



Board Policy Equity Lens Tool

Title of board policy being reviewed:

JHFA-Supervision of Students

Describe the purpose of this policy:

The purpose of this policy is to ensure that students are consistently supervised by responsible adults during school and MESD-sponsored activities and are safely released only to authorized individuals. It establishes expectations for staff responsibility and student safety.

What is your experience with this policy:

Student supervision and release policies are essential for safety and liability. Their effectiveness depends on consistent implementation, strong communication with families, and attention to equity to ensure all families can fully participate in and understand supervision and release procedures.



**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 outlines supervision expectations, staff responsibilities, and procedures for student release. It provides straightforward guidance on maintaining student safety across settings.

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 promotes student safety, accountability, and clear supervision expectations. It helps ensure students are protected while in MESD care and during transitions.

Potential challenges may arise for families with complex custody arrangements, language barriers, or changing contact information. There may also be logistical challenges in consistently supervising students in off-site or community-based settings.

The policy reduces barriers related to unsafe supervision and unauthorized student release.

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, families from immigrant, multilingual, or nontraditional household structures may experience additional barriers if communication about authorized pickup is unclear or not culturally responsive.

Students in alternative or community-based programs—who may be disproportionately students of color or students with disabilities—may experience varying supervision conditions that require careful oversight.



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 general legal and safety standards. Ongoing implementation can benefit from family feedback, particularly from diverse communities, to ensure procedures for supervision and student release are accessible and clearly understood.

What priorities and commitments are communicated by this policy?

The policy communicates a strong commitment to student safety, responsible supervision, and accountability. It emphasizes prudent decision-making by staff and safeguards around student release to authorized individuals.

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 structured and safety-focused environment. It reinforces trust that students are protected while under MESD supervision.

Barriers to equitable outcomes may include communication gaps with families, especially those with limited English proficiency, as well as variability in supervision practices in off-site learning environments. Managerial consistency and clear communication are key.



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 family authority by requiring that students be released only to authorized individuals designated by parents or guardians. This supports family control over student custody decisions.

Power-sharing can be strengthened by ensuring that families can easily update authorization information and that communication is accessible in multiple languages.

Process

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

Does it create other unintended consequences?

The policy is intended to improve safety equitably. However, disparities could arise if communication barriers prevent families from fully understanding or engaging with release procedures.

Unintended consequences may include delays in student release or confusion for families if processes are not clearly communicated or consistently applied.



Plan

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

Negative impacts can be reduced by:

- Providing clear, multilingual communication to families.
- Ensuring easy processes for updating authorized contacts.
- Training staff on culturally responsive communication.
- Monitoring supervision practices across settings for consistency.
- Providing clear guidance for off-site supervision scenarios.