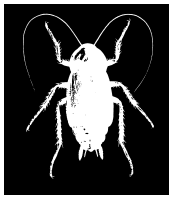




PROVIDING QUALITY PEST CONTROL SOLUTIONS FOR SCHOOLS AND INDUSTRY



School Pest News

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What will Mandatory IPM Coordinator Training Look Like?

By: Mike Merchant, PhD, Professor and Extension Entomologist

Ever since the Sunset Bill passed that sent the old Structural Pest Control Board to the Texas Department of Agriculture, the issue of ongoing training for school IPM coordinators has been on the table. Unfortunately, it's still there... on the table.

The mandate sounds simple. All school IPM coordinators are required to "obtain six (6) CEUs every three years. IPM Coordinators (IPMCs) must satisfy the CEU requirement by completing continuing education activities approved by the department that are appropriate and pertinent to the use of pesticides and the implementation of IPM strategies at school buildings

and other facilities of school districts." Unfortunately, what should be simple is often not--especially when it comes to school IPM.

The ideas that have been proposed boil down to two approaches. The first approach would require all IPMCs to attend a stand-alone, standardized 6-hour course, similar (or identical) to the 6 hour course that is currently required for all new IPMCs. A second approach would allow IPMCs to get their training hours as continuing education units (CEUs). The CEU approach would allow IPMCs to pick up their training hours in more than one location over the three year period. There are advantages and

disadvantages to both approaches.

Standardized Course

The standardized course appears to be the option favored by the Texas Association of School Boards. It has the advantage of ease of recordkeeping... just attend a course once every three years and you meet the training requirements. It would apply equally to IPMCs, regardless of whether they carry a pesticide applicator's license or not (in our 2006 survey, approximately 43% of coordinators were also licensed pesticide applicators). For some, a special training course provides less flexibility than collecting CEUs from

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Study Shows IPM Reduces Cockroach Allergens in Schools

By Rosemary Hallberg, Communication Specialist, Southern Region IPM Center

Nobody wants cockroaches crawling around the kitchen. Yet in many schools, that is exactly what cafeteria staff have to live with, even after the pest control professional has come to spray. As administrators from two North Carolina school districts found out while participating in a 2003-04 study, integrated pest management can rid the school of pests—and keep them away.

Led by entomologists at North Carolina State University, the 2003 study compared the effectiveness of conventional pest control to IPM with respect to lowering German cockroach allergen levels in schools. Schools - in both urban and rural districts - are prone to cockroach infestations and have very

high cockroach allergen levels. These allergens, *Blattella germanica* allergen 1, or simply Bla g 1, are associated with development and exacerbation of acute asthma in school children.

Researchers collected cockroach populations in three school districts—two of which were using conventional methods to control cockroaches and the third of which was using IPM. For the conventional methods, technicians simply applied insecticides on a monthly basis, or on an "as needed" basis. In the school district using IPM, technicians conducted visual inspections monthly, and documented conditions that might be condu-

cive to pest infestations. Sticky traps, also for monitoring purposes, were also employed. These monitoring and record keeping methods are very important to an effective IPM program.

During the course of this study researchers placed traps throughout each school to monitor cockroach populations. In the kitchen, the team put traps under the sink and under food prep areas. In the cafeteria, they put traps behind vending machines and in serving line areas. Traps were also placed in teachers' lounges and restrooms. In addition to these traps, the team vac-

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What will Mandatory IPM Coordinator Training Look Like?

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different trainings. For certified applicators, especially, who already attend courses to keep their license active, a standardized course may prove less convenient.

Another argument against a standardized 6-hour course is the concern that hearing the same course year after year would be repetitious and, frankly, boring. To our surprise, many of the IPMCs that come to our mandatory training for new appointees return annually for the refresher benefits of the training. We hear again and again that a first time through is not enough to absorb all the information a new IPMC needs to master. On the other hand, there's little doubt that having to sit through the same course again and again eventually loses its appeal for everyone. Of course a lot of this has to do with the course provider's attempts to keep material fresh and up-to-date.

A second option for the standardized course would be to allow or encourage incorporation of advanced topics in IPM into the approved courses. TDA could allow both kinds of courses to

be offered: introductory and advanced. An IPMC might be required to attend a certified *beginners'* course for new IPMCs and thereafter *advanced* courses (or be given the option to attend either after attending their first beginners course). Because Texas AgriLife Extension school IPM program already does this by offering a second (advanced) day of training in our regional training workshops, attending either of the six hour training days might meet the 6-hour training requirement.

