



Board Policy Equity Lens Tool

Title of board policy being reviewed:

JFCC-Student Conduct on Busses/Vehicles

Describe the purpose of this policy:

The purpose of this policy is to ensure safe, orderly transportation for students by establishing conduct expectations and disciplinary procedures for MESD-operated buses and vehicles. It affirms that transportation is an extension of the school environment and includes procedural safeguards for students with disabilities under IDEA.

What is your experience with this policy:

Transportation conduct policies are essential for safety. Their equity impact depends on consistent application, data monitoring, and alignment with restorative discipline practices. Safeguards for students with disabilities are critical, and proactive oversight is necessary to prevent disproportionate exclusion from transportation services.



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?

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 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 states that bus conduct rules apply, outlines reporting and notification procedures, and specifies potential consequences, including suspension of transportation privileges. It also identifies special education protections.

Some procedural language may require administrative guidance to ensure consistent implementation across districts.

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 safety and clarifies behavioral expectations during transportation. It ensures students with disabilities receive IDEA procedural safeguards when disciplinary removal is considered.

Potential negative impacts include denial of transportation, which may disproportionately affect students who rely on bus service due to distance, disability, or family transportation limitations. Loss of transportation can impact attendance and access to instruction.

The inclusion of special education safeguards reduces barriers related to disability-based discrimination.

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?



Transportation discipline practices, like other forms of school discipline, may disproportionately affect students of color, particularly Black, Native American, and Latino students, as well as students with disabilities.

If transportation privileges are removed disproportionately, affected students may face attendance challenges or exclusion from programs. Monitoring discipline data related to bus referrals and suspensions, disaggregated by race and disability status, is critical.

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 standard transportation safety and legal compliance practices. Continued evaluation can include review of transportation discipline data and family feedback to assess equitable implementation.

What priorities and commitments are communicated by this policy?

The policy communicates commitments to student safety, orderly conduct, and compliance with state and federal law. It emphasizes accountability while affirming IDEA procedural safeguards for students with disabilities.

It also reflects a commitment to clear communication of rules and consequences.

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 safety-focused and accountability-driven transportation environment. However, if enforcement is inconsistent or disproportionately applied, it may contribute to inequitable discipline outcomes.

Barriers to equitable outcomes include implicit bias in reporting violations, inconsistent supervisory decisions, lack of restorative approaches, and transportation dependence among economically marginalized families.

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 requires communication of rules to students and parents and includes procedural safeguards under IDEA, allowing families to participate in disciplinary review processes when applicable.

Power-sharing can be strengthened by ensuring transparent appeal processes and incorporating restorative responses before transportation privileges are revoked.

Process

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

Does it create other unintended consequences?



The inclusion of IDEA safeguards improves protections for students with disabilities. However, the policy may not reduce racial discipline disparities unless data monitoring and bias mitigation practices are in place.

Unintended consequences may include increased absenteeism or exclusion from extracurricular participation if transportation is denied.

Plan

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

Negative impacts can be reduced by:

- Monitoring transportation discipline data for disparities.
- Training drivers and supervisors in de-escalation and bias awareness.
- Using restorative or corrective approaches prior to suspension of transportation.
- Ensuring clear communication and appeal options for families.
- Considering transportation dependence when determining consequences.