

School IPM 2015

Reducing Pest Problems and Pesticide Hazards in Our Nation's Schools

School IPM 2015 Newsletter: December 2012

In This Issue

[What's New?](#)

[Upcoming Events](#)

[EPA PPDC Recommends The Business Case for IPM in Schools](#)

[Top Ten DOs and DON'Ts for School IPM Success!](#)

[Training Modules Provide IPM Tips for Child Care and Early Learning Environments](#)

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Greetings from School IPM 2015!

Every day, 49 million children attend school in the United States, served by nearly seven million teachers and staff. But they're not alone. Schools are also frequented by a number of pests including cockroaches, mice, dust mites and more. Asthma is epidemic among children, impacting nearly 6% of school children nationally with rates as high as 25% in urban centers. Cockroaches are potent asthma triggers.

Integrated Pest Management (IPM) is a prevention-based, highly effective approach proven to reduce pest complaints and pesticide use by up to 90% in schools and other public buildings. IPM practices such as sanitation and exclusion also improve food safety, fire safety and energy conservation. Our newsletter highlights real-life examples of IPM in practice and can help you start an IPM program in your school district. For more information, visit www.schoolipm2015.com.

EPA Pesticide Program Dialogue Committee Recommends *The Business Case for Integrated Pest Management in Schools*

In a November [presentation](#) to the EPA Pesticide Program Dialogue Committee, a subgroup of the Committee cited *The Business Case* document, which was created by members of the National School IPM Working Group with funding from US EPA Office of Pesticide Programs. The IPM Workgroup recommended that the EPA create an official EPA version of the document to distribute to school districts and key influencers of school policies.

The [Pesticide Program Dialogue Committee](#) is a group of diverse stakeholders which meets twice each year to advise EPA's Office of Pesticide Programs on regulatory, policy and program implementation. The IPM Workgroup was formed in 2011 and charged with developing recommendations on metrics to evaluate the success of EPA's school IPM initiative announced in 2010, and on approaches to quantitatively assess the benefits of IPM in agriculture, public health and school settings.

To measure the success of EPA's school IPM initiative, the Workgroup recommended that the Agency:

- build on measures currently in use by the [National School IPM Working Group](#);



What's New This Month

Jennifer Everhart, consultant for Cooperative Educational Service Agency (CESA) 10, wrote an article for the Wisconsin Association of School Business Officials (WASBO) entitled [What is Bugging You?](#) to explain how IPM is a proactive and cost effective approach to pest management.

Upcoming Events

March 1, 2013
California DPR School IPM
Workshop
Antioch, CA
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April 27-30, 2013
National School Plant Managers
Association Meeting
San Antonio, TX
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- "reverse engineer" metrics from its 2012 school IPM grants into the Agency's [Strategic and Implementation Plan for School IPM](#);
- publish a standardized annual report on school IPM that includes the school IPM grant metrics; and
- improve coordination and collaboration with sister federal agencies and other partners on metrics guidance, with an overall goal of improving children's health.

[The Business Case for Integrated Pest Management in Schools](#) and the [Powerpoint](#) on evaluating the success of EPA's school IPM initiative are available for download.

→ Top Ten DOs and DON'Ts for School IPM Success!