CEU Option

Offering the option of obtaining 6-hours of training in individual CEUs is certainly more flexible. It also could allow you as an IPMC to pick and choose the time you attend training and customize the content of your continuing education. The difficulty comes in recordkeeping and deciding what kind of CEUs might qualify for mandatory training. The legislative mandate requires the continuing education be in school IPM-related topics. One option discussed at the

Structural Pest Control Advisory Committee was to allow *any* CEUs to count toward the six hours. But this creates a loophole that would allow IPMCs to get hours in topics that are not helping them grow professionally as IPMCs. The question faced by TDA is whether a course in termite biology would count toward school IPM-related training. How about a class in spray drift? Although these classes could certainly have some benefit for IPMCs, especially those who are certified applicators, they would miss some key skills; and licensed applicators already have to take such coursework to maintain their applicator's license.

An IPM coordinator's duties are much different than that of the average pesticide applicator. Few pesticide applicator classes offer training in some of the critical skill sets needed for administering a school IPM program. For example, outside of our school-specific training, I've never seen a CEU class in how to develop thresholds for an indoor IPM program, how to develop written IPM plans for specific pests, how to develop an educational program in IPM for staff, how to keep the

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Study Shows IPM Reduces Cockroach Allergens in Schools

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uumed school kitchens and classrooms, in order to collect and quantify Bla g 1 samples.

In the two school districts using conventional pest control methods, including insecticide sprays along baseboards and cockroach baits, researchers found on average anywhere from 9 to 187 cockroaches per week in the traps. In the school district using IPM, no cockroaches were ever found in any of the 41 traps.

No, the school district using IPM didn't have smarter cockroaches. Staff from the schools that had been using IPM had been setting traps, well before the study began. Because their monitoring program had been in place for some time, they were able to effectively reduce the numbers of pests entering the schools. They had sealed cracks from the outside of the building, and kitchen

staff made sure counters, sinks, and floors were always clean at the end of the day. All of these practices serve to enhance an effective IPM program.

When results of the study showed that the two school districts that had been using insecticide sprays had more cockroaches and higher levels of Bla g 1 in the vacuum dust than did the school district using IPM, administrators from the first two school districts took notice.

They also immediately switched to using IPM to control cockroaches.

Under the Schoolchildren's Health Act, North Carolina schools must convert to IPM by 2011. However, many school district administrators have been reluctant because of cost.

"The monetary costs for IPM might be higher initially, but it pays for itself down the road and provides a healthier school environment," said Godfrey Nalyanya, one of the researchers in the study, as quoted in *ScienceDaily*.

The results of this study should serve as a strong incentive to switch to IPM—fewer pest problems, fewer health problems, and a healthier learning environment.



Dr. Godfrey Nalyanya, North Carolina State University and Buddy McCarty of Wake County Public Schools look for any potential problem areas at a Raleigh middle school.

2008 Regional IPM Coordinator Training Dates

Location	Training Date	Registration Deadline
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Columbia-Brazoria ISD	April 20 & 21, 2010	4/16/10
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Support Services Building Located behind West Brazos Junior High, 20044 N Highway 36 or 111 Roustabout Dr, Brazoria, TX

Region 2 ESC	May 13, 2010 (Day 1 Only)	2/02/10
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Corpus Christi for information about registering please contact Karen Wiesman, Operational Services 361-561-8448

We are looking for locations to begin the 2010-2011 season—if you are interested in hosting a training please contact Janet Hurley 877-747-6872

Class time is 8:30 am to 5:00 pm with an hour for lunch.

Advanced Cost: \$210 for both days, \$135 for one day only

Late Registration and Day of Event Fee \$240 for both days, \$155 for one day

To Register go to <http://agrillifevents.tamu.edu> Keyword: School IPM

Day One – Required IPM Coordinator Training

If you're a new IPM Coordinator and have not yet taken the six-hour mandatory IPM Coordinator training, this class is for you. This class fulfills Texas state requirements for IPM Coordinators under Texas Administrative Code (TAC), Title 4, Part 1, Chapter 7, Subchapter H, Division 3, RULE §7.150, School IPM. Whether this is your **first time**, or you just need a refresher course, this day will help make your school district's pest management program something to be proud of. The course will cover legal requirements for schools, an introduction to IPM, how to monitor your schools under the new requirements, and a hands-on exercise to understand the difference between Green, Yellow and Red Category pesticides. Students are encouraged to bring their questions regarding their program and a willingness to learn new things.

