

## INTEGRATED PEST MANAGEMENT PLAN

This plan has been developed to ensure the health and safety of students, teachers, staff, administration and all others using the West Salem School district's building and grounds, while at the same time controlling pest populations in an effective and environmentally sound manner. It will be reviewed and updated in January by the Building and grounds Committee and maintained in the office of the Building and Grounds Supervisor.

This plan will rely on sanitation, habitat modifications, monitoring and the use of non-toxic and least toxic products and techniques to control pests, rather than the use of potentially dangerous chemical pesticides.

This plan recognizes that Integrated Pest Management is a collaborative effort involving the administration, teachers, students, facilities staff and pest control operators, among others, and that the gathering and sharing of information is critical to ensuring the success of this IPM initiative.

### Definitions

Integrated Pest Management (IPM) is the coordinated use of physical, biological and cultural controls and least toxic pest control products and techniques to prevent unacceptable levels of pest control products and techniques to prevent unacceptable levels of pest damage by the most economical means with the least possible hazard to people, property and the environment.

IPM involves the monitoring of pest populations, establishment of injury levels, modification of habitats (to eliminate sources of food, water, harborage and entry), utilization of least-toxic controls, and keeping of records and evaluation of performance on an ongoing basis.

A pesticide will be defined as an insecticide, rodenticide, herbicide, acaricide, algacide, slimicide, disinfectant or other chemical utilized to kill or repel a pest.

## Structural IPM Guidelines

Structural pests that commonly inhabit or invade school buildings include cockroaches, ants, rodents and stinging insects. Specific IPM monitoring and control products and techniques have been developed for each type of pest, and should be utilized. However, the following strategies should be implemented at the start of an IPM program to minimize structural pest problems; in general.

### Monitoring

Understanding what kind of pests is present, where they are, and how big their populations are is essential for successfully eliminating problems. Treatments will not be applied unless monitoring indicates a pest problem in excess of specified injury levels.

Structural pests will be monitored via direct inspection, sticky traps, pheromone baits, tracking powder, mechanical traps and glueboards as necessary. Captured pests will be recorded and disposed of on a daily basis.

### Injury Levels

Also known as "tolerance" or "threshold" levels, injury levels determine the point at which treatment is necessary. Appropriate injury levels will be set, and take into consideration economic losses (example: amount of foodstuffs contaminated by pantry pests), health risks (example: occurrence of disease-bearing pests), aesthetic evaluations (example: temporary presence of ants), nuisance problems (example: stinging insects) and pest visibility. It is neither possible, nor desirable to completely exterminate every pest and potential pest from every population on school property.

### Habitat Modification

In every structural environment the foods, water, harborage and entry points that attract and sustain pest populations will be eliminated. Proper sanitation, which will involve a coordinated effort by all building occupants, is absolutely essential. Sanitation will be conducted effectively and routinely, will extend to all areas of the school facility, and will be reviewed on an ongoing basis to improve performance and correct oversights.

The following is a general guide to habitat modifications to be assessed and implemented in key areas throughout the school facility. Appropriate pest monitoring will also be conducted in each area.

Entryways (including doorways, overhead doors, windows, wall cracks and crevices, electrical fixtures, pipe spaces, drain ducts and loading docks)

Make sure doors are not propped or left open  
Install weather-stripping and door sweeps  
Caulk wall cracks and crevices  
Install screens in doors and windows and keep them in good repair  
Keep shrubs, grass and mulches at least one foot away from buildings  
Eliminate food waste and debris from loading docks

Classrooms and Offices (including classrooms, laboratories, libraries, administrative offices, auditoriums, gymnasiums, hallways and stairways).

Allow food and beverages in designated areas only  
Clean dishes, coffee machines, microwaves and toaster ovens and utensils thoroughly on a regular basis  
Store condiments and food (including craft supplies and pet food) in tightly sealed containers  
Prohibit the extended storage of food in desks and lockers  
Inspect plants and animals (example: science projects, houseplants) regularly for pest problems  
Vacuum and remove trash on a daily basis

Food Preparation and Serving Areas (including cafeteria, kitchen, teacher's lounge, FACE room, snack area, vending machines, food storage areas and walk-in coolers)

Store food, beverages and food wastes in tightly sealed, lidded containers  
Remove food waste daily  
Screen vents, windows and floor drains  
Keep area clean and dry by sweeping and mopping, quickly disposing of food waste, removing clutter, and fixing leaky pipes and faucets

Clean grease traps regularly  
Caulk cracks and crevices  
Clean behind and underneath appliances, coolers, vending machines and waste disposal units

Plumbing and Maintenance Areas (including bathrooms, sinks, utility rooms, locker rooms, dish rooms, laboratories, art studios, home economic rooms, pool areas, boiler room, mechanical room, mop room and pipe chases)

Repair leaks and other plumbing problems immediately to eliminate water sources  
Clean floor drains routinely  
Clean mop and buckets promptly, dry buckets and hang mops off of floor above drain  
Seal pipe chases  
Eliminate piles of clutter  
Remove trash regularly

Waste Disposal and Recycling Areas (including garbage cans, dumpsters, recycling bins and outdoor garbage storage areas)

Secure dumpsters with heavy, tight-fitting lids  
Clean the outside of dumpsters regularly  
Store food wastes securely  
Clean in, under and around recyclables frequently  
Empty garbage cans regularly

#### Least-Toxic Controls

Controls will be instituted only when a pest has exceeded designated injury levels, as determined through monitoring. Every effort should be made to modify the habitat to the point where it neither invites nor sustains injurious pest populations, thus minimizing the need for pest controls.

Biological and physical controls will be instituted prior to the use of chemical controls. Only chemical controls least toxic to humans, non-target species and the environment will be acceptable. Organophosphate and carbamate pesticides will not be employed for pest control.

Least-toxic controls have been formulated for each type of structural pest, and continue to be developed and improved.

Biological controls include the appropriate conservation of pests' natural predators, parasites and diseases, and the judicious augmentation of these species via predator releases, applications of parasites and inoculations of diseases.

Physical controls include:

Desiccants (diatomaceous earth, silica aerogel)  
Barriers (sticky, band, water)  
Traps (mechanical, glueboard, sticky)  
Environmental manipulation (of temperature, humidity or light)  
Electric currents (electrogun, electric fences and traps)  
Manual removal (nets, lice combs)

A list of current products approved for use by district employees use in the facilities of the School District of West Salem is included in the MSDS book in each building.

The District Building and Grounds Supervisor shall have overall responsibility for pest management in the district and for implementing board policy and district procedures. Any application will be performed by certified personnel and/or vendors.