Dear IPM School Advocate:

The U.S. Environmental Protection Agency realizes the value of implementing integrated pest management in our Nation's schools. Besides protecting our children's health from unnecessary exposure to pesticides that are used in our schools to control pests, we have an opportunity to create a safer learning environment for them - to reduce their exposure to potentially harmful pests and to the pesticides used to control these pests.

During the last year, many of us have met and shared our experiences and successes in making our schools a safer place. We know there are many success stories and lessons to be learned from our work environments. I've had the opportunity to hear from many of you on your outstanding accomplishments in implementing IPM in your schools. Knowing that I have only met a few individuals, this Update seems like the perfect opportunity to reach out to even a larger group of individuals making IPM in schools happen. So, on that note - - Welcome to the first School's Update.

This Update will serve as an informational piece on IPM in School achievements, events and lessons learned. The purpose of the Update is not to endorse a certain practice over another, realizing that School IPM is NOT a one-size-fits all method. I personally see this publication as a shared informational tool that belongs to all of us. This is your Update and we will continually be looking for your input as this publication continues.

The definition of IPM always comes up in a discussion. I've been part of many discussions and I think I've been around that many definitions. But, I want to share with you EPA's accepted definition. IPM is an effective and environmentally sensitive approach to pest management that relies on a combination of common-sense practices.

IPM programs use current, comprehensive information on the life cycles of pests and their interactions with the environment. This information, in combination with available pest control methods, is used to manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment. IPM programs take advantage of all pest management options possibly including, but not limited to, the judicious use of pesticides. Understanding pest needs is essential to implementing IPM effectively. Pests seek habitats that provide basic needs such as air, moisture, food, and shelter. Pest populations can be prevented or controlled by creating inhospitable environments, by removing some of the basic elements pests need to survive, or by simply blocking their access into buildings. Pests may also be managed by other methods such as traps, vacuums, or pesticides. An understanding of what pests need in order to survive is essential before action is taken.

Getting the first issue of the School's Update out is no easy task. Initiating something new in the government is always a daunting task. I've been fortunate to have help from the ECO-Intern Program here at EPA in recruiting an extremely able, ambitious and talented graduate student from Indiana University in Bloomington. Kristi Kubista-Hovis is a master's candidate with the School of Public and Environmental Affairs and is pursuing not one, but two master degrees, one in environmental science and the other in public affairs. Many of you have had the opportunity to work
with Kristi and know how outstanding she has been in getting things done.

Let us all share in our successes and move ahead together with making our Nation's schools a safer place for our children.

Sherry Glick
Pesticides and Schools Coordinator
US Environmental Protection Agency
Office of Pesticide Programs
Biopesticides and Pollution Prevention Division
Pollution Prevention Branch

**Funding Opportunities/Resources**

**Web sites**

The following are a list of web sites that other IPM implementors have used to obtain grant dollars for implementing IPM in schools, or for teachers who would like to teach and implement IPM in their classroom.

- [http://www.epa.gov/ebtpages/econgrants.html](http://www.epa.gov/ebtpages/econgrants.html)
- [http://www.rltfound.org/main.html](http://www.rltfound.org/main.html)
- [http://fundingopps.cos.com](http://fundingopps.cos.com)
- [http://fdncenter.org](http://fdncenter.org)
- [http://grants1.nih.gov/grants/funding/funding.htm](http://grants1.nih.gov/grants/funding/funding.htm)

**Advice**

In addition to looking through the different web sites for funding and communicating with your regional offices, other organizations in your community may be able to create valuable partnerships with you that will help accomplish your goals. Take the IPM Technical Resource Center as an example.

The IPM Technical Resource Center (IPMTRC) was recently awarded an EPA Environmental Education grant through Region 5 to promote adoption of IPM for childcare facilities in Indiana. The project involves a partnership between the IPMTRC, Purdue University Cooperative Extension (Consumer and Family Sciences division), the Indiana Family and Social Services Administration, the Indiana Department of Environmental Management, the Indiana Association for the Education of Young Children, and Improving Kids Environment, an Indianapolis-based advice group. The one-year project will begin in September 2003, and involves the incorporation of IPM training into existing education programs for childcare providers statewide. This will be reflected in the new child care IPM section of their website.

