**Module (1) All-hands Introduction to IPM**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Describe IPM in understandable terms. | 12 |
| 2. Describe how IPM reduces the risks of pests and pesticides. | 10 |
| 3. Explain the benefits of IPM in schools and other sensitive environments. | 10 |
| 4. Identify the key elements of IPM. | 9 |
| 5. Identify health, environmental, and economic risks of pests associated with buildings and grounds. | 9 |
| 6. Identify health, environmental, and economic risks of pesticides associated with buildings and grounds. | 10 |
| 7. Identify the important roles and responsibilities of the school IPM team. | 9 |
| 8. Explain basic pest monitoring, inspecting and reporting. | 8 |
| 9. Identify pest-conducive conditions and pest-vulnerable areas. Identify corrective actions. | 8 |
| 10. Identify key pest groups and signs of pest infestations in buildings and on grounds. | 9 |
| 11. Explain how to keep pests out of facilities. | 8 |
| **Should total 100%** | 100 |

**Module (2) Custodial**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Describe the key elements of sanitation and exclusion, including:  a. Strategies  b. Tactics  c. Tools | 19 |
| 2. Describe key elements of inspection and monitoring, including:  a. What to look for  b. Where to look  c. Tools used  d. Frequency | 28 |
| 3. Describe key elements of data collection, recording and evaluation for:  a. Sanitation/clutter  b. Monitoring  c. Inspection | 16 |
| 4. Describe proper and thorough cleaning procedures, storage practices and maintenance. | 19 |
| 5. Explain the importance of effective communication, education and cooperation between relevant parties. | 19 |
| **Should total 100%** | 100 |

**Module (3) Facility Manager**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Describe key elements of coordinating an IPM policy and plan, including:  a. Development  b. Approval  c. Implementation and maintenance | 21 |
| 2. Explain the importance of:  a. Pest entry points  b. Proper storage procedure  c. Sanitation, exclusion, inspection and monitoring  d. Timely work order follow-up | 16 |
| 3. Describe effective ways to educate lead staff about IPM practices and explain the importance of communication between them. | 13 |
| 4. Describe methods of tracking facility costs and IPM-related cost savings. | 7 |
| 5. Describe how to start an IPM program at your school. | 9 |
| 6. Identify key exterior and landscape pest groups, including:  a. Biting and stinging pests  b. Flies  c. Ants  d. Cockroaches  e. Rodents  f. Common weeds  g. Wood destroying insects | 11 |
| 7. Understand pesticide management, including:  a. Application  b. Storage  c. Record keeping | 23 |
| **Should total 100%** | 100 |

**Module (4) Grounds Staff**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Describe the zone management approach. | 10 |
| 2. The principles behind sustainable landscapes, including:  a. Cultural Controls  b. Physical Controls  c. Biological Controls | 12 |
| 3. Explain the importance of landscaping practices specific to pest exclusion. | 10 |
| 4. Correct pruning techniques. | 6 |
| 5. Understand cultural turf management practices including:  a. Mowing  b. Fertilization  c. Irrigation  d. Soil Analysis  e. Aeration | 21 |
| 6. Identify plant species suited for site specific environmental qualities, pest pressures and use. | 6 |
| 7. Identify and describe how to manage common turfgrass weeds. | 12 |
| 8. Identify and describe how to manage common turfgrass insect pests. | 6 |
| 9. Identify and describe how to manage common turfgrass vertebrate pests. | 5 |
| 10. Identify and describe how to manage common turfgrass diseases. | 5 |
| 11. Describe how to avoid and reduce stresses on turfgrass. | 6 |
| **Should total 100%** | 100 |

**Module (5) Teachers**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Explain the importance of communicating to parents the  health and safety issues associated with pests and pesticides. | 10 |
| 2. Explain the importance of annual notification/special notification to parents and students when pesticide applications are scheduled/made. | 7 |
| 3. Explain the importance of removing or eliminating clutter in the classroom. | 16 |
| 4. Give examples of proper food storage procedures. | 13 |
| 5. Describe proper sanitation methods for pets in the classroom. | 8 |
| 6. Describe students’ roles and responsibilities in implementing IPM in the classroom. | 11 |
| 7. Understand how to prevent communicable pests from transitioning between students in class e.g., bed bugs and head lice. | 12 |
| 8. Describe how IPM curriculum meets common core requirements for biology/biodiversity, ecology, evolution, problem solving, teamwork, etc. | 11 |
| 9. Describe a lesson plan that incorporates IPM into science-related curriculum. | 11 |
| **Should total 100%** | 100 |

