity implications. The primary equity consideration is ensuring that the Superintendent's approval authority is exercised consistently, transparently, and without discrimination. Clear administrative guidelines could support those goals while preserving the flexibility provided by the policy.

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?

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 available in the Board's online handbook. The policy will also be posted on the district website for easy access.

Clear and easy to understand?

Yes. The policy is brief and clearly states that public sales on MESD property require approval from the Superintendent or designee. However, it does not identify the criteria that will be used when approving or denying a request.

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 does not identify or directly affect a particular racial or ethnic group. Based on the policy language alone, there is no apparent disparate impact.

However, equitable implementation would require approval decisions to be made consistently and without discrimination so that community organizations or vendors from historically underserved communities have the same opportunity to seek approval.

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?

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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 indicate that students, families, staff, vendors, or community members were involved in its development. Given the limited scope of the policy, it primarily establishes administrative authority over the use of MESD property.

What priorities and commitments are communicated by this policy?

The policy communicates a priority of responsible oversight and appropriate use of MESD property. It establishes administrative accountability by requiring authorization before public sales occur.

The policy itself does not explicitly communicate equity, accessibility, or nondiscrimination criteria for approval.

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 creates a controlled environment in which sales activities on MESD property are reviewed before being permitted.

A potential equity barrier is the lack of stated approval criteria. If decisions are discretionary without consistent guidelines, individuals or organizations could experience different outcomes for similar requests.

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?

Decision-making authority rests with the Superintendent or designee. The policy does not establish a process for community participation, appeal, or stakeholder input.

Because this is primarily an operational decision, significant power-sharing may not be necessary; however, transparency about how to request approval and how decisions are made would support equitable access.

Process

Does the policy, program, or decision improve, worsen, or make no change to existing disparities?

Does it create other unintended consequences?

The policy itself appears to make little direct change to existing disparities. Its equity impact will primarily depend on how approval authority is exercised.

An unintended consequence could be inconsistent access if approval standards are unclear or applied differently among individuals, organizations, or types of sales.

Plan

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

Potential barriers can be reduced by establishing clear and consistently applied criteria for approving public sales, making the request process accessible, and ensuring decisions comply with MESD's nondiscrimination and equity commitments.

Periodic review of requests and decisions could also help identify inconsistent practices.

