



Integrated Pest Management Checklist

Name: David Paul
 School: Benjamin Franklin Elementary School
 Room or Area: All Date Completed: 4/13/2024
 Signature: David Paul

Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
 - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
 - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

1. OFFICIAL POLICY STATEMENT

	Yes	No	N/A
1a. Developed or located the school's official policy statement for integrated pest management (IPM).....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. DESIGNATING PEST MANAGEMENT ROLES

2a. Assigned and trained a qualified person to be the pest manager	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Involved decision makers in the IPM program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Educated students and staff (the occupants of the building) about IPM and asked them to keep their areas clean and free of clutter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Encouraged parents to learn about IPM practices and implement them at home	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Developed a program to educate and train all IPM participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f. Included language about IPM into contracts with pest management professionals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. SETTING PEST MANAGEMENT OBJECTIVES

3a. Set appropriate pest management objectives for school buildings (such as preventing pests from interfering with students' learning environment and preserving the integrity of the building structure)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Set appropriate pest management objectives for school grounds (such as providing safe playing areas and the best athletic surfaces possible)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. INSPECTING, IDENTIFYING, AND MONITORING

4a. Inspected all buildings and grounds for pest evidence, entry points, food, water, and harborage sites	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Identified potential pest habitats in buildings and grounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Pinpointed the source of any current pest problems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Monitored to determine the extent of pest problems and to estimate pest populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e. Developed plans to modify habitat (for example, exclusion, repair, and sanitation efforts) to prevent or resolve any pest problems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Established a monitoring program that consists of routine inspections to estimate pest population levels and identify evidence of pests and potential habitat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2c, d, e Good topic of discussion with IAQ Team

4f. we try to identify any problem areas ASAP pest problem develops

5. SETTING ACTION THRESHOLDS

- | | Yes | No | N/A |
|---|-------------------------------------|-------------------------------------|--------------------------|
| 5a. Evaluated all available data obtained through inspecting, identifying, and monitoring | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b. Determined how many pests the school buildings, grounds, and occupants can tolerate | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5c. Set action thresholds | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. PREVENTIVE STRATEGIES

INDOOR SITES

- 6a. Implemented appropriate strategies to prevent pests from inhabiting the following areas:
- | | | | |
|--|-------------------------------------|--------------------------|-------------------------------------|
| • Entryways | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Classrooms | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Gymnasiums | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Locker rooms | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| • Offices | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff lounges | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Bathrooms | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Food preparation and serving areas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Rooms with extensive plumbing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Maintenance areas | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

OUTDOOR SITES

- 6b. Implemented appropriate strategies to prevent pests from inhabiting the following areas:
- | | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| • Playgrounds | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Parking lots | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Lawns and athletic fields | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Teaching gardens or greenhouses | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Loading docks | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Dumpsters | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Areas with ornamental shrubs and trees | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. PESTICIDE USE AND STORAGE

- | | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| 7a. Explored alternative pest management methods before concluding that pesticides were necessary | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7b. Ensured that pest management professionals integrate IPM into their pest management methods | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c. Identified the least toxic, target-specific chemical (or pesticide formulation) that is the most effective to address the pest problem, preferably as baits and granules | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7d. Reviewed and followed all label instructions on pesticides and learned how to properly apply and handle these chemicals | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7e. Used spot-treatment (or bait, crack, and crevice applications) to apply pesticides whenever possible and only treated the obviously infested plants in the area | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7f. Used protective clothing or equipment when applying pesticides | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7g. Placed all pesticides in tamper-resistant bait boxes or locations that are inaccessible to children and non-target species | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



5b. As soon as there is evidence or sighting of one pest, action is taken



7. PESTICIDE USE AND STORAGE (cont.)

- | | Yes | No | N/A |
|---|-------------------------------------|--------------------------|--------------------------|
| 7h. Locked or fastened lids of all bait boxes and placed bait away from the runway of the box | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7i. Applied pesticides when occupants were not present or in areas where they would not be exposed to the chemicals | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7j. Ensured that school occupants (students and staff) are notified of upcoming pesticide applications through posted notices and/or letters | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7k. Ensured that parents are notified of upcoming pesticide applications through letters | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7l. Kept copies of current pesticide labels and information on pesticides easily accessible | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7m. Stored pesticides off site or in areas that are locked and accessible only to designated personnel | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7n. Ensured that storage areas are adequately ventilated and are located away from areas prone to flooding or where spills or leaks may contaminate the environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7o. Ensured that flammable liquids are stored away from ignition sources | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7p. Ensured that pesticides are stored in their original containers and all lids are securely fastened | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7q. Ensured that air in the storage space cannot mix with the air in the central ventilation system | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. EVALUATING RESULTS AND RECORD KEEPING

- | | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|
| 8a. Ensured that accurate, up-to-date records of IPM practices and a pest management log for each property are kept | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8b. Ensured that pesticide records necessary to meet all state, local, and school board requirements are maintained | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8c. Ensured that each log book contains the following items: | | | |
| • Copy of the pest management plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Service schedules for maintenance of buildings and grounds | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Current EPA-registered labels | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Current Material Safety Data Sheets (MSDS) for each pesticide project | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Pest surveillance data sheets | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Diagram noting the location of pest activity, traps, and bait stations | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

NOTES

8c. *When sightings are located, at that time they are documented in the IPM log book*

Departments > Facilities >

Integrated Pest Management

The Meriden Public School system places your child's safety above all else in operating its school facilities. In compliance with State law, the Meriden Public School system actively practices an Integrated Pest Management program. The law requires that the school system develop a registry of parents and staff that would like notification prior to application of a pesticide on school property. Meriden's Integrated Pest Management program entails some of the following procedures:

1. Buildings are visually inspected on a regular basis to determine if any infestation exists and to eliminate any condition that might be conducive to breeding or attracting of pests.
2. Corrective actions are taken immediately when there is a potential concern.
3. Non-toxic solutions are utilized as a first course of action to abate any pest problem.
4. When toxic measures (pesticides) must be used, the least toxic available product is utilized.
5. Chemical treatment is only performed by State licensed applicators.
6. Treatments, when necessary, are done during non-school hours.

Parents wishing to be placed on the school notification registry should indicate so by registering in their child's school office.

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