

Research

1. Identify effective least-risk products and tools to manage pests and measure IPM continual improvement.
2. Research the impact pest management practices have on indoor and outdoor home/school/childcare environmental health, e.g., school well water, school gardens and use of adjacent properties.
3. Compile data/information on effects of pesticides and pests on children's health, (asthma, allergies, absenteeism, grades, ADHA,), academic performance and safety factors, e.g., IPM PRIME for schools.
4. Evaluate outreach methods to determine most effective ways of influencing sensitive environment community audiences, e.g., identification of entry points for implementation of IPM and study of sociological factors affecting adoption of IPM. Conduct a comparative analysis of the effectiveness of different types of change agents such as Extension and advocacy group parents have on IPM adoption.
5. Evaluate building design, construction, renovation, and maintenance criteria, e.g., green buildings, LEED (Leadership in Energy and Environmental Design), LEED for Schools EB (Existing Buildings) and CHPS.
6. Research effectiveness of pesticides/pest treatments, e.g., turf management options (low impact product identification), organic 25b, reduced-risk options, home remedies, stinging insect IPM management, microbial drain cleaners, bed bug IPM and head lice treatment options.
7. Investigate rodenticide use changes pre and post EPA rodenticide law update.
8. Investigate commensal rodents for pathogen carrying capacity and assess food-borne illness connections.
9. Compile, update, and evaluate state requirements and resources for school/childcare IPM.
10. Potential cross-over benefits of school IPM, e.g., impact school IPM has on improving the greater community.

Management

1. Develop guidance documents and materials for school/childcare staff managing arbovirus vectors on-site.
2. Develop sustainable state and federal funding for statewide IPM Extension programs to deal with "routine"/"non-novel" ongoing needs that are not funded by grants (e.g. annual IPM coordinator training, maintenance of low-impact pesticide lists, and updating of educational materials).
3. Develop IPM decision-making tools, e.g., a decision tree with pest-specific steps and/or a pest solution center to help sensitive environments prioritize needs within budgetary constraints, facility/work order management systems such as School Dude, MUNIS, i-PEST, IPM Calculator.
4. Establish demonstration schools/childcare facilities in each state, including states that have not had pilots in the past and underserved school districts.

IPM for Sensitive Sites in the Built Environment - Western Region Work Group
Stakeholder Priority Needs September 24th 2016

5. Track adoption of IPM practices in schools/childcare facilities and disseminate economic, environmental and/or health impacts of IPM, e.g., schools perform annual self-assessments, case studies, research data, utilize state report cards to help determine training needs and goals.
6. Recognize schools/childcare facilities, organizations and pest management providers for practicing verifiable, high-level IPM and provide incentives, e.g., IPM STAR, recognition, positive publicity, reduced liability and insurance, using clear and comprehensive standards.
7. Identify, educate and activate appropriate school-related organizations to embed IPM into the organizational culture, including ongoing continuing education opportunities for members.
8. Coordination with state agencies (e.g., posters for schools, packets for teachers).
9. 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, e.g., Environmental Management System, engage environmental health and safety professionals by creating awareness of the need and effective methodology for success, connect school IPM projects with broader pollution prevention initiatives at school district, state and national level.
10. Promote greater inclusion of IPM in certification standards, e.g., USGBC, Green Seal.

Education/Outreach

1. Educate policy makers about the needs and benefits of IPM in terms of dollars, health, environmental and academic performance, e.g., use case studies describing how sensitive environment IPM programs can be initiated and sustained.
2. Create best management practice for schools/childcare facilities to use with vendors of pest management services, design and construction services, custodial services, food and drink product service providers, etc.
3. Promote education on how to read a pesticide label to school IPM audiences, e.g., teachers, custodial, etc.
4. Create Spanish language materials.
5. Promote vector awareness in school community.
6. Provide IPM and health information to school/childcare teachers, support staff, department of education, parents and administrators, e.g., common display content that allows each state to use their own logos.
7. Develop and utilize educational methods to provide education and hands-on training for school/childcare/medical facility custodial, maintenance, kitchen and grounds staff, school nurses, facility directors, administrators, teachers and IPM coordinators in rural, suburban and urban settings.
8. On-site assessment of and training on pesticide storage facilities and disposal practices.
9. Education and training of Environmental Health Specialists (i.e. health inspectors) that inspect school kitchens, concession stands and student stores.
10. Educate on commensal rodents and rodenticide laws.
11. Educate on food-safety issues relevant to school kitchens and food service areas.

12. On-site assessments of and training on irrigation audits.

Regulatory

1. Work to incorporate IPM strategies into building codes.
2. Generate unbiased product efficacy data on commensal rodent and German cockroach management products (both monitoring and control, chemical and non-chemical).
3. Identify and promote interagency cooperation among regulatory, environmental, health, insurance, education, State and Federal, Cooperative Extension and other agencies.
4. Establish IPM policies in school systems to institutionalize the commitment to IPM, e.g., establish and share Parent /Teacher Association (PTA) school IPM models/restrictions; incorporate IPM into school wellness legislation; state school board adoption of IPM policy.
5. Create and mandate minimum standards for school IPM at federal level, e.g., established through high level IPM training/licensing for pest management professionals.
6. Implement and enforce existing IPM laws and policies (regarding verifiable standards) at the highest level of economic and regulatory accountability.
7. Identify opportunities for improving regulations and regulatory and legislative processes to improve IPM adoption, e.g., US Senate and House committees that work on school legislation at the federal level.
8. Develop organizations and strategies for influencing change that will result in state Department of Education, Health and Safety regulations and policies that call for IPM, e.g., seek state legislator champion to present successful legislation at NCSL annual conference.
9. Establish or use existing diverse local stakeholder committees to advocate for policies and procedures that implement proven IPM strategies and practices, e.g., develop and disseminate a protocol for grassroots implementation to increase effectiveness of local advocates, partner with National Pest Management Association, Beyond.
10. Establish minimum students' rights for environmental health standards in schools and include students and teachers in OSHA-like protections.
11. Fund consultant services for IPM compliance assistance to provide schools with access to experts who can identify opportunities for improvements.