

### **Instructions**

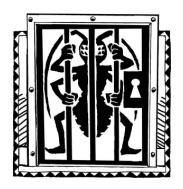
- 1. Read the *IAQ*Backgrounder and the Background Information for this checklist.
- 2. Keep the
  Background
  Information and
  make a copy of
  the checklist for
  future reference.
- 3. Complete the Checklist.
  - Check the "yes,"
     "no," or
     "not applicable"
     box beside each
     item.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

# **Integrated Pest Management Checklist**

Name:	Bridge/Aspire IAQ Tea	am		
School: 261 Skiff Street, Hamden, CT 06517				
Room or A	Area: ALL	Date Completed:	12-16-2024	
Signature:	Todd A. Solli			

1.	OFFICIAL POLICY STATEMENT	Yes	No	N/A
1a.	Developed or located the school's official policy statement for integrated pest management (IPM)			
2.	DESIGNATING PEST MANAGEMENT ROLES			
2a.	Assigned and trained a qualified person to be the pest manager			
	Involved decision makers in the IPM program	🙀		
	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	🔀		
	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.				
	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,			
4h	food, water, and harborage sites			
	Pinpointed the source of any current pest problems			
	Monitored to determine the extent of pest problems and to estimate pest			
4e	populations	🔼	<b>_</b>	_
	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 ...... 5b. Determined how many pests the school buildings, grounds, and occupants can tolerate....... 5c. Set action thresholds ..... 6. PREVENTIVE STRATEGIES **INDOOR SITES** 6a. Implemented appropriate strategies to prevent pests from inhabiting the following areas: • Entryways ..... • Classrooms • Gymnasiums • Locker rooms • Offices • Staff lounges ..... • Bathrooms • Food preparation and serving areas ..... • Rooms with extensive plumbing ..... • Maintenance areas ..... • Other ...... **OUTDOOR SITES** 6b. Implemented appropriate strategies to prevent pests from inhabiting the following areas: • Playgrounds ..... • Parking lots • Lawns and athletic fields..... • Teaching gardens or greenhouses. • Loading docks ..... • Dumpsters ..... • Areas with ornamental shrubs and trees ..... • Other 7. PESTICIDE USE AND STORAGE 7a. Explored alternative pest management methods before concluding that pesticides were necessary...... V 7b. Ensured that pest management professionals integrate IPM into their 7c. Identified the least toxic, target-specific chemical (or pesticide formulation) that is the most effective to address the pest problem, X 7d. Reviewed and followed all label instructions on pesticides and learned how to properly apply and handle these chemicals ...... $\Box$ X 7e. Used spot-treatment (or bait, crack, and crevice applications) to apply pesticides whenever possible and only treated the obviously infested X X 7g. Placed all pesticides in tamper-resistant bait boxes or locations that are X





## 7. PESTICIDE USE AND STORAGE (cont.)

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7h.	Locked or fastened lids of all bait boxes and placed bait away from the runway of the box	Yes ⊠	No □	N/A
7i.	Applied pesticides when occupants were not present or in areas where they would not be exposed to the chemicals			_
7j.	Ensured that school occupants (students and staff) are notified of upcoming pesticide applications through posted notices and/or letters	🛚		
7k.	Ensured that parents are notified of upcoming pesticide applications through letters	🔽		
71.	Kept copies of current pesticide labels and information on pesticides easily accessible	🗖		X
	Stored pesticides off site or in areas that are locked and accessible only to designated personnel	🛚		
7n.	Ensured that storage areas are adequately ventilated and are located away from areas prone to flooding or where spills or leaks may contaminate	57		
7.	the environment			
	Ensured that flammable liquids are stored away from ignition sources Ensured that pesticides are stored in their original containers and all lids			
7	are securely fastened	💢		
/q.	Ensured that air in the storage space cannot mix with the air in the central ventilation system	🛚		
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	🙀		
8b.	Ensured that pesticide records necessary to meet all state, local, and schoo board requirements are maintained			
8c.	Ensured that each log book contains the following items:			
	Copy of the pest management plan			
	Service schedules for maintenance of buildings and grounds			
	Current EPA-registered labels			
	• Current Material Safety Data Sheets (MSDS) for each pesticide project			
	<ul> <li>Pest surveillance data sheets</li> <li>Diagram noting the location of pest activity, traps, and bait stations</li> </ul>			

## **NOTES**

See Walkthrough Checklist for further details.

Pesticides are not used on campus.