



Board Policy Equity Lens Tool

Title of board policy being reviewed:

JHCA-Immunization, Concussions and Other Brain Injuries

Describe the purpose of this policy:

The purpose of this policy is to protect student health and safety by ensuring compliance with Oregon immunization requirements and by providing timely accommodations for students diagnosed with concussions or other brain injuries. The policy establishes procedures that support student well-being, continuity of learning, and communication among families and staff.

What is your experience with this policy:

Health and safety policies such as this are essential for student well-being and continuity of learning. Their equity impact depends on accessible implementation, strong family communication, and attention to healthcare access disparities that may affect some student populations more significantly than others.



**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?**

Is this policy:

Easy to locate for staff?

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.

Accessible to students and families?

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Included in onboarding, intake, or other training?

This policy will be communicated to staff through inclusion in the student and employee handbook. The policy will also be posted on the district website for easy access.



Clear and easy to understand?

Yes. The policy clearly outlines immunization documentation requirements and concussion accommodation procedures, including timelines, communication expectations, and review requirements. The language is direct and operational.

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 supports student health, safety, and access to learning by helping prevent communicable disease and ensuring students recovering from brain injuries receive temporary educational accommodations.

Potential barriers may include challenges families face accessing healthcare providers, obtaining documentation, or understanding exemption processes. Students from underserved communities may experience delays in healthcare access or diagnosis.

The policy reduces barriers by requiring accommodations for students with concussions and establishing clear implementation timelines.

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?

Students from low-income communities, immigrant families, and historically underserved racial and ethnic groups may face greater barriers to healthcare access, insurance coverage, or medical documentation.

The policy has the potential to support equitable outcomes when implemented with accessible communication, assistance navigating requirements, and culturally responsive outreach. Monitoring exclusion or accommodation trends can help identify 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 reflects Oregon legal and health requirements. Ongoing implementation should include accessible family communication and consideration of community health and cultural perspectives to ensure equitable understanding and access.

What priorities and commitments are communicated by this policy?

The policy communicates commitments to student health, safety, legal compliance, and continuity of education. It prioritizes preventive health measures and timely support for students recovering from injuries.

It also reflects a commitment to communication and coordinated support between schools and families.

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 health- and safety-focused environment that emphasizes prevention, care, and student support.

Barriers to equitable outcomes may include healthcare access disparities, language barriers, lack of transportation to medical appointments, and varying levels of family familiarity with school health procedures.



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 recognizes the role of families by requiring parent/guardian notification and involvement in accommodation requests and health documentation.

Power-sharing can be strengthened by ensuring information is accessible in multiple languages and by supporting families in navigating immunization and accommodation requirements.

Process

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

Does it create other unintended consequences?

The policy can improve equity by ensuring students recovering from concussions receive accommodations and by protecting public health. However, disparities may persist if some families face greater barriers accessing healthcare or documentation.

Unintended consequences could include exclusion from school due to missing immunization documentation or delays in accommodations if medical evaluation is difficult to access.



Plan

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

Negative impacts can be reduced by:

- Providing multilingual and culturally responsive communication.
- Assisting families in accessing healthcare and immunization resources.
- Offering clear guidance on exemption and accommodation processes.
- Collaborating with school nurses and community health providers.
- Monitoring implementation for disproportionate impacts.