Day Two – Advanced Coordinator Training

Advanced training is for **both experienced and new school IPM coordinators**. In order to help you incorporate the new school IPM rule changes, our second day will be devoted to understanding what it means to have an IPM program. In addition, Dr. Merchant will be offering a session on insect ID and monitoring devices, what to look for and when to be concerned. This training will offer CEU credits for those who are licensed under the Texas Department of Agriculture/Structural Pest Control Service.

In addition, participants will conduct a facility inspection utilizing the tools and new skills learned in the class. All attendees will receive a newly revised School IPM coordinators Training Material notebook with helpful forms and information you will need to make the necessary improvements to your IPM program.

Due to increasing costs and the fact that not everyone needs a school IPM manual, School IPM manuals will be made available for sale at all of our trainings, as well as our videos. We will accept check, Master Card, Visa, and Discover.

All Materials can be purchased directly from the Texas AgriLife Bookstore <https://agrillifebookstore.org/> or call Debbie Mitchell at 888-900-2577



B-6015 - An Introduction to IPM in Schools—a manual on how to implement an IPM program for your school district.

An important aspect of this is reducing the chance of pesticide misuse where children study and play. IPM is a multi-tactical approach to preventing pest problems, and this manual gives resources needed to comply with provisions of the Texas school IPM law. It includes instructions for developing an IPM policy statement, information on contracting pest control services, sample forms, and a resource list.

Retail price \$25

SP—292 English 6 modules with workbooks

SP—292S Spanish with CD with pre and post tests

The ABCs of IPM program brings the benefits of integrated pest management to school environments. This training series introduces IPM concepts to help school district personnel implement IPM programs. The training is intended for IPM coordinators, teachers, administrators, food service workers, grounds keepers and maintenance personnel. The materials in this series include six publications with accompanying videos on DVD

Retail Price \$40



Let the SWTRC help you through your pest emergency. Our faculty may be able to put you in touch with experts that can help you solve a tough problem, or can serve as a resource to whom you can refer media for accurate and helpful information.

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By: Mike Merchant, PhD, Professor and Extension Entomologist

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kind of records required to be kept in schools, or in how to identify green, yellow and red category pesticides. Yet these are all basic skills required by IPM coordinators today. Also CEU courses designed for general applicators do not cover changes to school IPM rules and regulations in the depth needed by an IPMC who must know these rules on a daily basis.

There's little doubt that School IPM coordinators need school-specific training to excel in their roles. This *could* be achieved under a CEU option if TDA would set up a new training category specifically for "IPM for Schools". Under this option, school IPMCs would have to obtain most or all of their CEUs in courses that had content directly related to the unique job description of a school IPM coordinator. Having a new category like this would have the added benefit of encouraging more school IPM related courses to be offered to the whole pest control industry.

The school IPM advisory committee, of which I am a member, discussed all these options at our January meeting. Unfortunately, we could not come to consensus as to what would be best for you and your profession. Because the Texas Department of Agriculture is under pressure to come up with a system quickly, I expect a plan to be drafted and announced soon. I don't know what the proposed system will look like, but all IPMCs should understand the options and be prepared over the coming months to tell TDA what system will work best for you.

MSMA gone, but not forgotten

By: Janet Hurley

The U.S. Environmental Protection Agency announced in September that DSMA, CAMA, cacodylic acid and its sodium salt, all organic arsenicals, will be phased out under an agreement with major manufacturers. All uses of DSMA, CAMA, and cacodylic acid and its sodium salt, and all uses of MSMA except cotton, sod farms, golf courses, and highway rights-of-way, were canceled as of September 30, 2009. Use of MSMA on sod farms, golf courses, and highway rights-of-way is prohibited after December 31, 2013.

EPA had announced in its 2006 Re-registration Eligibility Decision that organic arsenicals would not be eligible for re-registration.

"Phasing out these uses is expected to accelerate the transition to new, lower risk herbicides," according to EPA's announcement in the Federal Register dated September 20, 2009.

"Following application, these pesticides [organic arsenicals] convert over time to a more toxic form in soil, inorganic arsenic, and potentially contaminate drinking water through soil runoff," EPA explained. "At that time [when the 2006 RED was released], EPA believed that inorganic arsenic also could enter the human food supply through the meat and milk of animals fed cotton by-products treated with MSMA. In completing the RED, EPA determined that the aggregate dietary risks from food and drinking water combined did not meet the food safety standard."