Other implementors have found funding through their state offices of the Department of Agriculture, Department of Education, Department of Environmental Protection, the USDA/CREES and the National Foundation for IPM Education. Contacting the organizations directly wouldn’t hurt, and it lets them know you’re interested in working with them if they have a particular pet project correlated with IPM in schools. Above all, remember your target audience, and write the grants exactly to their specifications. Focus on the aspects that fit their organization’s mission, skim over or ignore those that do not, and write persuasively in a vibrant manner that catches the readers attention.

**The Centers**

Two valuable resources many times overlooked are Purdue University’s IPM Technical Resource Center and Texas A&M University’s IPM Technical Resource Center. Both were created from a seed grant from the EPA in 2001, to promote the awareness of School IPM.

These centers and their web sites have inestimable information about federal & state laws, proposed legislation, pest control, management guidelines, plans, and training opportunities for applicators and IPM implementors. Both provide helpful links to different government, industry, and educational web sites, in addition to the contact information of staff and scientists that work intimately with the centers.
The Purdue website provides updates about IPM activities, with summaries and links to useful educational materials. It features tools and resources to assist schools (and daycares) with IPM, including fact sheets for parents and staff and policy tools for administrators.

The Texas center recognizes outstanding schools in New Mexico, Oklahoma, and Texas through the IPM Pride Awards. This recognition is given to a school that is making a successful transition from traditional pest control programs to integrated pest management. The center also provides informative brochures and videos in implementing IPM.

To contact these centers please visit their web sites:
For Purdue’s IPM Technical Resource Center:
Http://www.entm.purdue.edu/entomology/outreach/schoolipm

For Texas’s IPM Technical Resource Center:
Http://schoolipm.tamu.edu

To speak to someone directly, contact:
Al Fournier
Coordinator, IPM Technical Resource Center
Purdue University
Department of Entomology
1158 Smith Hall
West Lafayette, IN 47907-1158
Phone: 1-877-668-8IPM (8476)
Fax: 765-494-0535
Email: al_Fournier@entm.purdue.edu

Janet Hurley
Program Coordinator
Southwest School IPM Technical Resource Center
Texas Cooperative Extension
Phone:1-877-747-6872
Email: ja-hurley@tamu.edu

News from Schools

MCCSC
The Monroe County Community School Corporation has created a website on IPM and their practices. They believe it is the first of its kind.
http://www.mccsc.edu/~mccscipm/

Purdue University
The Purdue University Cooperative Extension Service has published an IPM in School Activity Book for kids. It is now available in pdf format on The Purdue IPM Technical Resource Center website. The book contains activities (coloring, games, and puzzles) for elementary students. Access it from the teacher’s page at:
http://www.entm.purdue.edu/entomology/outreach/schoolipm/1tch/tch1.htm
or download the pdf directly at:

Southwest Technical Resource Center
The center is in the midst of determining the IPM pride winner, which will be announced next month. The recipient will be a school district that has gone above and beyond the basic Texas IPM requirements, and is making a difference in the health of their faculty, staff, students, and environment.

NYC IPM Program
To supplement last year’s statewide survey of school pest management policies and practices in New York, The IPM Program at Cornell University initiated site visits and interviews. As of June 2003, 19 schools had been interviewed.

In Spring 2003, the NE Pest Management Center's Community IPM Working Group received a grant from the NE Pest Management Center to develop an interactive searchable resource database. The status of School IPM projects throughout the North Eastern United States will be included in this database.

