**School Nurse (based on survey results of 062314)**

* 93.6% (44) answering are school nurses, 2.1% (1) school district pest management professional/IPM, 4.3% (2) administrator, 2.1% (1) teacher, 4.3% (2) other (2.1% Public Health Nurse-Immunizations and 2.1% SHAC, McKinney-Vento, wellness policy & committee, backpack, foster care liaison).
* 17% feel confident they know enough about IPM; 68.1% do not.
* 85.1% would like to know more
* 36.2% think IPM training/certification is necessary, 29.8% did not.
* Training is necessary because:
* Here in Texas, the law requires that the IPM Coordinator have a program in place to inform all District employees about IPM and their roles in the program. This is an extremely difficult task for most Districts since a majority of IPM Coordinators have other jobs. I would like to see all teachers, principals, nurses, and district administration required to be certified in school IPM at least every 3rd year. This would be in line with the requirements for IPM Coordinators.
* It would be good to learn how to find out what management plan is in place in order to facilitate an adequate emergency response plan in the event of any problems. In addition, as a school nurse parents come to me with questions about prevention and it would be helpful to be able to provide good, evidence-based responses.
* We address student with health needs ranging from skin infections to head lice etc and allergy / respiratory issues etc
* We see the results of insect bites and other health conditions from pesticides (ie asthma)
* I am a first year school nurse and I deal day to day with pests on and around students and struggle with treatment for some students.
* I feel that we do not have any guidelines or resources for a lot of theses issues.
* 36.2% thought the training material was complete:
* Almost too much - more than we have time to do –
* It is extensive and should be included in more than the school nurse's job description. Adminstration should also be trained to know what is happening on their campuses.
* #17 (describe pest biology and behavior of) needs to include mice/rats r/t the fleas they carry as vectors of disease and their feces containing hantavirus.
* 10.6% thought the training material was not complete:
  + Please include snakes. We have snakes on our playground.
  + Not enough information has been desiminated to campus nurses regarding this duty.
  + There is none for me in this District
* 23.4% thought there were no elements missing from the roles and responsibilities:
* Looks very complete
* 10.6% thought some elements missing from the material:
* Please add snakes, and tell how to get rid of mold.
* #17 (describe pest biology and behavior of) and #20 (identify allergy and asthma triggers in classroom) I would include rats/rodents. Also in regards to explaining fed laws, you might include knowledge of your own states laws and regs.
* How to create district policy/guidelines regarding pest.
  + Fleas
  + School nurses are expected to know about all things dealing with the environment of our clients both at school and at home.
  + I have no material covering this
* 23.4% thought some elements should be assigned to a different job:
* Risk management personal
* I have no input about what products are used in my district or when they are used. I bring to the attention of my principal problems I see: fire ants or bees when I have a severely allergic student.
* Pest control expert
* Items 5-10 could also go to admin - custodial - dietary so many factions should be involved
* Administration: 1-18 and 20-25. Maintenance/Custodial: 1-2, 4-18, 22 and 25
* Items 13,14, & 15 would likely be under control of school district administration
* Spraying and using any chemicals would cause me to have an asthma problem
* All training on the chemicals, etc. is given to our janitorial/maintenance staff. They are certified through training.
* Head Custodian and Ground Keeper for each campus. Along with administration support and district support when picking vendors for pesticides and appropriate policies need to be reviewed.
* Anyone who cleans, maintains or otherwise has anything to do with the upkeep and/or repair of school buildings should be trained in IPM.
* Several of the elements appear to be most relevant to facilities/maintenance personnel.
* 21.3% didn’t identify elements that should be assigned to a different job:
* However, there are areas that are not the direct responsibility of the nurse, but that the nurse needs to be aware of and have input into interventions that are going to be used or are being considered.
* 7 to General Maint. 8 to gen maint and teachers. 9 to teachers. 10 to custodians and kit mgrs.12-15 to gen maint, kit mgrs, teachers, custodians. 17 to grounds workers. 18 to custodians, kit mgrs, teachers. 1-5 all administrators
* 42.6% thought any element was necessary and relevant:
* Good to know to have as background but some maybe too specific for our job requirements - unless there is $$ for increasing nurses hours and pay - there are too many duties for nursing to take charge of - but they do need an awareness
* 6.4% thought that some elements were not necessary:
* The information on building/grounds, treatment, health environment, economic, etc.
* I need to learn more about the subject and would love provide feedback
* Several of the elements appear to be most relevant to facilities/maintenance personnel.
* A location of the material might be helpful to start