EPA made that decision after reviewing industry-submitted data that showed "that no residues of inorganic arsenic are likely to remain in the meat and milk of animals fed cotton by-products that have been grown in fields treated with MSMA, or in food crops that are rotated with cotton that has been treated with MSMA."

"For products used on cotton and products phased out after 2009, new use restrictions and mitigation measures will be added to increase protections to water resources," EPA announced.

Further, the announcement noted these specifics:

- By September 2009 registrants must submit voluntary cancellation requests for all uses, other than the use of MSMA on cotton.
- By the end of 2009, many existing uses will be phased out and canceled including use on residential lawns, forestry, non-bearing fruit and nut trees, and citrus orchards.
- Over the next four years, uses on golf courses, sod farms, and highway rights of way will be phased out, promoting transition to alternatives.

EPA will amend the 2006 Organic Arsenicals RED to reflect the provisions of the agreement.

The organic arsenicals agreement and related information will be available at www.regulations.gov in Docket EPA-HQ-OPP-2006-0201 and EPA-HQ-OPP-2009-0191 and on the re-registration chemical pages for these pesticides at

<http://www.epa.gov/pesticides/reregistration/status.htm> or for the full Federal Register information page, which also contains a list of product names is located at <http://www.epa.gov/fedrgstr/EPA-PEST/2009/September/Day-30/p23319.htm>

For additional information, please contact Tom Myers, Office of Pesticide Programs, US Environmental Protection Agency (703) 308-8589.

"Notable Quote"

"Chance favors the prepared mind." By Louis Pasteur, referring to the truth that we increase our "luck" and chance of success in all things by hard work and committed study of our profession.

Announcements and Information you can use to help grow your school IPM program

Be an IPM Pest Detective! New Video Game for Students and Teachers

By Erin Bauer and Clyde Ogg, University of Nebraska--Lincoln.

Eureka Elementary School has serious pest problems including flies, cockroaches, rodents, ants and spiders. Fortunately these pests are the virtual kind, living inside a new on-line video game designed to teach students and teachers about Integrated Pest Management (IPM). Developed by University of Nebraska--Lincoln Extension, ***Pest Private Eye and the Case of IPM in Schools*** is a valuable addition to any IPM education plan. The website also includes a teacher's guide with additional activities, lesson plans, pest profiles and a Pest Private Eye comic book.

The game targets fourth through sixth graders. Players perform a "virtual investigation" of Eureka Elementary, a fictional school. By learning about and identifying pests, inspecting rooms, picking up and using tools and interacting with school personnel, the student 'Pest Private Eyes' helps solve the school's pest problems. A virtual assistant, Penny Poe, helps players navigate the game including presenting important concepts.

During play, students learn about and implement various IPM strategies including sanitation by reducing clutter and cleaning up trash, exclusion by screening windows, eliminating access to harborage by sealing holes and to water by fixing leaks, trapping and other least hazardous pesticide options. By using a magnifying glass when they see a pest, players learn about the importance of identifying a pest before taking action to control it. Players use a "Pest ID" book to help with identification and can pick up clues about what pests have been observed by speaking with the principal and other school staff.

Students learn by using other IPM tools including flashlights, sticky traps, snap traps, bait and trash bags. During the game, players meet a pest management professional (PMP) who provides his cell phone number, enabling players to "call" for help and hints throughout the game. In the real world, this interaction with school administration, staff and the PMP represents the teamwork required for a successful school IPM program.

Funding for the game was provided by US EPA. Valuable feedback was contributed by pilot participants including libraries, summer 4-H camps and after-school programs. For more information about ***Pest Private Eye and the Case of IPM in Schools***, including links to a demo, the Teacher's Guide,

comic book and other resources, please visit <http://schoolipm.unl.edu/pestpi/>. Introduce the game to teachers and students in your school, and start a community-wide discussion on pest management issues and IPM!

