



Integrated Pest Management Checklist

Name: Kyle Loveland, Supervisor of Maintenance

School: Simsbury High School

Room or Area: School Wide Date Completed: 11/1/24

Signature: _____

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

- 1a. Developed or located the school’s official policy statement for integrated pest management (IPM) ✓

Yes No N/A

2. DESIGNATING PEST MANAGEMENT ROLES

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

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) ✓
- 3b. Set appropriate pest management objectives for school grounds (such as providing safe playing areas and the best athletic surfaces possible) ✓

4. INSPECTING, IDENTIFYING, AND MONITORING

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

5. SETTING ACTION THRESHOLDS

- | | Yes | No | N/A |
|---|-----|--------------------------|--------------------------|
| 5a. Evaluated all available data obtained through inspecting, identifying, and monitoring | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b. Determined how many pests the school buildings, grounds, and occupants can tolerate | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c. Set action thresholds | ✓ | <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 type="checkbox"/> | <input type="checkbox"/> |
| • Classrooms | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| • Gymnasiums | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| • Locker rooms | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| • Offices | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff lounges | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| • Bathrooms | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| • Food preparation and serving areas | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| • Rooms with extensive plumbing | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| • Maintenance areas | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other | ✓ | <input type="checkbox"/> | <input type="checkbox"/> |

OUTDOOR SITES

6b. Implemented appropriate strategies to prevent pests from inhabiting the following areas:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| • Playgrounds | <input type="checkbox"/> | ✓ | <input type="checkbox"/> |
| • Parking lots | <input type="checkbox"/> | ✓ | <input type="checkbox"/> |
| • Lawns and athletic fields | <input type="checkbox"/> | ✓ | <input type="checkbox"/> |
| • Teaching gardens or greenhouses | <input type="checkbox"/> | ✓ | <input type="checkbox"/> |
| • Loading docks | <input type="checkbox"/> | ✓ | <input type="checkbox"/> |
| • Dumpsters | <input type="checkbox"/> | ✓ | <input type="checkbox"/> |
| • Areas with ornamental shrubs and trees | <input type="checkbox"/> | ✓ | <input type="checkbox"/> |
| • Other | <input 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 type="checkbox"/> | <input type="checkbox"/> |
| 7b. Ensured that pest management professionals integrate IPM into their pest management methods | ✓ | <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 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 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 type="checkbox"/> | <input type="checkbox"/> |
| 7f. Used protective clothing or equipment when applying pesticides | <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 type="checkbox"/> | <input type="checkbox"/> | ✓ |



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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7i. Applied pesticides when occupants were not present or in areas where they would not be exposed to the chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7j. Ensured that school occupants (students and staff) are notified of upcoming pesticide applications through posted notices and/or letters	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7k. Ensured that parents are notified of upcoming pesticide applications through letters	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7l. Kept copies of current pesticide labels and information on pesticides easily accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7m. Stored pesticides off site or in areas that are locked and accessible only to designated personnel.....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7o. Ensured that flammable liquids are stored away from ignition sources.....	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7p. Ensured that pesticides are stored in their original containers and all lids are securely fastened	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7q. Ensured that air in the storage space cannot mix with the air in the central ventilation system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

6. Pest management is ducted by outside contractors

The District does not use pesticides.