The Auburn City Schools
The Auburn City Schools and the Auburn University Department of Entomology & Plant Pathology received an award from the National Foundation for Integrated Pest Management Education (NFIPME) and the USEPA, Office of Pesticide Programs. This award was given at a press conference on April 25, 2003, and recognized efforts in reducing pest infestations and pesticide use by 90 percent in local schools. Dr. Marc Lame of NFIPME presented the award to Dr. J. Terry Jenkins, Superintendent of the Auburn City Schools, and Dr. Michael Williams, Chair of the Auburn University Department of Entomology & Plant Pathology.
A School’s Success

Introduction
In order for a school to be successful, often an activist is necessary to spark the interest of the parents and students, and push the use of IPM in day to day activities. This individual can exist in many different parts of the school arena, but they need to be driven and active in the cause. Danny Roberts at the Carrollton Farmers Branch ISD in Carrollton TX, a suburb of the Dallas Fort Worth area is one such activist.

Brought to our attention by Janet Hurly, the director of the Southwest Technical Resource Center, Danny, the IPM Coordinator and Department Head for General Maintenance, is in charge of 54 different schools whose populations consist of the affluent, to poverty stricken. IPM is a recent activity for the district, as they have only been using it for a year and a half, but they have already seen success.

This year they saved the school district $60,000 in contractor costs. The district has been able to internalize all of their pest management activities. This has provided even greater controls, and they now use IPM both inside and on the school grounds.

IPM has become three dimensional under the approach Danny has taken. There are weekly administrator meetings, a handbook that the teachers are required to sign indicating they will use IPM techniques, a bilingual notification letter sent out to parents, and a 48 hour pesticide notification period, that cannot be overridden by an emergency waiver (at least while he is in control). For these reasons we have asked Danny to tell his story, the reasons, process, and successes that he has experienced using IPM.

How Integrated Pest Management has evolved in Carrollton Farmers Branch ISD

In 1998, I was given the opportunity to take over the Pest control issues for the district in which I was already employed. My experience with the district gave me an idea of how the pest control was done. I was not aware of the IPM aspect nor of what it involved. But in my “old school” ways I thought if it’s not broke don’t fix it. I continued to run the IPM program the way it had been for years.

In April of 2002, we received an inspection from the Structural Pest Control Board. Our records were correct in the way they were documented and stored. To my surprise the inspector informed me that our standards of Integrated Pest Management were not to the level they needed to be. The inspector was very courteous and informative, but still I was left with many questions of where I went wrong. I was astonished to think that I was not doing the best job possible for the safety of the children and staff. From that day on I made a decision to do what was lawfully and morally correct. I started looking for answers anywhere I could find them.

In my quest for information I came across Janet Hurley, with the Texas A&M Cooperative Extension, Southwest Technical Resource Center. After a short phone call I learned that “successful IPM” was going to be a team effort. We met with Janet on April 17 to get more information and answers about how to run the IPM program more effectively. Janet shared with my applicators and me a wealth of information. She stressed the need for a “Pest Control Plan with thresholds.”

With the new knowledge of how to do IPM my applicators and I did some brainstorming about how we wanted to do our plans. Many ideas were thrown around. Some of the ideas we could use and some we could do without. The best thing we did was to change our priorities in how we were to do pest control by way of IPM. Our priorities for our thresholds consisted of Safety and Health at the top of the list. Next, a comfort level was taken into consideration, followed by aesthetics. Last on the list was cost, since safety has no price.

We started with the weed control since it was the largest area to control. We compiled our ideas together to form our IPM plan for Weed Control. Still pessimistic about the plan, I sent it to Janet for her to review. To my surprise she contacted me and said she used the plan in her advanced IPM Training Manual. With our confidence lifted we completed a plan for...
each aspect of pest control we encounter within the school district. Once our plans were complete I met with the contractor who took care of the interior of the buildings. They were informed on the changes that we were making and how we wanted things to be done in the future. The interior of the buildings were to be installed with monitoring stations in all common areas such as kitchens, under sinks, lounges, bathrooms, etc. Each station was to be mapped for its exact location. We have found that the monitoring station is a great tool for IPM. It not only lets the applicator identify the pest, but also helps to give a better idea of the level of infestation. The mapping of each location aids in tracking the progress of the IPM tactics. Not having much faith in the IPM strategies the contractor reluctantly agreed to the request.

They were also instructed to deliver the service tickets directly to my office so that I could keep a close look at what was being done. They were firmly instructed that if all IPM strategies failed application of pesticide was approved only at the direction of the IPM coordinator.