National Healthy Schools Day - April 26th

National Health Schools Day is an important day for everyone to celebrate and promote healthy and green school environments for all children through the use of US Environmental Protection Agency's Indoor Air Quality (IAQ) Tools for Schools (TfS) Program. Celebrated on Monday, April 26, 2010, National Healthy Schools Day is coordinated by Healthy Schools Network in collaboration with US EPA and the Council of Educational Facility Planners – International (CEFPI). It is the first day of School Building Week. The 2010 campaign will focus on using certified green cleaning products which help reduce pollutants from indoor air. Did you know: 25% of chemicals in the cleaning products used in schools are toxic and contribute to poor indoor air quality, smog, cancer, asthma, and other disease, and, that's more than 450 contaminants of air found in widely used products?

New Public Service Announcement on Rodent Management

A new video public service announcement provides information on how to prevent rats and mice from infesting homes. Entitled "Infestations Vacations," the video is a spoof of a television commercial advertising a vacation service for rats. By showing all the "amenities" that attract rodents into homes, the video educates viewers on how to prevent infestations in the first place and, as a result, eliminate the need to use pesticides for rodent control. The public service announcement was developed by EPA's Office of Pesticide Programs in partnership with students from Howard University in Washington, D.C. It was produced by the Earth Conservation Corps, a non-profit organization that prepares inner-city youth for environmental careers.

To view the video, go to: <http://www.epa.gov/pesticides/controlling/rodents.htm> You can view this in several formats, does take a few minutes to download.

Educational Information for teachers and staff about Mites

By: Dr. L.C. "Fudd" Graham and Krystal W. McDuff, Auburn University School IPM Program

The Truth about Mites

Although mites are not insects they often get grouped in with a vast assortment of urban insect pests. Mites are actually arachnids rather than insects since they have 8 legs (as adults) and two body regions as opposed to the six legs and three body regions that insects have.

Mites are one of the most abundant groups of organisms on the earth. Beneficial mites include species that break down organic matter and predators of pest insects and other mites.

While most mites carry out their business quietly without disturbing anyone, the mites that get attention are the ones that cause problems. The troublemakers (as far as humans are concerned) can generally be divided into two groups: those that are pests in homes such as stored product and dust mites which are a nuisance but are not directly parasites of humans, and mites that bite or are parasites of humans. Since mites are such a large group, this article will discuss a few common structural mite pests you may encounter at schools.

Clover Mites

The mites that are commonly known as "clover mites" are large, red, household invaders that can sometimes be seen indoors in large groups. They are strictly plant-feeders. They sometimes migrate indoors when temperatures change, or host plants outside are destroyed. They never bite humans or cause damage to property but if an attempt is made to crush them, they may leave reddish stains on furniture, walls and upholstery. Although it is uncommon, they may also cause allergic reactions in sensitive individuals.

The best way to prevent clover mites from coming indoors is to create a barrier between plants and buildings. Putting down a mulch or gravel and getting rid of any plants that are directly touching a building will discourage mites from creating populations around the campus that could potentially migrate indoors. If mites are already indoors, vacuuming is the best way to get rid of them without crushing them. Vacuum cleaner bags should be disposed of immediately. Although it is difficult to get rid of clover mites, their migrations are short lived and they usually go away on their own within a few days.

Mold Mites

The term "mold mites" refers to a large group of mites that include the "cheese mite", "grain mite" and "flour mite". They are not harmful to humans in any way but are a pest of human resources. These mites feed on a wide variety of food sources including mold, fungus, stored grains, pantry products like cereals, and pasta, cheese, fruits, seeds, straw, etc.

The key ingredient for large infestations to flourish is moisture or high humidity. Mites are prone to desiccation, or drying out and need moisture to live and thrive. Control measures include keeping food and other resources dry and controlling the humidity in places where food stuffs will be stored. If infestations are discovered, it's best to throw away

products that are found to have mites in them and clean the areas around the infestations with soap and water to kill any mites that might be lingering in the area. To prevent future infestations, it's a good idea to store open food stuffs in air tight plastic containers or air tight plastic baggies (depending on the size of your need) to help keep pests out.

Dust Mites

There are a few different species of mites that we commonly refer to as "dust mites". They have similar life cycles and cause similar problems for human beings so we group them together.

Dust mites primarily feed on dander, or dead skin of humans and animals. This is why they have the capability of building up large populations in places where humans inhabit. Carpet, mattresses, pillows, and upholstery are great habitats for dust mites because they usually supply mites with a constant food source.

House mites are microscopic but they can cause a number of respiratory problems for humans beings if populations get too numerous. Since they cannot be sight identified, samples must be taken and identified by a trained professional. This is usually not necessary because some simple prevention and control measures can be initiated if mites are a suspected problem. These measures include: dusting and vacuuming frequently, washing sheets, blankets and pillow cases weekly, purchasing a special mattress cover that prevents mites from coming through and using air conditioning rather than opening windows since mites thrive in moist, humid conditions.

