



Board Policy Equity Lens Tool

Title of board policy being reviewed:

JFCB-Care of School Property by students

Describe the purpose of this policy:

The purpose of this policy is to promote respect for district property and establish accountability when damage occurs. It communicates expectations for responsible behavior and outlines potential disciplinary action and restitution for willful damage.

What is your experience with this policy:

Policies regarding care of school property are common and intended to promote responsibility. Experience indicates that equitable outcomes depend on proportional consequences, restorative approaches, and careful monitoring to avoid disproportionate financial or disciplinary impact on marginalized students and families.



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 student responsibility, potential consequences for willful damage, and the district's intent to seek restitution. Expectations and accountability measures are straightforward.

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 stewardship of public resources and shared responsibility for maintaining learning environments. It reinforces community standards and fiscal accountability.

Potential negative impacts may arise if restitution practices disproportionately burden low-income families or if discipline is applied inconsistently. Financial penalties may create hardship for families with limited resources.

The policy can reduce barriers related to unsafe or damaged learning environments, but equitable implementation is critical to prevent compounding economic disparities.

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, discipline and restitution practices have historically been applied disproportionately to students of color, students with disabilities, and students from low-income households.

Potential impacts include financial strain, increased disciplinary consequences, or exclusion from school activities if restitution is not handled equitably. Monitoring disaggregated discipline and restitution data can help assess and prevent disparities.



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 district governance practices regarding property protection and accountability. Ongoing evaluation can include review of discipline and restitution data and consideration of family feedback to ensure equitable application.

What priorities and commitments are communicated by this policy?

The policy communicates priorities of responsibility, accountability, and protection of public resources. It signals that damage to district property has consequences and that families share responsibility for restitution.

To align with equity commitments, implementation should also reflect proportionality, fairness, and consideration of family financial circumstances.

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 emphasizing accountability and respect for shared resources. However, if restitution is enforced rigidly, it could create financial stress for economically marginalized families.

Barriers to equitable outcomes include economic disparities, inconsistent discipline practices, implicit bias in determining “willful” damage, and lack of restorative alternatives.



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 establishes district authority in determining damage and consequences. Power-sharing can be strengthened through transparent processes, opportunities for students and families to provide context, and use of restorative practices before financial penalties are imposed.

Ongoing review and family communication can support fair implementation.

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; however, without careful implementation, it could worsen economic disparities if restitution disproportionately impacts low-income families. It could also contribute to discipline disparities if enforcement is inconsistent.

Unintended consequences may include financial hardship, strained family relationships with the school, or increased exclusionary discipline if restitution is unpaid.



Plan

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

Negative impacts can be reduced by:

- Ensuring restitution determinations consider ability to pay.
- Using restorative practices when appropriate.
- Monitoring discipline and restitution data for disparities.
- Providing clear appeal or review processes.
- Offering alternatives to monetary restitution when feasible.