

Initial Assessment of

School name:

School District:

IPM Program

Names of those who conducted audits:

Date: / /

Participants:

- Director of Operations:
- Grounds Supervisor:
- Pest Management Professional:
- Building Manager, Harris Elementary:
- IPM Specialist

Implementation Team Contact Information:

Name:

Phone number:

E-mail address:

Summary

(i.e. 2+ encouraging paragraphs explaining how important this step is)

- Principal: _____
- Age of School: _____
- Area (ft²): _____
- Number of students: _____
- Director of Operations: _____
- IPM Specialist: _____
- Building Manager: _____
- Grounds Supervisor: _____
- Number of custodians: _____
- Contractual custodians: _____
- Kitchen manager: _____
- On-site food preparation: _____
- School nurse: _____
- Pest Management Company: _____
- Waste Management: _____

- Perceived pests: _____
- Observed pests: _____
- On-site food preparation: _____
- Baits: _____
- Monitor traps: _____
- Pest sighting logs: _____
- Training programs: _____
- Pest management education for staff/faculty: _____
- Information systems: _____
- Sanitation: _____
- Pest Press: _____

Issues of initial concern:

...One paragraph summing up current concerns then one paragraph addressing the road ahead (if it's an initial pest audit), or how their program is progressing overall (if it's a mid-term or final audit).

EXAMPLE:

This school appears to be well maintained and part of a well managed school district. The staff is cooperative, open-minded, and well supported by its administration. It's a clean, well cared for environment and ultimately has an excellent foundation for IPM success.

EXAMPLE:

In general, the pilot schools are exhibiting a drastic increase in the implementation of IPM by personnel. The administration and staff are adopting the critical concept of becoming a "Partners/participants" with regard to IPM. Faculty still need to become more aware of the program.

Immediate Action Items: (examples)

1. Stop the prophylactic "spraying" of the school
2. Remove all pesticides from premises
 - Use arrow an bullet for added emphasis or longer explanations on how to go about correcting the problem.
3. Set monitoring traps in Pest Vulnerable Areas (PVA's). These areas include, but are not limited to, the teacher's lounge, kitchen, preschool area, extended day room, soft drink machines and office area.
4. Communicate with principal, custodians and food service about the IPM program.
5. Improve sanitation of floor in kitchen

Priority Action Items (need to be completed by mid-term evaluation) (examples):

1. Training for District's IPM Coordinator, grounds people, PCO's with regard to common indigenous insect identification, proper inspection procedure, pest conducive condition recognition, monitor trap placement and documentation, remediation of conducive conditions, communication techniques, and most effective use of pesticides.

2. Introduce this program to the school staff via a Pest Press newsletter (should include intro, the opportunity to reduce clutter with tips for doing so, roaches, rodents) – MAKE CASE FOR school faculty/staff to refrain from requesting a “spray” for a pest situation until it has been diagnosed.
3. Meet with school faculty to introduce the program and ask for faculty participation.
4. Follow up Pest Press to cover pest, pest presence, ID and more detailed use of Pest Logs.
5. Require _____ Pest Control personnel to visit during daytime hours on a monthly basis. These visits should have enough time built in to check monitors and answer questions that staff may have.
6. Install quality door sweeps on entry doors that need them. Some entry doors have none and others are damaged. We recommend a brush type sweep such as those made by Sealease.
7. Conduct an economic analysis of current pest management.

Intermediate Action Items:

Long Term Action Items:

Landscape and Outside General Comments

The two general comments sections includes all those noted things – both good and bad – which are minor enough to not include as an action item. However, recommendations for corrective action– wherever applicable – should be included. Use an arrow for corrective recommendations, and a plus for a well-done job.

- + Cardboard boxes from kitchen were broken down and stacked vertically against outside wall, ready for pick-up. Very nice.
- + Ala Carte (AKA “Snack Shack”) – this place is well on its way to being the best example of what pest-proofing can do. All five rolling metal windows received appropriate seals, allowing them to close tightly, and a baseboard has been fixed and caulked.
 - The island of double-row appliances has significant food debris underneath. Ed has asked staff to separate the appliances and their mess of wires weekly for a quick sweeping, an action we strongly second.
- + Ed has encouraged custodians to occasionally sweep the webbing off outdoor hallway and ceiling areas. It shows. Good job, everyone.
- More needs to be known about the large drain outside the kitchen; there was a bad odor coming from it and the staff was dumping ice into it after lunch.

Structural and Indoor General Comments [+ good improvement; ➤ constructive comment]



- + Kitchen area: BIG congratulations due here.
 - + The dishwashing room had several problems, all of which have been addressed: a drain has been cleaned and treated, eliminating a former filth fly problem; the air curtain has been adjusted and is working properly; the exterior door has been outfitted with a much-needed door sweep and vertical seal; a new fly zapper has been installed, much more sanitary and functional for kitchen use over the old one. I would eat out of the drains! We have NEVER seen better.
 - + The pantry’s palettes have disappeared and in their place are good shelving units. We understand the serious mouse problem in that area has been eliminated. It looks organized – GREAT JOB!

- Current kitchen floor drains (dome strainer) keep large items from going down drains; however floor drain strainers (1/8" holes, available by Tundra Specialties) will do that and keep cockroaches from coming up drains as well.