Engaging School Nurses as Change Agents to Promote Integrated Pest Management in Northeast Schools

(http://www.northeastipm.org/working-groups/schools/)

Objectives

• Identify needs and opportunities for engaging and empowering nurses to reduce health risks of pests and pesticides at school.
• Provide training for school nurses throughout the NE region
• Develop and distribute outreach materials to school nurses
Pests and Pesticides Pose Health Risks in Schools

- Respiratory illness (mice, mold, roaches, caterpillars)
- Rashes and bites (caterpillars, bed bugs, ticks, fleas, lice)
- Diseases (ticks, mosquitoes, roaches, mice, flies)
- Stings (ants, bees & wasps)
- Acute and chronic pesticide toxicity
Yes, Your School DOES Use Pesticides

- Bleach and Disinfectants
- Wasp Spray
- Repellents
- Weed-killers
- Organic and Natural Bug Sprays
- Mouse Poison
- Ant Cups
- Plant Disease Sprays
Integrated Pest Management (IPM) is Best Practice to Minimize Risks of Pests and Pesticides

IPM Relies on:
• Education, Communication, Leadership
• Pest prevention
• Monitoring
• Biological, physical, cultural pest control methods
• Carefully selected pesticides used as last resort
Everyone Plays an Active Role in IPM

Health & Wellness Coordinator

Contracted pest professional

Business Manager: contracts, budgeting

Custodians: Sanitation, monitoring, pest reporting

School Nurse

Students & Teachers: education, sanitation, monitoring

Maintenance Staff: pest exclusion & monitoring

Office Staff: communication, records, scheduling

Sports Staff: scheduling, turf protection

Kitchen Staff: pest prevention & monitoring
### Develop an IPM Plan for Each School

Sample responsibilities matrix for pest monitoring component of IPM plan

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>IPM Coordinator or Facilities Manager</th>
<th>Principal</th>
<th>Custodian</th>
<th>Teacher</th>
<th>Nurse</th>
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<tbody>
<tr>
<td><strong>IPM Task</strong></td>
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| **2. Pest Monitoring and ID** | • Works with school nurse to establish communication and reporting protocol for pest and pesticide exposures.  
- Assigns pest monitoring tasks to appropriate staff members and provides training.  
- Ensures all staff are trained in pest reporting protocols.  
- Reviews each vendor service ticket and ensures vendors review pest monitoring records at each service visit. | Ensures teaching staff are trained to report pest sightings | Records and reports pest sightings and pest-friendly conditions | • Instructs students in pest-sighting protocols  
• Reports and records pest sightings | • Report and record pest sightings such as ticks, lice, bedbugs  
• Record and report suspected pest or pesticide exposure  
• Communicate with families to recommend action needed to address pest or pesticide exposures or sightings  
• Educate how to identify pests |
| **School grounds, kitchen, breakrooms, classrooms, locker rooms, storage, concession stands are regularly and systematically inspected for pests and pest-friendly conditions** | | | | | |
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**Anticipated Outcomes of Our Project**

• School nurses will learn how to access information needed to recognize health-impacting pests and pest-friendly conditions

• School nurses will be empowered to promote and support adoption of effective IPM policies and strategies in their schools

**Objectives**

• Identify needs and opportunities for engaging and empowering nurses to reduce health risks of pests and pesticides at school.

• Provide training for school nurses throughout the NE region

• Develop and distribute outreach materials to school nurses
# State Nurse Associations & State Agency Contacts

(See State Contacts list in Files Pod)

<table>
<thead>
<tr>
<th>State</th>
<th>State School Nurse Consultant Agency</th>
<th>State School Nurse Consultant</th>
<th>Email</th>
<th>Professional Association Contact</th>
<th>Professional Association Contact</th>
<th>Email</th>
<th>NASN Delegate</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>CT</td>
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<td>DC</td>
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<td>DC School Nurse Assn</td>
<td>Michele Kuhn</td>
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<td>NJ</td>
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<td>RI</td>
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Q1: What is your role?

Answered: 827  Skipped: 0
Q2: In which state do you work?
Q3: How do you view pest risk concerns in your school(s)?

On a scale of 1 (low concern) to 3 (high concern) ticks and mosquitoes top the list, followed by lice, stinging insects, poisonous plants and mold. Rodents (mice and rats), bed bugs and fleas are of moderate concern. Cockroaches which are asthma-allergen producing pests, and bats (a rabies vector) were of relatively low concern.

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Q4: How effective are your school(s)' prevention and response protocols?

On a scale of 1 (not effective) to 5 (very effective) respondents feel their schools’ practices are moderately to mostly effective, but a little less so for ticks and mosquitoes.

Northeast School Integrated Pest Management Working Group
Q5: Do(es) your school(s) have a written pest management policy?

Almost half of respondents did not know if their schools have a written pest management policy. Several NE states require schools to have one.
Q6: Do(es) your school(s) have policies regarding the use of repellents or other personal protection measures (such as protective clothing)?

41% of respondents said their school has policies for the use of repellents and other personal protective measures against ticks and mosquitoes. 22% do not have such policies. More than a third of respondents didn’t know if the school has these policies or not.
Q7: Do you feel adequate information is available to address your questions regarding pests?

Half the respondents said adequate information is available. The other half said it's not or they were unsure.
Q8: Which of the following learning opportunities would you be likely to utilize? (Check all that apply)

- 60% want to get information from websites
- 50% favored self-paced learning modules
- 45% would watch a 1-hr webinar
- 28% would attend a workshop at a conference
Goal for Today

Strategize to identify opportunities, pathways, and messaging to:

1) Provide school nurses with IPM information and tools to help them address pest and pesticide issues in schools

2) Empower school nurses to serve as leaders and advocates for adoption of IPM practices and policies in schools and communities
Polling Questions
Discussion Questions

1) What kinds of tools do nurses need to deal with pest and pesticide concerns encountered at school? Prompt: contact lists or organizational charts for each state, posters, lesson plans, learning activities, fact sheets, training modules and presentations, wallet cards, checklists, sample letters, sample policy statements, IPM implementation guidelines, SOPs for specific pests, other)

2) What tools do nurses need to educate other staff and families about pest prevention and response?

3) What opportunities should our group use to promote the availability of web-based tools and IPM information to school nurses? Prompt: professional conferences (exhibits, presentations, others), listservs (via state and national nurse associations), webinars, other?

4) What incentives should be offered to engage school nurses as change agents for IPM in their schools? CEUs for participating in training, recognition certificate, assessment tools to identify needs and opportunities for improvement?

5) What else would you like to share with us to help our project be successful?
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