



# Board Policy Equity Lens Tool

**Title of board policy being reviewed:**

JGB-Detention of Students

**Describe the purpose of this policy:**

The purpose of this policy is to establish clear procedures for detaining students after school for disciplinary reasons while ensuring parent notification, safe transportation, and appropriate supervision. It also outlines procedures when detention is related to suspected child abuse investigations.

**What is your experience with this policy:**

After-school detention policies are common disciplinary tools. Their equity impact depends on consistent implementation, awareness of transportation and socioeconomic barriers, and alignment with restorative and supportive discipline practices. Monitoring and staff training are essential to prevent disproportionate effects.



**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 notification requirements, transportation considerations, supervision expectations, and alternative disciplinary procedures when transportation cannot be arranged. Expectations for staff are 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 supports structured disciplinary practices while prioritizing student safety through supervision and transportation safeguards.

Potential negative impacts may include disproportionate burden on families who lack flexible work schedules, transportation access, or childcare arrangements. Students who rely on district transportation may face additional hardship if late buses are unavailable.

The requirement to substitute alternative discipline if transportation cannot be arranged helps reduce inequitable impacts tied to socioeconomic status.

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?

Disciplinary practices often disproportionately affect students of color, particularly Black, Native American, and Latino students, as well as students with disabilities. If detention is assigned disproportionately, it may reinforce existing disparities.

Students from low-income families may also experience greater hardship related to transportation and supervision. Monitoring detention data disaggregated by race, disability status, and income indicators can help identify inequities.



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 student safety and supervision requirements. Ongoing review of discipline data and feedback from families and students can inform equitable implementation and ensure that detention practices do not create unintended burdens.

What priorities and commitments are communicated by this policy?

The policy communicates commitments to student safety, supervision, and parental notification. It emphasizes that students must not be left unsupervised and that transportation considerations are integral to disciplinary decisions.

It also reflects a commitment to child protection protocols in cases involving suspected abuse.

## 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 focused on accountability and safety. However, if detention is used frequently or disproportionately, it could create a punitive climate.

Barriers to equitable outcomes include implicit bias in assigning detention, transportation inequities, family work constraints, and lack of restorative alternatives. Managerial consistency in applying alternative discipline options is critical.



## 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 parent notification and provides flexibility when transportation cannot be arranged, which helps account for family circumstances. However, decision-making authority primarily rests with administrators and teachers.

Shared power can be strengthened by incorporating restorative practices and student voice into disciplinary responses.

## 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 is neutral in intent, but disparities may persist if detention is assigned disproportionately to certain student groups. Without careful monitoring, it could contribute to cumulative disciplinary inequities.

Unintended consequences may include academic impact, transportation hardship, or strained family-school relationships.

## Plan

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



Negative impacts can be reduced by:

- Monitoring detention data for demographic disparities.
- Providing bias-awareness and restorative practice training.
- Ensuring consistent application of alternative discipline when transportation barriers exist.
- Communicating clearly with families about expectations and options.
- Exploring structured after-school supervision supports when feasible.