pests found and try to figure out where they came from. Then, structural changes to the building can be made to reduce pest numbers.

Monitoring traps are placed in areas where pests have been found. The numbers of pests caught are counted to determine if action thresholds have been reached and if control measures are necessary.

5. Apply IPM Control Strategies

When the number of pests becomes greater than the action threshold, the pest control contractor takes action. He or she may physically remove the pests or suggest changes to the habitat so that pests can't get to food, shelter and water. Other control strategies used in an IPM program may include building repair, improved sanitation or careful application of a "less hazardous" pesticide.

6. Evaluate Results and Keep Records

Accurate record keeping allows the PMP to evaluate the success of the IPM program. Records also help in forecasting the appearance of seasonal pests to predict future pest outbreaks.

Whether an IPM program raises or lowers costs depends on housekeeping, maintenance and pest management policies. The costs of setting up an IPM program can also depend on whether the pest-management services are contracted or provided by in-house staff. In Tennessee, anyone applying pesticides in schools must be under the supervision of a licensed pest control operator.

Sealing entry points can prevent pests from getting inside. (Photo credit: Univ. of Fla.)

Many states are beginning to adopt integrated pest management (IPM) practices in schools and other child-serving facilities. UT Extension and the Tennessee Department of Agriculture have been promoting school IPM in Tennessee since 1996.

Please do your part to protect children from pests and pesticides. Adopt IPM.
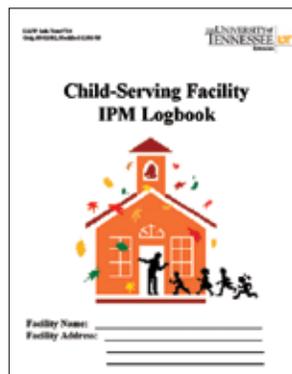
The child-serving facility IPM Logbook cover and partial contents can be downloaded from our UT Web site (http://schoolipm.utk.edu).
(Photo credit: UT E&PP.)

Visit these websites for more information:
http://schoolipm.utk.edu
http://schoolipm.ifas.ufl.edu/
http://www.extension.org/urban%20 integrated%20pest%20management

Modified from:
Powell, P. Getting Started with School IPM. West Virginia Department of Agriculture.
http://schoolipm.ifas.ufl.edu/doc/started.htm

THE UNIVERSITY of TENNESSEE
INSTITUTE of AGRICULTURE

Getting Started with IPM in Child-serving Facilities

Getting Started with IPM in Child-serving Facilities

*Karen Vail, Associate Professor,
Entomology & Plant Pathology;*

*Martha Keel, Professor,
Family & Consumer Sciences;*

*Pat Parkman, former UTIA IPM Coordinator,
Entomology & Plant Pathology;*

*and Mary Rogge, Associate Professor,
UT College of Social Work*

IPM is an approach to pest management that relies on common-sense practices rather than depending exclusively on pesticides. IPM uses information about pests' life cycles to control them, and reduces risk to people and to the environment.

The primary goal of IPM is finding the cause of pest problems. Understanding what pests need to survive is the key. Pests live in areas that provide basic needs such as food, water and shelter. Pests can often be controlled by removing food and water sources (sanitation) or by closing off entry points into buildings (exclusion). Pesticides can also be part of an IPM program if they are selected carefully and used cautiously.

> **Integrated pest management (IPM)** is a common-sense approach to long-term pest suppression or elemination.
> - IPM depends on inspection, monitoring and identification to determine if and which pests are present.
> - Sanitation is IPM.
> - Exclusion is IPM.
> - Pesticides are used in the least hazardous manner and applied only when necessary where pests are known to harbor.
> - IPM is also people management.
>
> Communication is the key.
> **(http://schoolipm.ifas.ufl.edu)**

Good housekeeping practices, structural repairs and staff training are all part of an IPM program. In many cases, an IPM program can be combined with the pest management plan already in place in a school or similar facility.

The following are steps to follow in setting up an IPM program:

1. Develop an IPM Policy Statement

The policy statement should explain what is expected of the IPM program, how existing services will be included and how students and staff can take part in the program.

Good sanitation in food preparation areas is key to a successful pest management program.

2. Set Pest-Management Objectives

Examples of pest-management objectives include (1) controlling pests that are found in the facility to prevent interference with learning, (2) eliminating possible injury to students and staff, and (3) preserving the integrity of buildings.

3. Designate Pest-Management Roles

Designation of roles for the pest-management professional, staff, students and parents is an important part of an IPM program. Cooperation is the key to success. The more the students and staff participate, the better the program will work.

Students and staff. The most important job for students and staff is to help keep the school clean. Prevention of pests depends on everyone working together to clean up litter and leftover food.

Parents. Parents' most important school pest management responsibilities are to learn about IPM policy and practices in the school and to follow IPM practices at home. Pests carried from home to school in notebooks, lunch boxes or clothing can slow the success of an IPM program.

Pest management professional (PMP). The PMP is the person who inspects the facility, monitors for pests and decides whether control measures are necessary. The PMP also keeps records of the location and date of any pesticide application and the amount of pesticide used.

The mere presence of one insect does not always require the application of a pesticide. The PMP and school staff should decide in advance how many pests are harmless and how many require control.

4. Inspect Sites and Monitor for Pests

Inspecting for pests is an important part of IPM. The pest control contractor should identify any

Glue boards or sticky traps are ideal ways to monitor pests. (Photo credit: Univ. of Fla.)