



Board Policy Equity Lens Tool

Title of board policy being reviewed:

JH-Student Welfare

Describe the purpose of this policy:

The purpose of this policy is to ensure that students are appropriately supervised and provided a safe learning environment during school hours and MESD-sponsored activities. It outlines responsibilities related to facility safety, hazard prevention, safety education, and emergency response.

What is your experience with this policy:

Student supervision and safety policies are foundational to school operations. Their effectiveness and equity depend on consistent implementation, culturally responsive practices, and proactive monitoring to ensure that safety measures protect all students without contributing to disproportionate scrutiny or enforcement.



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 defines when supervision is provided, outlines safety responsibilities, and specifies procedures for reporting suspicious activity. Expectations for staff oversight and safety practices 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 positively promotes student safety, structured supervision, and proactive risk prevention. It supports a secure and prepared school environment.

Potential concerns may arise if reporting of “suspicious activities or strangers” is implemented without cultural responsiveness, which could unintentionally contribute to racial profiling or disproportionate scrutiny of certain individuals.

When implemented thoughtfully, the policy reduces barriers related to unsafe facilities, preventable injuries, and lack of clarity about supervision hours.



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, safety enforcement practices can disproportionately affect students of color, immigrant families, and community members if implicit bias influences perceptions of "suspicious" behavior.

Additionally, students with disabilities may require individualized safety considerations during supervision and emergency responses.

Monitoring incident reports and ensuring culturally responsive training can help prevent inequitable impacts.

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 student safety and supervision standards. Ongoing implementation can include family communication about supervision hours, student feedback on school climate and safety, and periodic review of safety incident data to assess equity impacts.

What priorities and commitments are communicated by this policy?

The policy communicates strong commitments to student safety, preventive risk management, emergency preparedness, and staff responsibility. It emphasizes proactive inspection, safety education, and first-aid care.

It signals that student well-being and physical safety are core organizational priorities.



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, safety-focused environment intended to protect students physically and medically.

Barriers to equitable outcomes may include inconsistent supervision practices, implicit bias in identifying “suspicious” behavior, limited access to safety resources in certain programs, or communication gaps about supervision hours.

Managerial consistency and staff training are critical to ensure fairness.

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 commits to informing families about supervision hours and includes clear reporting channels for safety concerns. Power-sharing can be strengthened by incorporating student voice in safety planning and ensuring communication is accessible in multiple languages.

Community engagement around safety practices can further build trust and transparency.



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 student safety equitably. However, disparities could arise if safety enforcement or reporting practices are applied unevenly.

Unintended consequences could include over-policing perceptions, increased law enforcement involvement in minor situations, or disproportionate scrutiny of certain student groups if bias is not addressed.

Plan

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

Negative impacts can be reduced by:

- Providing bias-awareness and culturally responsive training for staff.
- Clearly defining safety reporting expectations.
- Monitoring safety incidents for demographic patterns.
- Communicating supervision hours clearly and accessibly.
- Engaging students and families in safety feedback processes.