Getting IPM done through an outside contractor seemed to be a problem for the district. That was a risk that I was not willing to take. In November we did not renew our contract and took control of the indoor pest control within the district. Thinking of safety first the district saved in excess of $60,000 and the risk of misapplication or blanket treatments was gone. By using my staff we had total control and first hand information on inspections, strategies and if necessary applications. Each month my applicators inspect a facility using an IPM Inspection Checklist. The checklist identifies subjects such as pests, structural problems with the buildings, cracks in floors or walls, missing sealant around doors or windows, plumbing problems, sanitation and many other common problems. The applicator documents any deficiency and brings it to me. After reviewing the deficiency I put in a work order to the proper department to have the problem corrected. The problems are documented for ease of tracking. All records and documents are kept in my office. If a situation arises requiring the use of a pesticide 48 hours notice will be given. Thinking of safety first, this alleviates the need for an Emergency Waiver Form. The pesticide chosen will be a green list product, which is the least toxic to humans if all possible. We have found that if the IPM strategies and tactics are followed having to do chemical application is reduced greatly.

As mentioned earlier in this article, having a “successful IPM Program” is a team effort. At the beginning of each school year I visit with the administrators at each building. I discuss with them IPM policies and plans that work for our district. I remind my audience of the Employee Handbook they must sign regarding the laws and penalties governing IPM in schools. I do this to let them know how serious we are about the IPM program. I welcome any questions that anyone may have. This not only lets me educate about our program but it also gives me new ideas. By visiting with the administrator this has lead to using IPM as a leaning experience such as using ladybugs to control aphids or using a bee handler to remove a bee hive while children watch from a window. There is no definite way to control pests so we are always looking for ways to improve.

Our success has prompted great support from the Assistant Superintendent (Mark Hyatt), Director of Facilities (Roland Donnell) and the Executive Director of Facilities (Johnny Hibbs). Through this support they have joined me with a staff committee called T.E.A.M.S. This is an acronym in which T stands for tools for schools (Air Quality)(IPM); E is for energy (Water Watcher), A is for asbestos education, M stands for moisture management, S is for safety. All of these deals with IPM This small group of staff will go to a facility at the request of an administrator to solve a persistent problem. This group resolves difficult problems and educates the facility and staff about T.E.A.M.S. and IPM.

Education and team effort is the key to a successful IPM program.
School News & Resources websites

The following are a list of school web sites that you may be interested in. Each one tells about the activities that the organization has been doing to implement IPM, or provides resources that may help in the process.

Midwest Regional IPM Resource Webpage
http://www.entm.purdue.edu/entomology/outreach/schoolipm/updates/ipmuupdates.html
Penn State News Releases: See School IPM Section
http://paipm.cas.psu.edu/NewsReleases/newsRelease.html
Indiana Department of Environmental Management
The Notepad: www.in.gov/idem/schoolnews

Resources for Communities Created by the Pest Management Office of Rutgers Cooperative Extension:

School IPM Website:
http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/index.htm
School IPM Act:
http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/NJAct/schoolipmact.htm
School IPM Brochure:
http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/brochure.html
School IPM Resource Guide:
http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/resources.html
Online IPM Report Cards:
http://www.pestmanagement.rutgers.edu/IPM/SchoolIPM/reportcard.html

Events and Conferences

The following list is by no means complete, and lists only the events that were sent to me. If you would like to have your events mentioned, or know of a conference that may be of interest, please email me at kubista.kristi@epa.gov and it will be included in next month’s edition.

