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**School IPM Policy,
Guidelines & Ideas for
Implementation**

What is IPM?

- **IPM controls pests while reducing the hazards of pests and human exposure to pesticides.**
 - identify and prevent pest populations
 - monitor and apply controls only as needed
 - select least hazardous control methods
 - target controls to reduce exposure to humans

In the realm of hazards, where does School IPM fit in?

- **Usually people involved with pesticides on school grounds are involved with other issues.**
 - hazardous waste
 - lead paint
 - asbestos
 - school bus safety
 - worker's compensation
 - indoor air quality

What are some common problems addressed by a good IPM program?

- Control of pests

- ants
- cockroaches (asthma)
- head lice
- rodents (hantavirus)
- wasps and hornets

What events lead to an IPM policy:

- **Community activists concerned about pesticide use and children**
- **Apparent pesticide incident on campus or neighboring school district**
- **Department of Education: Facilities Maintenance Manual**
- **Public or Peer pressure**
- **To be proactive**

Montana School IPM Law:

- **School Environment Protection Act of 1993**
 - Schools need to adopt pest management programs that minimize exposure of school children to pesticides and provide for alternative pest control methods.

National School IPM Law:

- **School Environment Protection Act of 2001**
 - Schools must use non-chemical methods of pest control, including sanitation, structural repair. They may apply low toxicity pesticides, which under SEPA include nonvolatile baits, boric acid, and microbial or botanical insecticides.
 - Schools may only use such pesticides as a last resort.
 - The school must notify parents and school employees 72 hours before and leave warning signs in place for 72 hours after.

What is the Response?

- **School board refers to existing policy or directs the development of a new policy.**
 - may also set up pilot program
- **Administration forms a task force to review and develop new policy.**
 - risk manager, head groundskeeper, and custodial supervisor to assist

What are the Problems?

- **Trying to implement IPM from the top down**
- **People involved do not have the time nor the opportunity to learn about IPM**
- **Resources (\$ and expertise) scarce**
- **Staff overload**

Keys to a effective IPM program:

- People know their role and participate in the process**
- Common sense, people oriented approach**
- Bottom up development and implementation**

Policy - Why?

- **In situations where pest management activities are:**
 - visible to the public
 - on public property

Dictates & Directives:

- **Protect children from pesticides**
 - pass ordinance or state law
- **Preemption - No!**
 - pesticide policy on public property left to local control
 - PCO should consider proactive actions carefully

Experience Suggests that Proactive IPM is rare!

- **Sustainable infrastructure requires strong leadership, resources and time.**
 - small school IPM recommendations might be determined by Science class
 - larger schools might fund full IPM services

Networking: A Problem in Setting up an IPM Program

- It is very difficult for one person to set up a program unless the network of peers is strong and the experts are available.
 - preparing the network
 - investigating network links

Networking to set up an IPM program

- **Determine need**
 - evaluate and document current situation
 - IPM Institute Modules
- **Are IPM delivery systems in place?**
 - identify technical resources
- **How is an IPM program evaluated?**
 - establish criteria and goals
 - IPM Institute scorecard for school buildings

Networking to set up an IPM program *continued*

- **Develop curricula for different stakeholders.**
- **University of Florida "What is School IPM?" includes role descriptions for:**
 - parents
 - administrators
 - faculty/staff
 - custodians/PCO

Determine need:

- **MODULE ONE: IPM Foundation**

- IPM Planning & Communication
- Inspection, Sanitation & Exclusion
- Pest & Pesticide Risk Management

- **MODULE TWO: IPM Framework**

- IPM Planning & Communication
- Inspection, Sanitation & Exclusion
- Pest & Pesticide Risk Management

Determine need:

- **MODULE THREE: Administrative & Policy**
 - **IPM Planning & Communication**
 - **Inspection, Exclusion & Sanitation**
 - **Pest & Pesticide Risk Management**
- **MODULE FOUR: Pest-Specific Practices**
 - **IPM for weeds, diseases and insects**

Delivery Systems:

- **Montana Department of Ag**
- **MSU School IPM Program**
 - entomology.montana.edu
- **University of Florida**
 - schoolipm.ifas.ufl.edu
- **IPM Institute of North America**
 - www.ipminstitute.org

Evaluating School IPM:

- **IPM Institute Modules act as scorecards**
 - at implementation
 - at regular intervals
 - redo anytime for current situation

Stakeholder curricula:

- **Administrators, state and local**
 - inform yourself about legalities and policy
 - communicate with Pest Managers
- **Faculty and Staff**
 - IPM as science class activity
 - never use your own can of bug spray
 - no food or drink in the classroom

Stakeholder curricula:

- **PCO's, Custodians, Grounds keepers**

- adjust and adapt current activities to meet evaluation criteria
- create sustainable program
- document your activities

- **Parents**

- get the local school board to approve an IPM policy statement district-wide
- establish a pilot IPM program

Benefits and Goals of School IPM

- **Effective use of pesticides by informed clients**
- **Healthier learning environment**
 - practical application of science by students
- **Improved long term pest control**
 - raise thresholds and reduce pests
- **Reduced liability for school districts**

