

Instructions

- 1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
- 2. Keep the Background Information and make a copy of the checklist for future reference.

3. Complete the Checklist.

- Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
- Make comments in the "Notes" section as necessary.
- 4. Return the checklist portion of this document to the IAQ Coordinator.

Integrated Pest Management Checklist

Name:	
School:	
Room or Area:	Date Completed:
Signature:	

1. OFFICIAL POLICY STATEMENT

••		Yes	No	N/A
1a.	Developed or located the school's official policy statement for integrated pest management (IPM)	🗖		
2.	DESIGNATING PEST MANAGEMENT ROLES			
2a.	Assigned and trained a qualified person to be the pest manager	🗖		
2b.	Involved decision makers in the IPM program	🗖		
2.	Educated students and staff (the accurate of the building) shout IDM			

20.	Educated students and starr (the occupants of the bunding) about if M	
	and asked them to keep their areas clean and free of clutter \Box	
2d.	Encouraged parents to learn about IPM practices and implement them	
	at home	
2e.	Developed a program to educate and train all IPM participants	
2f.	Included language about IPM into contracts with pest management	

professionals

3. SETTING PEST MANAGEMENT OBJECTIVES

3a.	Set appropriate pest management objectives for school buildings (such as preventing pests from interfering with students' learning environment	
	and preserving the integrity of the building structure) \Box	
3b.	Set appropriate pest management objectives for school grounds (such as	
	providing safe playing areas and the best athletic surfaces possible) \Box	
4.	INSPECTING, IDENTIFYING, AND MONITORING	
4a.	Inspected all buildings and grounds for pest evidence, entry points,	
	food, water, and harborage sites	
4b.	Identified potential pest habitats in buildings and grounds	
4c.	Pinpointed the source of any current pest problems \Box	
4d.	Monitored to determine the extent of pest problems and to estimate pest populations	
4e.	Developed plans to modify habitat (for example, exclusion, repair, and sanitation efforts) to prevent or resolve any pest problems	
4f.	Established a monitoring program that consists of routine inspections to	

4f. Established a monitoring program that consists of routine inspections to estimate pest population levels and identify evidence of pests and potential habitat

5. SETTING ACTION THRESHOLDS

5a.	Evaluated all available data obtained through inspecting, identifying,	Yes	No	N/A
	and monitoring	. 🗖		
5b.	Determined how many pests the school buildings, grounds, and			
	occupants can tolerate	. 🗖		
5c.	Set action thresholds	. 🗖		

6. PREVENTIVE STRATEGIES

INDOOR SITES

6a. Implemented appropriate strategies to prevent pests from inhabiting the following areas:

• Entryways	
• Classrooms	
• Gymnasiums	
• Locker rooms	
• Offices	
• Staff lounges	
• Bathrooms	
• Food preparation and serving areas	
• Rooms with extensive plumbing	
• Maintenance areas	
• Other	

OUTDOOR SITES

6b. Implemented appropriate strategies to prevent pests from inhabiting the following areas:

• Playgrounds	
• Parking lots	
• Lawns and athletic fields	
• Teaching gardens or greenhouses	
• Loading docks	
• Dumpsters	
• Areas with ornamental shrubs and trees	
• Other 🗅	

7. PESTICIDE USE AND STORAGE

7a.	Explored alternative pest management methods before concluding that	
	pesticides were necessary	
7b.	Ensured that pest management professionals integrate IPM into their pest management methods	
7c.	Identified the least toxic, target-specific chemical (or pesticide	
	formulation) that is the most effective to address the pest problem,	
	preferably as baitsand granules	
7d.	Reviewed and followed all label instructions on pesticides and learned	
	how to properly apply and handle these chemicals	
7e.	Used spot-treatment (or bait, crack, and crevice applications) to apply	
	pesticides whenever possible and only treated the obviously infested	
	plants in the area	
7f.	Used protective clothing or equipment when applying pesticides \Box	
7g.	Placed all pesticides in tamper-resistant bait boxes or locations that are	
2	inaccessible to children and non-target species	





7. PESTICIDE USE AND STORAGE (cont.)

7h.	Locked or fastened lids of all bait boxes and placed bait away from the runway of the box		No □	N/A
7i.	Applied pesticides when occupants were not present or in areas where they would not be exposed to the chemicals	🗖		
7j.	Ensured that school occupants (students and staff) are notified of upcoming pesticide applications through posted notices and/or letters	🗖		
7k.	Ensured that parents are notified of upcoming pesticide applications through letters	🗅		
71.	Kept copies of current pesticide labels and information on pesticides easily accessible	🗅		
7m.	Stored pesticides off site or in areas that are locked and accessible only to designated personnel	🗖		
7n.	Ensured that storage areas are adequately ventilated and are located away from areas prone to flooding or where spills or leaks may contaminate			
	the environment	🗖		
7o.	Ensured that flammable liquids are stored away from ignition sources	🗖		
7p.	Ensured that pesticides are stored in their original containers and all lids are securely fastened	🗅		
7q.	Ensured that air in the storage space cannot mix with the air in the central ventilation system	🗖		

8. EVALUATING RESULTS AND RECORD KEEPING

8a.	Ensured that accurate, up-to-date records of IPM practices and a pest management log for each property are kept	
8b.	Ensured that pesticide records necessary to meet all state, local, and school board requirements are maintained	
8c.	Ensured that each log book contains the following items:	
	• Copy of the pest management plan	
	• Service schedules for maintenance of buildings and grounds	
	• Current EPA-registered labels	
	• Current Material Safety Data Sheets (MSDS) for each pesticide project 🖵	
	• Pest surveillance data sheets	
	• Diagram noting the location of pest activity, traps, and bait stations \Box	

NOTES