**Module (6) School Nurse**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Describe pest biology and behavior of:  a. Bed bugs  b. Head lice  c. Scabies mites  d. Ringworm  e. Bees  f. Wasps  g. Ants  h. Spiders and scorpions  i. Mosquitoes  j. Bats and rabies  k. Ticks  l. Stinging caterpillars  m. Fleas  n. Snakes  o. Mice and rats | 16 |
| 2. Identify allergy and asthma triggers in classrooms, including:  a. Mice  b. Class pets  c. Mold  d. Cockroaches  e. Bees and wasps. | 16 |
| 3. Describe appropriate personal hygiene and facility sanitation measures to help prevent and/or reduce the spread of:  a. Bed bugs  b. Head lice  c. Scabies mites  d. Ringworm  e. Norovirus and flu | 20 |
| 4. Describe appropriate measures to help prevent and/or reduce encounters with mosquitoes, ticks, and stinging insects (fire ants, wasps, bees) on school grounds. | 8 |
| 5. Describe the difference between a pest sighting and a pest infestation. | 6 |
| 6. Describe best practices for notifying parents and/or providing them with guidance to minimize the spread of bed bugs, scabies, lice and cockroaches that have been found in classrooms and homes. | 11 |
| 7. Give examples of chemical sensitivity issues for children and young adults. | 8 |
| 8. List acute and chronic symptoms of pesticide poisoning. | 7 |
| 9. Give examples of emergency hotlines and resources. | 7 |
| **Should total 100%** | 100 |

**Module (7) Food Service**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Identify common problem pests in kitchens and pantries, including:  a. Ants  b. Cockroaches  c. Flies  d. Rodents | 19 |
| 2. Describe key elements of sanitation and exclusion, including:  a. Strategies  b. Tactics  c. Tools | 23 |
| 3. Describe key elements of inspection and monitoring, including:  What to look for  Where to look  Tools used  Frequency | 16 |
| 4. Describe proper and thorough cleaning procedures for  a. Floors  b. Corners  c. Beneath equipment  d. Drain areas  e. Floor joints | 27 |
| 5. Explain the importance of effective communication, education and cooperation between school staff, contractors and pest management service providers and/or staff. | 15 |
| **Should total 100%** | 100 |

**Module (8) Administrator**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Describe key elements of coordinating an IPM policy and plan, including:  a. Development  b. Approval  c. Implementation and maintenance | 11 |
| 2. Describe how to uniformly enforce IPM policies. | 13 |
| 3. Explain the importance of effective communication, education and cooperation between school staff, students and parents. | 28 |
| 4. Explain the importance of working with contractors. | 6 |
| 5. Describe the common pests found in schools and understand the concept of action thresholds for pests. | 9 |
| 6. Explain the importance of investing in effective exclusion and sanitation programs. | 14 |
| 7. Describe best practices for pesticide application notification. | 8 |
| 8. Identify procedures for pesticide and non-chemical product evaluation to be reviewed and/or updated on a routine basis by an IPM or Health and Safety Committee. | 10 |
| **Should total 100%** | 100 |

**Module (9) Maintenance**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Explain the importance of routine, proactive maintenance to  maintain structural integrity and prevent pest entry and pest conducive  conditions. | 24 |
| 2. Explain the importance of timely work order follow-up. | 12 |
| 3. Describe the key elements of sanitation and exclusion, including:   1. Strategies 2. Tactics 3. Tools | 19 |
| 4. Describe the key elements of inspection and monitoring, including:  a. What to look for  b. Where to look  c. Tools used  d. Frequency | 17 |
| 5. Explain the importance of effective communication, education and cooperation between school staff. | 28 |
| **Should total 100%** | 100 |

**Module (10) PMP/IPM Coordinator**

|  |  |
| --- | --- |
| **Learning Objective** | **Indicate %** |
| 1. Describe key elements of a facility IPM plan. | 11 |
| 2. Identify key exterior and landscape pest groups including:  a. Biting and stinging pests  b. Flies  c. Ants  d. Cockroaches  e. Rodents  f. Common weeds  g. Stored product and fabric pests  h. Wood destroying insects  i. Occasional invaders and other common occasional pests | 11 |
| 3. Explain the importance of proper pest identification when selecting management strategies. | 9 |
| 4. List examples of resources available to identify/verify common pest species and how to access them. | 7 |
| 5. Describe the concept of action thresholds for pests. | 7 |
| 6. Describe elements of sanitation and exclusion, including  a. Strategies  b. Tactics  c. Tools | 8 |
| 7. Describe key elements of data collection, recording and evaluation fo  a. Pesticide application  b. Monitoring  c. Inspection | 6 |
| 8. Describe key elements of inspection and monitoring, including:  a. What to look for  b. Where to look  c. Tools used  d. Frequency | 6 |
| 9. Explain the importance of effective communication, education and cooperation between school staff and contractors. | 10 |
| 10. Describe key elements of pesticide safety, including  a. Personal protective equipment (PPE)  b. Pesticide storage  c. Spill clean-up  d. Container disposal | 9 |
| 11. Identify sensitive sites and describe limitations on pesticide selection for use in these environments. | 6 |
| 12. Give examples of when pesticide use is appropriate, and when to select reduced-risk pesticide products and application methods. | 10 |
| **Should total 100%** | 100 |