



Board Policy Equity Lens Tool

Title of board policy being reviewed:

KH-Public Gifts to MESD

Describe the purpose of this policy:

The purpose of this policy is to establish clear expectations for accepting and managing gifts donated to MESD. It ensures that accepted gifts become MESD property, are appropriately authorized, meet applicable standards, and are used for their intended purpose.

What is your experience with this policy:

This is a straightforward policy that provides oversight while allowing MESD to benefit from community generosity. Its primary equity consideration is ensuring that gifts supplement MESD resources without unintentionally creating or increasing disparities among students or programs. Clear and consistent acceptance criteria can help support equitable implementation.

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 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?

Yes. The policy clearly identifies who may accept gifts, how donors will be acknowledged, and how donated materials and resources will be handled. However, it does not provide specific criteria for evaluating gifts beyond donated books and materials or define what constitutes a "major gift."

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?

Gifts can positively affect students and programs by providing additional resources, materials, or opportunities that might not otherwise be available.

Potential negative impacts could arise if donations disproportionately benefit certain programs or student groups. Gifts could also create ongoing costs or obligations for MESD. Equitable review of donations can help prevent gifts from unintentionally increasing differences in resources or opportunities.

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 does not identify or directly affect a particular racial or ethnic group.

However, if some schools, programs, or communities have greater access to donors and philanthropic networks, students from historically underserved communities could receive fewer benefits from donated resources. Reviewing where significant gifts are directed can help identify potential disparities.

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, or community members were involved in its development.

When significant gifts directly affect a particular program or student population, MESD could consider input from those affected when determining whether and how the gift should be accepted or implemented.

What priorities and commitments are communicated by this policy?

The policy communicates commitments to responsible stewardship, transparency, donor accountability, and appropriate use of MESD resources. It also establishes that donated books and materials must meet the same selection standards as materials purchased by MESD.

Reporting major gifts to the Board and publicly announcing them further supports transparency.

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 an environment that welcomes community generosity while maintaining MESD oversight and responsibility for donated resources.

Potential barriers to equitable outcomes include unequal access to donors, restrictions placed on donations, and differences in fundraising capacity among programs or communities. Gifts may also require maintenance, staffing, technology, or other ongoing resources that could create additional costs.

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 donor may identify the intended purpose of a gift, while MESD retains authority to determine whether the gift is appropriate and consistent with its responsibilities.

The policy does not establish a formal role for students, families, or staff in these decisions. For significant gifts affecting specific communities or programs, stakeholder input could strengthen shared decision-making.

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 does not directly improve or worsen existing disparities. Its equity impact depends largely on which programs receive gifts and how donated resources are distributed.

An unintended consequence could be widening resource differences if programs with stronger donor relationships consistently receive more resources. Gifts could also create ongoing financial obligations that affect other MESD priorities.

Plan

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

Potential negative impacts can be reduced by applying consistent criteria when reviewing gifts, considering equity and ongoing costs before acceptance, and monitoring how significant donations are distributed across MESD programs.

When gifts are unrestricted, MESD can consider existing student and program needs when determining how those resources are used.