Annual State affiliate of The Association of School Business Officials conferences:
Members of this organization have some say about the purchasing, maintenance, and operations of each state. The following is a link to the ASBO affiliates at the state level.
http://asbointl.org/EducationLinks/LinkList.asp?c=5

Sport Turf Managers Association field day: Madison, Wisconsin August 12, 2003
Contact Patricia Kandziora at Patricia.Kandziora@datcp.state.wi.us for more details

Additional IPM in schools Resources

EPA’s IPM on Schools Website:
http://www.epa.gov/pesticides/ipm

University of Florida’s IPM in Schools Program:
http://schoolipm.ifas.ufl.edu

ABCs of IPM (video training course, VHS 2087):
http://agextension.tamu.edu

EPA’s School IPM Directory:
http://www.epa.gov/pesticides/ipm/#bkmrk8
Bio of an Activist

Marc Lame has continuously worked as a proponent for IPM in schools, through government, academia, and implementer circles. He is most well known for the Monroe County Model which was created in Bloomington Indiana, but has also helped implement IPM in other states throughout the country. For his efforts, we have selected him as our activist of the month. The following is a biography of his professional career, and contact information for those who are interested.

The Monroe Model took shape in 1995 when Marc initiated a school IPM program with the Monroe County Community School Corporation in Bloomington, Indiana. This program demonstrated an immediate 90% reduction in pesticide use, as well as a 90% decrease in pest problems. Not only has this model for school IPM proved to be sustainable in Bloomington, but it is also highly transferable. It has been implemented in school districts in Arizona, Alabama, California, Nevada and the Navajo Indian Reservation.

Presently, Dr. Lame is an academic program administrator for Indiana University’s School of Public and Environmental Affairs in Bloomington where he teaches “Environmental Management”, “Management Communication”, “Environmental Policy” and “Insects and the Environment”. Marc has developed many publications related to the implementation of IPM in schools and frequently presents programs for the USEPA, state and tribal governments regarding how organizations might increase the adoption of IPM in schools and daycare facilities.

Dr. Lame has not worked all his life in Indiana. He spent the first nine years of his career as an Extension IPM Specialist with the University of Arizona, Entomology Department where he was responsible for the implementation of Integrated Pest Management in cotton, and other field crops. Prior to coming to Indiana, Marc served as a senior Administrator for the Arizona Department of Environment Quality (ADEQ) where he acted as liaison to the regulated public (industry, municipalities, and state and federal agencies), Native American tribes and environmental groups concerning their working relationships with ADEQ.

Marc received his Ph.D. from Arizona State University in 1992 where he concentrated on how communities could better adopt IPM. His graduate work in entomology was primarily on the management of the Imported Fire Ant at Auburn University where he received his M.S. in 1981. Early on, he received his B.S. in Agriculture in 1975 from The Ohio State University.

Always busy, Marc currently serves on:
The Indiana Department of Environmental Management’s Air Toxics and Asthma Advisory Council and is on the Board of Directors for the Improving Kids' Environment Coalition (IKE)

Dr. Marc L. Lame – mlame@indiana.edu
812-855-5249

Publications of Interest

This is a list of a few publications that may interest you:

http://www.epa.gov/oppead1/annual

Pest Control in the School Environment: Adopting IPM (booklet August 1993)
http://www.epa.gov/pesticides/ipm/brochure

Protecting Children in Schools from Pests and Pesticides (brochure)
http://www.epa.gov/pesticides/ipm/index.htm

University of Florida. Cooperative Extension Service. 2002. Play it Smart, Use School IPM. (Brochure)
http://schoolipm.ifas.ufl.edu

Safer Schools. 2003. The School Pesticide Reform Coalition and Beyond Pesticides
http://www.beyondpesticides.org/schools/media/safer_schools_pr.htm
**Ask an Expert**

**Question:** From the school administrators point of view, what are the biggest barriers to implementing IPM in schools?

**Answer:** The first steps are the most important as far as obtaining acceptance for an IPM program. This means, first, the district superintendent has to say OK to the program. Next, the building principals have to buy-in. Once that happens the program has a very good chance of success. There will be continual issues with a small group of staff (teachers, cooks, custodians), but those are always considered learning opportunities for the IPM coordinator.

John Carter  
Director of Planning  
Monroe County School Corporation  
560 E. Miller Dr.  
Bloomington, IN 47401  
Ph: 812-330-7720

**Question:** How do we stay funded in a budget slashing world? A lot of the school districts in Texas (I’m sure everywhere) are facing severe budget cuts, the maintenance department is taking the hardest hits- how can they successfully do IPM without manpower and financial backing?