School Impacts

Although structural mite pests do not bite humans or transmit diseases, they do have the ability to negatively impact school systems. First and foremost are problems regarding allergic reactions. These can include mild skin irritations, or be more serious such as asthma attacks in certain individuals.

Although some mites are microscopic and not visible to the naked eye, some like the clover mite are large and can be seen crawling slowly along walls (usually near windows). This can not only be a distraction, but may also be alarming to many children and adults who have a fear of insects.

Stored product mites can also be a problem in school kitchens when there are moisture and humidity problems, and when food is stored improperly.



Clover Mite

Gary Alpert, Harvard University, Bugwood.org



The Power of Professional Organizations

By C.G. Cezeaux, IPM Coordinator for Spring Independent School District, Houston, TX

Soon after graduating in 1980 from Stephen F. Austin State University with a Masters degree in Mid-management, I was hired as an assistant principal at [Spring Independent School District](#). Over the next 30 years, I would transition from assistant transportation director, to director of operations, to IPM coordinator. In 1995, when my supervisor asked me to take on the role of IPM coordinator, I had no idea what the position entailed. All I knew was that I had to register for a certification course and the closest one was offered through Texas AgriLife Extension Service in Dallas. At the annual training session, we learned the history of IPM, its importance in schools and how to read pesticide labels including signal words and active ingredients. This was a wakeup call for me. I had never heard of some of the chemicals presented at the training. On my flight home, I knew I had taken on a big responsibility and that an IPM program could have a dramatic impact on the education and health of students and staff in our district.

To get my head around how to start an IPM program, my pesticide applicator and I reviewed every piece of paperwork we had, and openly discussed our current practices including monitoring, trapping and spraying. Though this review was helpful, I still felt lost and in need of guidance and peer support. After a little searching, I found a fantastic Houston-based association called [Gulf Coast Maintenance and Operations](#) (GCMO). Members of the organization are maintenance and operation directors but also wear other hats such as IPM coordinators and energy managers. Later I joined the [Texas Association of School Business Officials](#) (TASBO), which holds biannual conferences for its members located throughout the state. This past year, Janet Hurley of Texas AgriLife Extension Service, Tom Ohm of Frisco Independent School District and I formed the first state-wide IPM coordinators organization called Texas Integrated Pest Management Affiliates for Public Schools (TIPMAPS). We now have local chapters in the Houston, Dallas-Fort Worth and San Angelo areas. All three organizations have helped me network and given me peer support and hands-on materials.

I believe it is essential for IPM coordinators to belong to a professional organization. Associations like GCMO, TASBO and TIPMAPS provide individuals with opportunities to meet people from school districts of all sizes and all types of organizations from all over the state. Association membership is about re-energizing old ideas and grasping new ones, learning new skills and sharing opinions with members of your profession. Without these organizations, we would not have our strong peer networks, the many continuing education opportunities or strong voices on legislation that affects us daily. I highly recommend that you find a professional organization in your state or region to join. And remember, you only get out of an organization what you put into it, so look for opportunities to get involved where you can best contribute as well as where you have most to learn.

Coming soon www.tipmaps.org

Educational programs of the Texas AgriLife Extension Service are open to all people without regard to race, color, sex, disability, religion, age, or national origin. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating



Go Ahead! Make Our Day! STEAL This NEWSLETTER!!

The SWTRC gives permission for you (IPM Coordinators, Maintenance & Operations Directors, teachers, custodians, and other interested parties) to steal this or past newsletters. In fact, we beg you to pass this newsletter on, steal articles to use in your own school's newsletter. Our newsletters are for informational and educational purposes. Our objective is to educate everyone about IPM.

For more information contact Janet Hurley at schoolipm@tamu.edu or call toll free at 877-747-6872

The Southwest Technical Resource Center is an informational resource for all your pest control needs. We offer on site assistance (at no charge), Texas state approved IPM coordinator training, educational resources, like manuals and videos, and much, much more. We understand that you don't have time to look up every answer, that's why we're here. We are committed to helping find answers for your pest problems and will even help you organize your mandatory paperwork. We can also help you find resources for most of your other environmental quality needs. Our team of experts in entomology, plant pathology, turf management, and indoor air quality can help with most any situation.

