



Board Policy Equity Lens Tool

Title of board policy being reviewed:

JGA-Corporal Punishment

Describe the purpose of this policy:

The purpose of this policy is to protect students from physical harm and ensure safe, respectful, and legally compliant educational environments. It clearly prohibits corporal punishment and affirms that physical force may not be used for discipline. The policy reinforces student rights, aligns with Oregon law, and establishes accountability for staff and volunteers.

What is your experience with this policy:

This policy reflects a clear and essential student protection standard. It aligns with best practices in student safety and equitable discipline. Effective implementation depends on consistent training, monitoring, and alignment with broader equity and behavioral support frameworks.



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 employee handbook, review during onboarding, and periodic reminders from Human Resources. The policy will also be posted on the district website for easy access.



Clear and easy to understand?

Yes. The policy clearly defines corporal punishment, distinguishes it from legally authorized physical force, and explicitly prohibits its use. It outlines staff responsibilities and consequences for violations, making expectations transparent and enforceable.

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 by promoting physical and emotional safety and reinforcing consistent discipline standards. It reduces the risk of harm, trauma, and inequitable disciplinary practices.

Potential barriers may include the need for additional staff training in alternative behavior management strategies. However, the policy reduces significant barriers to equitable outcomes by preventing punitive practices that disproportionately impact students of color, students with disabilities, and students who have experienced trauma.

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?

While the policy applies to all students, research consistently shows that students of color—particularly Black, Native American, and Latino students—and students with disabilities are disproportionately subjected to harsh or exclusionary discipline practices. This policy helps mitigate those disparities by eliminating corporal punishment entirely.

If further evaluation is needed, discipline data disaggregated by race, disability status, and other student groups can be reviewed to assess whether disparities decrease over time.



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 statewide legal standards and longstanding student protection practices. It is grounded in public education law and student rights protections. Ongoing implementation may include review of discipline data and feedback from students, families, and educators to ensure equitable enforcement.

What priorities and commitments are communicated by this policy?

This policy communicates a strong commitment to student safety, dignity, and nonviolent discipline practices. It affirms that physical punishment is incompatible with equitable, trauma-informed educational environments. It prioritizes legal compliance, accountability, and student well-being.

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 safe, protective, and student-centered environment. It reinforces that discipline must not involve physical harm.

Barriers to equitable outcomes may include inconsistent application of discipline practices, implicit bias, or lack of training in restorative or trauma-informed approaches. Financial and programmatic barriers may include the need for professional development and behavioral supports.



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?

By prohibiting corporal punishment, the policy protects students' rights and limits adult authority to use physical force as discipline. It supports student dignity and reinforces family expectations of safety.

Ongoing engagement with families and communities can help ensure discipline practices remain aligned with community values and equity goals.

Process

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

Does it create other unintended consequences?

The policy improves disparities by removing a disciplinary practice historically associated with disproportionate harm to marginalized student groups. It strengthens safeguards against abuse.

Unintended consequences could include increased use of exclusionary discipline if staff are not trained in alternative strategies. Proper training and monitoring can mitigate this risk.



Plan

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

The organization can reduce barriers by:

- Providing training in restorative practices and trauma-informed discipline.
- Monitoring discipline data for disparities.
- Ensuring clear reporting procedures and accountability.
- Offering behavioral supports to students and staff.

These steps ensure the policy promotes safety and equity in practice, not just in principle.