**Answer:** Obtaining School IPM funding has been a continual struggle, especially for advocacy organizations and especially in those States without a State mandate (Law). Your best chance of Federal funding in today’s era of budget cuts and declining monies is to make MANY appropriate contacts and EXPLORE ALL YOUR OPTIONS. Discover all the possible funding opportunities both Federally and within your State, and compete for project proposals. Directly contact those State or Federal individuals responsible for managing grants and grant programs and discuss with them your ideas and projects before submitting any proposals to obtain an idea of what they are looking for and structure your grant proposal to satisfy the requirements of the grant solicitation and the grantor priorities. PARTNERSHIP with State agencies and organizations whenever possible, and build on measures of success for the project and its applicability Statewide or in other States. Demonstrate a need in your State and your competency to fill that need. Pay attention to detail in the grant proposal as some grant reviewers are very critical of those formatting and background details, sometimes beyond the actual value of the project.

Donald Baumgartner  
Pesticides Program Section (DT-8J)  
U.S. Environmental Protection Agency/Region 5  
77 West Jackson Blvd.  
Chicago, Illinois 60604  
ph. 312/886-7835  
fax 312/353-4788

**EPA Regional Contacts**

<table>
<thead>
<tr>
<th>Primary School IPM Contact</th>
<th>Contact Information</th>
</tr>
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<tbody>
<tr>
<td>Robert Koethe Region 1</td>
<td>617/918-1535; <a href="mailto:koethe.robert@epa.gov">koethe.robert@epa.gov</a></td>
</tr>
<tr>
<td>Tracy Truesdale Region 2</td>
<td>732/906-6894; <a href="mailto:truesdale.tracy@epa.gov">truesdale.tracy@epa.gov</a></td>
</tr>
<tr>
<td>Fatima El-Abdaoui Region 3</td>
<td>215-814-2129; <a href="mailto:el-abdaoui.fatima@epa.gov">el-abdaoui.fatima@epa.gov</a></td>
</tr>
<tr>
<td>Troy Pierce Region 4</td>
<td>404/562-9016; <a href="mailto:pierce.troy@epa.gov">pierce.troy@epa.gov</a></td>
</tr>
<tr>
<td>Donald Baumgartner Region 5</td>
<td>312/886-7835; <a href="mailto:baumgartner.donald@epa.gov">baumgartner.donald@epa.gov</a></td>
</tr>
<tr>
<td>Linda Falk Region 6</td>
<td>214/665-8535; <a href="mailto:falk.linda@epa.gov">falk.linda@epa.gov</a></td>
</tr>
<tr>
<td>Mark Lesher Region 7</td>
<td>913/551-7054; <a href="mailto:lesher.mark@epa.gov">lesher.mark@epa.gov</a></td>
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<tr>
<td>Barbara Barron Region 8</td>
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</tr>
<tr>
<td>Mary Grisier Region 9</td>
<td>415/947-4213; <a href="mailto:grisier.mary@epa.gov">grisier.mary@epa.gov</a></td>
</tr>
<tr>
<td>Donald Priest Region 10</td>
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</tr>
<tr>
<td>Sherry Glick Headquarters</td>
<td>703/308-7035; <a href="mailto:glick.sherry@epa.gov">glick.sherry@epa.gov</a></td>
</tr>
</tbody>
</table>
Editorial

Thomas A. Green, PhD. founded the IPM Institute, and is the President of IPM Works, Madison WI, which provides consulting services to businesses and non-profit organizations on broadening adoption of IPM and other conservation-enhancing practices. Dr. Green holds a Ph.D. in Entomology from the University of Massachusetts. He currently serves on the advisory board of the USDA North Central Pest Management Center and the National Foundation for IPM Education. Due to his experiences and knowledge, we have asked him to write a column on the importance of IPM certification.

IPM Certification: A New Opportunity for Schools

“Are schools living up to their IPM claims?” So heads a recent letter from an Indiana parent to Pesticides and You, a periodical published by Beyond Pesticides, a non-profit advocacy group headquartered in Washington D.C.

