



Board Policy Equity Lens Tool

Title of board policy being reviewed:

EBB-Integrated Pest Management

Describe the purpose of this policy:

The purpose of this policy is to protect the health and safety of students, staff, community members, and the environment by establishing a proactive approach to pest management. It prioritizes prevention and nonchemical methods and requires the least hazardous effective approach when pesticide use is necessary.

What is your experience with this policy:

This policy provides a strong prevention-focused framework for balancing effective pest management with student, staff, and environmental health. Its equity impact will depend largely on consistent implementation across MESD facilities, adequate maintenance resources, transparent communication, and ensuring that all students and staff receive the same level of protection regardless of where they learn or work.

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?

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.

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 Facilities staff at their meetings and to the Board at its next Regular Session meeting as well as be available in the handbook. The policy will also be posted on the district website for easy access.

Clear and easy to understand?

Overall, yes. The policy clearly establishes the principles of integrated pest management, identifies the responsibilities of the IPM Coordinator, and explains when pesticides may be used. Some technical terminology and detailed requirements may require staff training or additional administrative guidance.

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 affects students, staff, and community members by reducing unnecessary exposure to pesticides and promoting healthier learning and working environments. It also protects buildings, grounds, and local ecosystems.

Potential barriers include the cost and staff time associated with preventive maintenance, monitoring, training, and alternative pest-control methods. Some pest issues may also take longer to resolve when lower-impact approaches are prioritized.

The policy reduces barriers related to environmental health risks and unnecessary chemical exposure.

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?

The policy applies to all students, staff, and community members. The policy itself does not identify specific racial or ethnic groups as being disproportionately affected.

From an equity perspective, consistent implementation across all MESD facilities is important so that every student and staff member receives the same level of environmental health protection regardless of the program, facility, or community being served.

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 does not indicate that students, families, staff, or specific community populations were directly involved in its development. It is primarily structured around Oregon's IPM requirements.

The policy does provide public access to the IPM plan and establishes a process for responding to inquiries and complaints. Future reviews could include feedback from staff, students, families, and community members regarding implementation.

What priorities and commitments are communicated by this policy?

The policy communicates strong commitments to health and safety, environmental responsibility, prevention, transparency, and responsible pesticide use. It prioritizes nonchemical pest-control methods and permits higher-impact pesticides only under limited circumstances.

It also demonstrates a commitment to accountability through training, public notification, recordkeeping, monitoring, and regular Board review.

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 health-conscious, preventive, and environmentally responsible learning and working environment. It emphasizes addressing the conditions that contribute to pest problems rather than relying primarily on chemical treatment.

Barriers may include aging facilities, maintenance needs, staffing capacity, financial resources, and differences in building conditions across MESD sites. These could create inequitable outcomes if some facilities receive more timely prevention or remediation than others.

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 promotes transparency by making the IPM plan publicly available, requiring advance notice and warning signs for pesticide applications, and providing a process for inquiries and complaints.

Community involvement could be strengthened by seeking student, staff, and family feedback during the required five-year review of the IPM plan and ensuring information about pesticide applications is accessible and understandable.

Process

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

Does it create other unintended consequences?

The policy has the potential to improve equity by establishing consistent health and environmental protections across MESD facilities and reducing unnecessary pesticide exposure.

An unintended consequence could occur if resource limitations result in different levels of pest prevention or facility maintenance across sites. Delaying treatment while attempting lower-impact methods could also create health or learning-environment concerns if pest problems are not addressed promptly.

Plan

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

Negative impacts can be reduced through consistent implementation across all MESD facilities, adequate resources for preventive maintenance, annual training for the IPM Coordinator, staff education, regular monitoring, and timely response to identified pest concerns.

MESD can also review pest-management data by facility to identify whether certain programs or locations experience recurring problems or unequal access to preventive resources.