

# Northeast School IPM Working Group Priorities Survey Results 2013–2014

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## RESEARCH NEEDS

Need	Rank (1=highest)
Identify efficacious least-risk products and tools to manage pests.	1
Evaluate building design, construction, renovation, and maintenance criteria (such as “green buildings,” LEED (Leadership in Energy and Environmental Design), LEED for Schools EB (Existing Buildings), CHPS (Coalition of High Performing Schools), EPA (Environmental Protection Agency) Tools for Schools (Indoor Air Quality), HealthySEAT (School Environmental Assessment Tool), sports fields and landscape design criteria, etc.) for presence of IPM principles and practices and rates of adoption and provide recommendations for inclusion of IPM principles/tactics in these criteria.	2
Compile data/information on effects of pesticides and pests on children’s health and academic performance, and the influence of IPM in addressing health and performance indicators.	3
Evaluate efficacy and risk/benefits of EPA-exempt (25b) products.	4
Compile, update, and evaluate state requirements and resources for school IPM.	5
Research and evaluate outreach methods to determine most effective methods for school/community audiences.	6
Develop analysis tools and conduct in-depth inspections of schools to determine what pest management practices are really being used.	7
Research on the impact of pest management on indoor and outdoor school environmental health (e.g., school’s well water, school gardens, use on adjacent properties).	8
Research on effective teaching methods to teach students and teachers about IPM.	8
Develop and agree on an IPM definition for schools and early learning environments including childcare, pre-K, and after-school programs.	9

## MANAGEMENT/IMPLEMENTATION NEEDS

Need	Rank (1=highest)
Develop and implement strategies for institutionalizing IPM within schools' culture; possible approaches and tools include coordination with state agencies, posters for schools, packets for teachers, IPM education in superintendent, principal and teacher pre-service training courses, IPM education for pest control service providers (such as sample vendor packet with sample contract, sample service tickets), IPM calendar, Environmental Management System, facility/work order management systems (e.g., School Dude, MUNIS), and pilot projects or technical assistance.	1
Identify and piggyback with ongoing environmental health efforts and coordinate with partners in promoting IPM to help schools (including child care facilities) to meet health, high performance and safety, economic, and energy efficiency goals.	2
Assist schools in prioritizing major pest management needs, especially with current budgetary constraints.	3
Track adoption of IPM practices in schools and disseminate economic, environmental and/or health impacts of IPM (e.g. case studies, research data).	4
At school district and/or local school level, establish or use existing diverse local stakeholder committees to advocate for policies and procedures that implement proven IPM strategies and practices.	5
Promote inclusion of IPM in certification standards, many approaches can be taken, e.g., provide technical support and recommendations for development and review of IPM standards in USGBC and/or other certification entities (e.g., pesticide certif, greenseal).	6
Form a stakeholder coalition to advocate for establishment of IPM laws and policies where none exist.	7
Implement and enforce existing laws and policies at the highest level of economic and regulatory accountability.	7
Recognize schools, organizations and pest management providers that practice verifiable high level IPM.	7

## REGULATORY NEEDS

Need	Rank (1=highest)
Identify and promote interagency cooperation among regulatory (including local code enforcement), environmental, health, insurance, education, and other agencies.	1
Incorporate IPM into school wellness legislation.	2
Enforce existing IPM laws and policies, at the level of fiduciary and regulatory accountability, and establish these laws and policies where none exist.	3
Evaluate regulatory approaches to use of EPA exempt (25b) products and determine if these products are accessible for use by schools under existing state and federal regulations.	4
Encourage states to adopt certification programs for indoor and outdoor school IPM providers.	5
Develop IPM decision-making tools (e.g., what do I do before I use pesticides?) such as a decision tree with pest-specific steps and/or a pest solution center.	6
Review Pesticide Safety Education core standards and make recommendations to include IPM principles and practices.	7
Advocate for change at federal level (SEPA: School Environmental Protection Act, NCLB: No Child Left Behind, HHPS Act).	8
Advocate for funds for enforcement of pesticide regulations.	9
Review labels for risks to children in school/childcare setting.	10
Quantify costs to regulatory agencies for enforcement of school IPM regulations.	11
Include students and teachers in OSHA-like protections.	12

## EDUCATION/OUTREACH NEEDS

Need	Rank (1=highest)
Develop and utilize educational methods appropriate for the audience (for example for facilities directors, administrators, teachers, rural, suburban and urban audiences) and conduct outreach to all stakeholder groups (teachers, athletic managers and coaches, staff, students, facilities managers, administration, policy makers, regulators, vendors, building owners, occupants, community members, families, code enforcement officers).	1
Educate policy makers about the needs and benefits of IPM in terms of dollars, health, environment and academic performance. Advocate for funds for IPM education.	2
Implement/promote K-12 curriculum-based education. Promote IPM Service Learning for example using school buildings/grounds and community settings. Promote inclusion of IPM in education standards.	3
Outreach to schools and the public about turf management options that are sustainable, organic, and/or use IPM management practices.	4
Coordinate and piggyback education efforts with parallel efforts (i.e., “Tools for Schools” type programs).	5
Conduct pilot demonstrations in schools in the northeast region.	6
Identify and develop outreach for underserved schools and early learning environments (e.g., childcares).	6
Educate school IPM coordinators/facilities director on how to interpret service tickets/invoices from pest control providers. Develop model IPM service records for use in promoting easily understood and comprehensive service records including non-pesticide solutions.	7
Improve linkages between regulatory agencies and Cooperative Extension.	8
Work with vendors of pest management, custodial services and supplies and other services to provide IPM education, supplies and service.	9
Promote inclusion of IPM lessons into teacher education programs at universities.	10

Promote education on how to read a pesticide label to school IPM audiences (teachers, custodial, etc.).	11
Develop a school IPM recognition program.	12