Pests and Pesticides in Child-serving Facilities: An IPM Newsletter

A New Color Identification Guide For Pests In and Around Buildings
Karen M. Vail

School personnel, pest management service technicians and others concerned about household and structural pests will find the new identification guide, Pest Identification Guide for Pests in and Around Buildings, to be helpful. This guide was initially intended to help school personnel identify pests more accurately when logging pest sightings into their school IPM logbook or when calling for professional pest management assistance, but it will also be useful in other commercial facilities or homes.

The guide is 3.5 by 5 inches and will easily fit into a pocket. Printed on a glossy, heavy cardstock with a top coil binding, each pest page includes the common and scientific name of the pest, three written sections (description, life cycle, and “where to look”), a scale showing exact size and at least one color image of the pest. Pests include ants, cockroaches, flies, pantry pests, paper pests, public health pests, termites, spiders, wasps and bees, and rodents. Members from the Southern Region School IPM Working Group wrote and edited this guide and funding was provided by the Southern Region IPM Center. Guides can be purchased for $12 through the LSU AgCenter at https://store.lsuagcenter.com/p-85-pest-identification-guide-for-pests-in-and-around-buildings.aspx

Spiders

Black widow spiders
L. apterae ssp.

DESCRIPTION: Shiny, black spider with globular abdomen, usually with two reddish, triangular-shaped markings on the underside of the abdomen. These markings are often joined to form a hourglass shape. The red markings vary among individuals and may look merely like spots, or a row of red spots may occur on the top of the abdomen. Immature spiders have white, yellow, orange or red markings on the top of the abdomen. The egg sac is free (not attached to flat surfaces). It is tan with a tough paper texture and is spherical with a nipple on the tip.

LIFE CYCLE: Egg, spiderling (nymph) and adult

WHERE TO LOOK: They are not common indoors, but they are found in undisturbed sites such as basements and storage areas and prefer cluttered areas. Webs are built between stationary objects and walls. Outdoors, they prefer protected places near the ground, such as under stones, pieces of wood or brick piles or in rodent burrows and hollow tree stumps. Their favorite places are barns, sheds, meter boxes, brick veneer, barrels and woodpiles.
EPA Encourages Verifiable IPM in Every School
PESPWire Spring, 2011

EPA’s Office of Pesticide Programs believes strongly in Integrated Pest Management (IPM) as an approach to pest control. We promote IPM adoption through our Pesticide Environmental Stewardship Program as well as our various grant programs. EPA offers competitive grant opportunities to encourage IPM approaches to bed bug management and to address the problem in communities disproportionately exposed to environmental harms and risks.

Asthma is epidemic among children in the US and other countries, impacting nearly 6% of school children nationally, with rates as high as 25% in at least one urban center (Centers for Disease Control 2006, Nicholas et al. 2005). Asthma can result from and be triggered by exposure to cockroaches, other pests and pesticides. The cost of treating asthma in children under 18 years of age is $3.2 billion per year (Centers for Disease Control 2006). More than 12.8 million school days are lost per year due to asthma alone (American Lung Association 2005). Exposure to pests and pesticides can both cause asthma and trigger asthma attacks.

EPA encourages the adoption of IPM practices to reduce exposure to, and risk from pests and pesticides in and around schools. The focus is on public schools grades K-12. The goal is to decrease exposure of children to pests and pesticides through increased adoption of verifiable and ongoing IPM programs.

EPA’s Regional Offices are involved in IPM Activities as well. In particular regional offices: issue grants and contracts to develop and implement sustainable, verifiable school IPM programs; sponsor and/or support school IPM events; conduct/fund school IPM training, outreach, and technical assistance to increase implementation; provide IPM templates for school districts to encourage implementation; conduct outreach to pest management professionals who contract with schools on IPM techniques; coordinate with other regional programs that target schools; and partner with stakeholders who implement school IPM.

An important priority for EPA nationally and regionally right now is verifiable school IPM. This ongoing activity includes the documented elements of:
• Understanding your pests
• Setting action thresholds for key pests
• Monitoring for pests, their locations and populations
• Removing conditions that allow pest infestation
• Using one or more effective pest control methods including sanitation, structural maintenance, and nonchemical methods in place or in combination with pesticides

The use of verifiable school IPM not only promotes a healthy environment for our children, it allows for a measure of the level of implementation of IPM approaches, making it a high priority item.
Pest Spotlight

Odorous House Ants, *Tapinoma sessile*, the Most Common Structure-invading Ant in Tennessee

**Description:** Workers are one size, about 1/8 inch and black to brown. The waist (pedicel) has one segment with a flattened, and difficult to see node. These ants emit a disagreeable, rotten coconut-like odor when crushed. The tip of the abdomen lacks a circle of hairs.

**Life Cycle:** Egg, larva, pupa and adult

**Where to Look:** Indoors, nests are found inside wall voids, around heaters and hot water pipes and in crevices around sinks and cupboards. Outdoors, nests are shallow, often under objects such as rocks, landscape timbers and mulch. They prefer sweets but will eat food with high protein (meat or carrion). These ants are fond of honeydew and tend honeydew-producing insects.


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For more information about IPM in Tennessee schools and other facilities, or to view past issues of *Pests and Pesticides in Child-serving Facilities*, please visit schoolipm.utk.edu or utyeah.utk.edu

NATIONAL IPM INFORMATION
eXtension’s Pest Management In and Around Structures: Urban Integrated Pest Management

National School IPM
schoolipm.ifas.ufl.edu/

IPM in Schools Texas
schoolipm.tamu.edu/resources.htm

IPM Institute of North America
www.ipminstitute.org/

School IPM PMSP—all schools IPM by 2015

National Pest Management Association IPM
www.whatisipm.org/

EPA schools
www.epa.gov/pesticides/ipm/schoolipm/index.html

For further information about the IPM program at your school or in your county, contact your county Extension Agent or the school IPM Coordinator. For county agent contact information, please visit www.agriculture.utk.edu/personnel/districts_counties/default.asp

Precautionary Statement
To protect people and the environment, pesticides should be used safely. This is everyone's responsibility, especially the user. Read and follow label directions carefully before you buy, mix, apply, store or dispose of a pesticide. According to laws regulating pesticides, they must be used only as directed by the label.

Disclaimer
This publication contains pesticide recommendations that are subject to change at any time. The recommendations in this publication are provided only as a guide. It is always the pesticide applicator's responsibility, by law, to read and follow all current label directions for the specific pesticide being used. The label always takes precedence over the recommendations found in this publication.

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