A recent survey by the organization found that 59 percent of school districts nationwide have adopted policies requiring at least some reduced-risk pest management practices.

The letter recounts an investigation of calendar-based pesticide applications and inadequate record-keeping in an Indiana school. The parent writes, “I am concerned that school IPM programs are not effective since schools are not held accountable. Who knows if they are truly following the guidelines?”

The benefits of IPM are clear in agriculture, schools and other community environments. By developing a working knowledge of pest biology, monitoring carefully and choosing least-risk options when action is necessary, pest and pesticide hazards can be greatly reduced and often at a lower long-term cost.

What’s the role of certification in IPM? Once an IPM policy is in place, certification can help keep a program operating effectively through regular oversight and evaluation.

Certification has become a way of life in many industries. For example, food safety certification is now available through several national organizations to food production, processing, preparation and serving staff and facilities. This “farm-to-table” oversight of policies and practices has minimized food-borne illnesses and helped facilitate rapid and effective response to problems when they arise.

Certification typically includes a standard “code of conduct,” training and a formal evaluation. Certification for individuals most often involves an examination that must be passed. Facilities certification usually incorporates an on-site audit. A re-certification interval is almost universal – individuals and facilities must undergo regular updating through education and/or re-examination and auditing.

Certification helps to establish a formal schedule for planning, training, evaluation and improvement, provides feedback from an independent professional and helps create good will with staff, clientele and the larger community.

IPM certification is now available to schools through the new IPM STAR program created by the IPM Institute, with input from more than 40 school IPM professionals throughout the US. IPM STAR certification for schools can foster an ongoing focus on pest and pesticide hazard reduction, ensuring that your school continues to meet the highest standards for effective, least-risk pest management.

Elements of an IPM STAR evaluation include conformance with legal requirements, policies and planning, staff training and experience, and overall effectiveness of the program in preventing and avoiding pest problems, with pesticide use as a last resort. A detailed analysis of pesticide use applies 14 key factors, including acute toxicity, carcinogenicity, reproductive toxicity and recommends lesser risk alternatives where available.

IPM STAR certification is available to any school or school system. The evaluation is conducted by an independent professional who will visit the school, complete a report and submit it to the IPM Institute for review and approval. Schools that meet the program
requirements are awarded a certificate from the IPM Institute, in partnership with the US Environmental Protection Agency Pesticide Environmental Stewardship Program. The New York City school system is the first in the nation to receive the award, completing the certification process in April 2003.

For more information, visit the web site or contact the IPM Institute at (608) 232-1528, or e-mail to ipmworks@ipminstitute.org. A program guide and evaluation form is available for downloading at http://www.ipminstitute.org/IPM_Star/ipmstar.htm.

Thomas Green is president and co-founder of the IPM Institute of North America, a non-profit organization working to increase adoption of IPM in agriculture and communities. Write to the Institute at 1914 Rowley Ave., Madison WI 53726, or fax (608) 232-1530.

A Question to the Group

In next month’s issue we hope to address the issues of customizing IPM programs, please read and respond to the following question at kubista.kristi@epa.gov. A section dedicated to the different methodologies will be provided in the next edition.

Because IPM is inherently a customized program for each school to fashion to it's own needs, I would be interested in reading about the various ways state school IPM program managers measure IPM implementation throughout their states' (thousands of) schools. For example: Do you do it? What elements do you key on in your evaluation (e.g. the school has an IPM coordinator, a written pesticide use plan, a written pest management plan, changes in reported pesticide exposures or pest-induced injuries at schools...)? Do you field-verify or have unverified self-reporting by the school?"

An invitation for feedback

Much of the information collected was obtained by your emails. To continue to improve this update we need your help. Please email kubista.kristi@epa.gov with additional funding sources, School news and web sites, conference information, questions you may be having, recommendations for columnists, and nominations for the featured activist and school/school administrators. We hope that with your help we will provide an interesting resource for you and your activities with IPM in schools.

Contact information

Sherry Glick
Pesticides and Schools Coordinator
Biopesticides and Pollution Prevention Branch
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