and-crevice treatments in combination with improved sanitation, pest-proofing, and other nonchemical methods that help reduce the need for pesticides and the amount of pesticide used.

Always use the **least toxic** chemical formulation that is effective against the pest and apply it according to the product labels and specifications and the school pest management policy.

Checklist for pesticide selection for use in schools.

- Use reduced-risk pesticides that have the signal word "CAUTION" or EPA Classification Category III or IV.
- Select a reduced-risk formulation that is applied in ways that limit exposure of humans and other nontarget organisms.
- Target pesticides to areas not accessible to children or staff.
- Use only products that are registered with the EPA and NCDA & CS and that are labeled for the intended site.
- Choose materials that have low toxicity, low odor, and low volatility.

It's a fact: As long as pests can get into the school, no amount of pesticide will solve the problem.

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IPM Resources

Web sites

http://schoolipm.ncsu.edu
http://www.ifas.ufl.edu/~schoolipm

Publications

Integrated Pest Management for North Carolina Schools. N.C. Cooperative Extension Service, Publication AG-631-01. 48pp.

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INTEGRATED PEST MANAGEMENT
School IPM Campaign

School IPM for Pest Management Professionals (PMPs)

Torri Shelley

The goal of school IPM is to provide children, teachers, and other school personnel with healthy places to learn and work. IPM prevents and solves pest problems using safe and effective strategies.

What is IPM?

Integrated Pest Management (IPM) combines biological, physical, cultural, and chemical control strategies into a comprehensive plan that emphasizes pest prevention.

IPM follows a careful decision-making process for determining IF pest suppression is needed, WHEN it is needed, WHERE it is needed, and WHAT control tactics are appropriate for each situation.

Why use IPM in schools?

Using an IPM approach to pest problems balances the concern for proper and minimal pesticide use around school buildings and grounds with the need to prevent pest-related health threats.

Pesticides are designed to harm or kill pests by interfering with their life processes. Because some pest and human life processes are similar, pesticides can harm humans. Although nearly all schools use pesticides to control pests, they often use chemicals regardless of whether they are needed. Depending on the placement, timing, and pesticide application method, children and other users of school buildings may be unnecessarily exposed to pesticides.

Schools that use IPM are able to manage pests effectively while addressing concerns about pesticides and human health.

How does IPM work?

IPM approaches school pest problems by finding out where each pest gets the resources (food, water, and shelter) and conditions (temperature, humidity, light, air, etc.) it needs to survive. Regular monitoring of key locations will help determine how pest infestations can be prevented and whether pests must be controlled.

What is the role of PMPs?

In school IPM programs, PMPs take a much more active role than conventional pesticide applicators. They are sensitive to the health and well being of students and staff and spend more time inspecting schools and communicating with school staff than applying pesticides. PMPs use these six steps as part of a continuous process of pest management:

1. They inspect the school to identify pests, conditions, and behaviors that encourage pests or interfere with pest control efforts. They examine Pest Sighting Log(s) and talk to school employees to discover new pest sightings and requests for pest control.
2. They monitor the sites to determine the level of pest infestation.
3. They give the IPM contact person written recommendations for actions that the school should take to enhance effectiveness of pest control efforts. PMPs take the appropriate actions to achieve pest management objectives.
4. They follow any federal, state, local, or school system notification policies for pesticide applications in schools.
5. They keep accurate records of any pesticide use and nonchemical pest control actions taken.
6. They monitor the site after taking action to determine progress in achieving IPM objectives. They also determine whether the school has made recommended structural and behavioral changes and report findings to the IPM contact person.

Note: Pest management professionals must be certified applicators to conduct pest control in North Carolina.

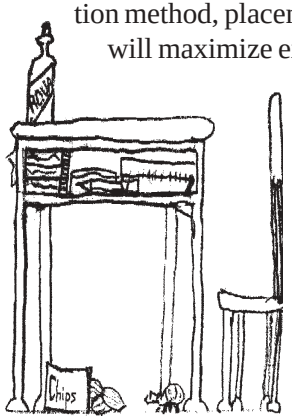
Where do pesticides fit in school IPM programs?

IPM includes selective use of pesticides. Pesticides are sometimes necessary for short-term corrective action to eliminate new or preexisting pest infestations and/or dangerous infestations.

However, pesticides should **never be applied automatically on a predetermined schedule or on a broad scale.** Baseboard sprays, general or directed space sprays, and extensive "flushing" with pressurized aerosols or "foggers" are application methods that increase the risk of exposing building occupants to pesticides. **Never** use space and surface sprays of volatile formulations and do not apply insecticides to surfaces in a manner that might expose children to residues.

Reducing pesticide exposure

To minimize human exposure, pesticides should be **targeted to obviously infested sites (hot spots) and pest harborages.** Pesticides should be used only when and where inspections and monitoring indicate that the pest population has reached a level that will cause medical injury or economic or aesthetic damage. If a pesticide treatment is needed, select the pesticide, application method, placement, and timing that will maximize exposure of pests and minimize exposure of occupants. Apply pesticides as spot treatments or crack-



Haley Schweizer

Any exposed food will attract pests.