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| * Which elements are the most important: |
| * Environmental exposure. chemical information and community resources |
| * Frankly the most important element isn't here. Nobody ever died from a bedbug or lice. People die from the flu every year. People get hospitalized fore dehydration from gastrointestinal viruses all the time. You need to address housekeeping/sanitation measures that address norovirus and flu and make sure custodians and teachers have available products that will kill these germs. Frankly, soap and water would go a long way in my school! This is just a common sense measure but some body thought it would be a good idea to install water efficient sinks in the children's bathrooms. You have to wave your hands in front of many times to get a trickle of water so children cannot adequately wash their hands after using the bathroom. Schools need to install faucets that will actually allow children to wash their hands. I understand this is about pest management, but the biggest pests are the ones you can't see. |
| * 1. pesticide poisoning symptoms 2.care response for pesticide ingestion 3.elements of pesticide risk reduction |
| * 3,4,and 5 (Explain the benefits of IPM programs in schools and other sensitive environments. Identify the function and key elements of IPM policies. Identify the roles of various positions and their importance in implementing IPM). |
| * Knowledge of the key functions of IPM and how it relates if school policies and protocols are in sync with IPM resources and referrals for issues |
| * 18, 19, 21 (Describe appropriate personal hygiene and facility sanitation measures to help prevent and/or reduce the spread of; List common pesticide poisoning symptoms; Give examples of chemical sensitivity issues for children and young adults). |
| * 17, 21, 22 (all 17-22 are good) (Describe pest biology and behavior of; Give examples of chemical sensitivity issues for children and young adults; Describe appropriate care response for pesticide ingestion, anaphylactic shock and allergen-induced asthma attacks). |
| * Eradication of infestations--nests and prevention of injury from insects |
| * Explain basic pest monitoring, inspecting and reporting. Describe pest biology and behavior; Describe appropriate personal hygiene and facility sanitation measures to help prevent and/or reduce the spread |
| * For my job, information on the insects/pests and nursing treatment at school/home (most of them are covered regularly) |
| * 12, 13, & 22 (Identify signs of common pest infestations in buildings and on grounds; Identify common pest-related risks associated with buildings and grounds; Describe appropriate care response for pesticide ingestion, anaphylactic shock and allergen-induced asthma attacks). |
| * Preventing health conditions in school Policies Assignment of duties to accurate personnel |
| * The elements that can be transferred to other students such as lice, scabies, and bed bugs |
| * Training exposure risk factors |
| * Description/awareness identification/prevention treatment/parental involvement |
| * Head lice, mold, asthma triggers |
| * Health risks, environmental risks, district policy |
| * Treatment of students with pest infestation/bites. Ways to Reduce pests on school grounds. Description of poisoning symptoms. |
| * Prevention Appropriate use of pesticides Pest biology and behavior |
| * 1. Have an IPM plan that does not consist of just hiring an outside exterminator. Most important would be to inform/communicate the plan. 2. Designated Pest Manager who will implement IPM plan and decide what needs to be done and direct others to take the necessary actions. 3. Properly inform and train all stakeholders about the plan and their roles. Stakeholders include custodians, maintenance workers, grounds keepers, students, staff, parents, etc. |
| * Health risks, safety risks |
| * 17, 18, 20 (Describe pest biology and behavior of; Describe appropriate personal hygiene and facility sanitation measures to help prevent and/or reduce the spread of; identify allergy and asthma triggers in classroom). |
| * #18, #20, #22 (Describe appropriate personal hygiene and facility sanitation measures to help prevent and/or reduce the spread of; identify allergy and asthma triggers in classroom; Describe appropriate care response for pesticide ingestion, anaphylactic shock and allergen-induced asthma attacks). |
| * 18, 19, 23 (Describe appropriate personal hygiene and facility sanitation measures to help prevent and/or reduce the spread of; List common pesticide poisoning symptoms; Give examples of emergency hotlines and resources). |

* Least important:

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| * No all the information is vital to your training |
| * They are all important. |
| * 1.key pest groups 2. food sources 3. signs of infestation NO |
| * They all have some validity - |
| * 1-16 should be very brief. |
| * 14, 15, 16. I would have least control and influence in this area |
| * I thought it was all relevant |
| * None. I think it is all wonderful and very helpful. |
| * All training on the chemicals, etc. is given to our janitorial/maintenance staff. They are certified through training. * 14 & 16. |
| * Prevention of outside pests such as mosquitoes, bees, and ants should not be the responsibility of the school nurse. |
| * Methodology |
| * All of the 25 points were very comprehensive in your training efforts. None should be eliminated. You should bring this info to our annual nurse conference. |
| * I think all of them are relevant |
| * All element are important to me. |
| * Federal laws/regulations |
| * All elements as presented in EPA Tools for Schools are relevant and need to be included. * All elements important * As far as nurses are concerned, I would eliminate 14 and 16 as these are best covered by maintenance personnel |