By: Jodi Schmitz, Janet Hurley, and Dr. Thomas Green

1. **DON'T** place rodenticide bait inside school buildings. **DO** pest proof buildings to keep mice and rats out. If mice or rats do get inside, use glue boards, snap traps or repeating mouse traps placed in areas inaccessible to children. Glue boards and snap traps can also be placed in tamper-resistant containers.
2. **DON'T** think bleach will keep pests away from drains or other surfaces. Bleach does not remove organic matter buildup that cockroaches, ants and mice can feed on. **DO** use a microbial digester on a weekly or monthly basis to keep drains clean. **DO** invest in trap guards to keep cockroaches from climbing up drains to get into the building. They also reduce the need to flush water down the drain when not in use to keep traps filled with water.
3. **DON'T** leave drain cleaning to chance. **DO** put a protocol in place that details who is responsible for cleaning drains, the cleaning schedule and approved cleaning products.
4. **DON'T** rely on eye witness statements alone to keep track of pests in school buildings. **DO** monitor using glue boards and sticky traps in high-risk locations where food, water and shelter are present. Date them and locate them on a map or diagram so that they are checked regularly. **DON'T** go overboard with placements in areas where pest activity is unlikely; these take time to check and maintain that can be better invested in monitoring and prevention in higher risk locations. According to Mark Shour, extension entomologist at Iowa State University, the IPM coordinator should ensure that school staff knows the purpose of glue boards and insect monitors so they don't get inadvertently thrown away or disrupted. Shour also recommends using windowsills and fluorescent light covers as indirect monitoring tools - if flies and other insects are getting into your facility, you will find these insects collecting in those locations.
5. **DON'T** provide an attractive home for pests by storing food products and materials in cardboard boxes. **DO** remove incoming food items from cardboard and place on movable wire-rack shelving, and discard the cardboard packaging in recycling containers outside of your building. **DO** place holiday decorations, craft supplies and food items in tamper-resistant containers. **DO** keep clutter to a minimum to reduce pest harborage, and allow proper cleaning and inspection.
6. **DON'T** allow exterior doors to become invitations for pests to enter the facility. **DO** install well-fitting door sweeps to keep

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- the pests out of the building and heat or air conditioning in. **DO** train maintenance staff and contractors in proper placement. Properly installed sweeps have no gaps at the ends, or at the middle of double doors. A young mouse can enter through a ¼" gap!
7. **DON'T** allow staff to bring pesticides to school to control infestations on their own. **DO** designate employees or pest management professionals who are allowed to apply pesticides and make sure those individuals are trained and licensed and/or certified.
 8. **DON'T** ignore record keeping. **DO** use pest sighting logs to record and track pest activity to determine pest reduction. Shour recommends using your electronic work-order system such as [SchoolDude](#) to register complaints and concerns. The [IPM Calculator](#) from Texas AgriLife Extension is a useful record keeping and inspection tool. It helps schools estimate pest risk and IPM costs, and leads the user through an IPM inspection.
 9. **DON'T** reinvent the wheel. **DO** use resources from others who have implemented school IPM programs. See the [School IPM 2015](#) website for documents and information on IPM.
 10. **DON'T** place the responsibility for pest management on one individual. **DO** involve all staff members, including teachers, custodial staff, food service staff and administrators. Remember that IPM is also people management!



Training Modules Provide IPM Tips for Child Care and Early Learning Environments

A free ten-part IPM training program designed for child care and early learning environments is now available. The PowerPoint set presents a step-by-step approach to improving management of pests and reducing pesticide risks.

An [introductory module](#) is followed by units designed for training [child care center directors](#), [maintenance staff](#), and [teachers and caregivers](#). Additional pest-specific modules provide training on key facts and management tips for [mice and rats](#), [cockroaches](#), [bed bugs](#), [flies](#), [ants](#), and of course [head lice](#).

Child care centers and early learning facilities are sensitive environments, making IPM crucial. "Millions of young children across the country spend a large portion of their day in child care and early learning settings," explains Lyn Garling, director of programs for the Pennsylvania IPM Program. Training resources for administrators and staff are critical for a successful IPM program. "Once staff and administrators learn about risks due to pests and pesticides and safer solutions, new approaches and steps can be implemented to reduce risks in these environments," says Garling. Gaining staff cooperation makes the pest management process more efficient and cuts down on the workload for the pest management professionals and IPM coordinator.

The module for teachers and caregivers describes appropriate IPM roles for these professionals including maintaining a clean facility; reporting pests and conditions that may encourage pests such as leaks or cracks; and cooperating with policies for trash handling, recycling and cleaning.

The bed bug module offers effective tactics that child care staff can implement, including testing dryers to ensure they generate sufficient heat to kill all bed bug life stages, and using steam heat to treat other objects and areas. The module explains the difference between bed bug introductions and infestations, and appropriate steps to prevent and resolve both conditions.

The modules were created with funding from the EPA's Office of Children's Health Protection to the Pennsylvania IPM Program at Pennsylvania State University in collaboration with EPA Region II; the New York City Department of Health and Mental Hygiene; and Dr. Jody Gangloff-Kaufmann, entomologist and senior extension associate for the New York State IPM Program at Cornell University.

For more information about IPM in child care and early learning centers, see the [EPA Child Care Training and Curriculum Resources](#) page and the [PA IPM Child Care and Early Learning Environments](#) website.