

School IPM 2015

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

School IPM 2015 Newsletter: February 2011

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If you haven't already, please sign your facility manager up for our mailing list.



Attention Superintendents!
Please circulate to facility managers and interested school staff.

What's New This Month?

- Nominate your IPM coordinator, health and safety inspector or school administrator for the Healthy Schools Hero Award, due February 15, 2011. [More Information](#)
- EPA's Office of Children's Health Protection is accepting grant proposals to address children's environmental health in schools, child care facilities and in the home. Proposals are due February 18, 2011.

*View this newsletter as a [PDF](#).

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.

➔ IPM in the Classroom Fits Learning Standards to a "T"

When concerns over Lyme disease and ticks threatened to cancel a planned field trip to an arboretum, second grade students at Maine's Winthrop Grade School suggested they look for an IPM solution. Having just completed five lessons on IPM, the students developed a plan for protecting themselves from ticks and obtained permission slips from parents, allowing the arboretum trip to carry on as scheduled. The students' initiative and planning served as a practical application of IPM and highlighted the importance of including IPM education in K-12 public schools.

Winthrop Grade School is one of a number participating in the Northeastern School IPM Working Group's K-12 IPM Curriculum Demonstration project, funded by a two-year grant from the [USDA National Institute of Food and Agriculture \(NIFA\) Northeastern IPM Center](#). Led by Kathy Murray of the Maine Department of Agriculture, Lyn Garling and Amber Brunskill of Penn State University, and Donna Ellis of the University of Connecticut, the curriculum project team partners with classroom teachers and education professionals throughout the northeast to identify opportunities and needs for promoting and supporting K-12 IPM education. Schools in Maine, Connecticut and Pennsylvania volunteered to teach using IPM curriculum kits developed at the University of Connecticut and new lessons for school greenhouses developed by Brunskill. Assessment data

[More Information](#)

- Join the [Schoolbugs listserv](#) to ask questions, learn from others and share successes and challenges



Upcoming Events

March 9-10, 2011

Texas School IPM Coordinator Training, East Central ISD, San Antonio, TX

[More Information](#)

March 15-16, 2011:

Get Rid of Bed Bugs/ Keeping Them Out!: Sustainable Elimination through Integrated Pest Management Workshop, Toronto, Canada

[More Information](#)

April 2-5, 2011

National School Plant Management Association Conference, Nashville, TN

[More Information](#)

November 16-17, 2011

Texas Integrated Pest Management Affiliate for Public Schools (TIPMAPS) IPM Symposium, San Marcos, TX

[More Information](#)

is being collected from participating teachers and students to determine how well IPM lessons dovetail with other curricula and how they can be used to meet state academic standards. Almost 400 teachers participated in an online survey designed to collect data on IPM in education. Student homework assignments and projects such as plays, posters and crafts are used to measure impact on student learning both in school and at home.

With the help of educational specialists, the K-12 IPM curriculum team developed a list of reference tables showing specific alignment of each IPM lesson with required state, regional and national academic standards. This effort will ensure that teachers can readily utilize IPM lessons to meet learning requirements for science, math, social studies and language arts. The project team is now organizing a meeting with education specialists from around the northeast to develop a plan for promoting and supporting K-12 IPM education over the next decade. Educators and IPM specialists interested in participating in this event are urged to contact [Kathy Murray](#). All educational resources generated including teacher survey results, project outcomes and other educational resources will be posted on the [Northeastern School IPM Working Group's webpage](#).

"We're learning a lot about the challenges teachers tackle every day," said Murray. "We're also finding that once teachers try the lessons and discover how engaging they are, they really like teaching IPM," added Ellis. Janice Bridgeo, second-grade teacher at Winthrop Grade School said, "My students thrived with the hands-on learning experiences the IPM lessons offer". Certainly, the next generation will be well prepared to manage pests and pesticide risks on field trips.



What Does Practicing IPM in a School Environment Really Entail? Performance Standards for School IPM Coordinators Define a Key Role

Whether your district is planning on hiring a new IPM coordinator or your facility manager or operations director will be taking on the role, it is important to clearly define their responsibilities and performance expectations for this key position. Here are five simple guidelines to help ensure success:

1. IPM coordinators generally oversee, plan and coordinate a school IPM program.

IPM coordinators oversee day-to-day implementation of the district's IPM policy and [IPM plan](#). In some states this is a [mandatory requirement; in others it is voluntary](#). The policy sets overarching goals while the plan lays out how these goals will be met, including details for commonly encountered pest problems. The policy and plan include specific performance standards that the IPM coordinator will be responsible for enforcing, such as:

- Ensure that those individuals who apply pesticides on school district property have the appropriate licenses and follow IPM policy rules;

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- Schedule regular inspections and timely remediation of structural and landscape improvements, such as sealing, fixing door/window screens, water leaks or replacing door sweeps, to ensure buildings are pest-proofed and free from structural conducive conditions;
- Maintain pesticide application use records, pesticide labels and MSDS (Material Safety Data Sheets) in accordance with state laws and district policy;
- Procedures for staff reporting about possible pests, conducive conditions or pesticide issues, and issuance of corrective work orders;
- Relationship with area departments of health, environmental quality, enforcement, education and other agencies concerning environmental issues to ensure the school district IPM program is in compliance.

In addition, an IPM coordinator should communicate with facility departments to ensure that IPM is working in conjunction with new construction, indoor air quality programs, environmental issues and risk management. A positive working relationship between the PMP and the school IPM coordinator allows expert input and improved preventative action.

2. IPM coordinators should both teach and attend continuing educational programs.

IPM coordinators need to clearly communicate with school staff so everyone has the same understanding and goals when it comes to IPM. This may include:

- Working with school personnel to develop and distribute quality educational outreach materials about school IPM, [Pest Press](#) publications, hot-topic notices for parents and guardians, etc.;
- Conducting annual in-service trainings for teachers, principals, food service personnel, custodians, building and grounds maintenance staff;
- Attending state, regional or national IPM coordinator training sessions as often as possible (at least once every three years).

3. IPM coordinators should assist in securing financial support for the school IPM program.

Working with the district financial experts, the IPM coordinator should help develop a comprehensive budget for the IPM program that covers pest management expenses, plus district purchases of maintenance and exclusion materials.

4. IPM coordinators may consider becoming non-commercial licensed pesticide applicators.

Even though school IPM programs often result in substantial reductions in pesticide use, pesticides remain an important pest management tool. Anyone applying pesticides in the school should be trained and licensed to apply pesticides safely and should attend recertification training and CEUs in compliance with state laws. Even if IPM coordinators do not make pesticide applications themselves, licensure and training in structural categories, such as pest, lawn and ornamental and weed, can help the IPM coordinator better understand pest biology, ecology, inspection, monitoring, sanitation and exclusion options.

5. IPM coordinators should coordinate communication between school staff, PMPs and regulatory agencies.

In addition to overseeing day-to-day pest management needs, IPM coordinators should communicate with pest management contractors to ensure that they are informed of district IPM guidelines. All too often, avoidable mistakes are made simply because of breakdowns in communication. Although any IPM service involves only the use of the safest options to manage any specific pests, district policies may include approved product lists or involve extra requirements or justifications for using specific product options. Clearly and regularly communicating on such issues will help to prevent any incidents. IPM coordinators also work with building and grounds departments to ensure that all non-chemical management measures and pesticide applications are properly recorded. Recording requirements may vary by state, but minimally, records should include the application date, application site, pesticide brand name, pesticide formulation, EPA registration number, total application amount (strength, rate and duration) and the name and identification number of the certified individual applying the product.

6. IPM coordinators should prioritize involvement in professional organizations.

IPM coordinators should consider participating in at least one professional organization at their local, regional or state levels, such as their state's Association of School Business Officials (ASBO) Maintenance and Operations group. Involvement in professional organizations will help IPM coordinators expand their knowledge of school IPM technologies and standards, create networking opportunities and build support for IPM projects that are happening state-wide and nationally.



New Inspector's Field Guide for Pest Identification



The new *Inspector's Field Guide for Pest Identification* is a must-have tool for IPM coordinators, facility managers, food service inspectors and pest management professionals. Developed by Mel Poplar, insect and rodent management specialist at Michigan State University, and Carolyn Randall of Randall & Associates Publishing, LLC, this guide identifies 74 of the most common pests likely found around buildings, homes, kitchens and schools in the continental United States including bed bugs, cockroaches, ticks, flies, termites, spiders, rodents and stinging insects. Each pest page contains:

- A color picture of the pest;
- A map of the states where the pest is commonly found;
- A scale and an icon to show the actual size of the pest;
- Lifecycle and other descriptive information;
- Tips on where to search for the pest;
- Public health significance and food safety risks for each pest.

This hand-held (oil- and water-resistant) flip guide is small enough to fit in a jacket pocket or a glove compartment of a service vehicle. The guide only costs **\$10** with discounts on quantity purchases. Copies can be ordered directly from Randall and Associates Publishing, LLC [online](#).