



NORTHWEST CENTER FOR  
ALTERNATIVES TO PESTICIDES

# SPECIAL REPORT:

## Oregon Schools are Reducing Pesticides!

### An Analysis of State Integrated Pest Management (IPM) Legislation



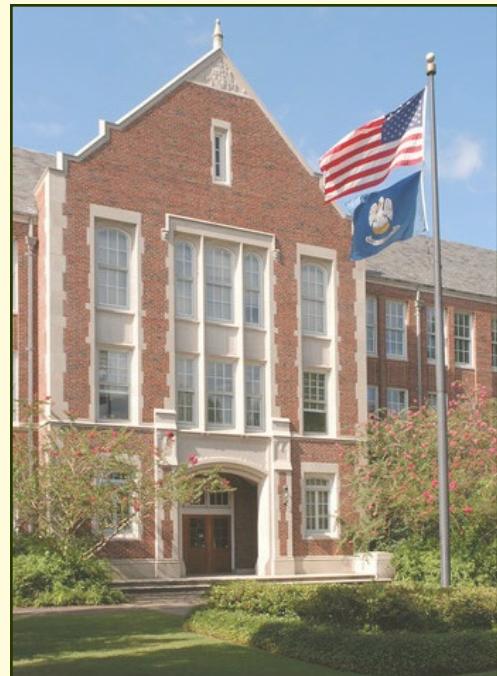
#### **Students need a healthy school environment in order to perform their best.**

If a school relies on harmful chemical pesticides to control pests, indoor air quality is compromised and negatively impacts the learning environment. Since 2012, Integrated Pest Management (IPM) policies have been required in schools and community colleges in Oregon as part of ongoing efforts to reduce pesticide exposure.

We've reached an important milestone. Two years have passed since implementation of a law to protect students from pesticide exposure and we need to know where we stand. What's working and where can we improve?

Northwest Center for Alternatives to Pesticides (NCAP) has created this report to monitor the integrity of the Oregon School IPM law. As an independent organization, we understand the need to evaluate the effectiveness of laws we helped put in place. This report includes background information on the law and a summary of survey results from 123 IPM coordinators across the state, representing 197 campuses. We also highlight success stories from across Oregon to share the good news that schools are reducing pesticide exposure. **41% of campuses** that responded **have eliminated all pesticide applications**, and **90%** of the survey respondents **support efforts to reduce pesticides in schools** (109 out of 121). Finally, we offer policy recommendations to ensure that this law is protected and remains effective. These changes will better protect the health of students and employees in 1,295 public schools, community colleges, Head Start centers, and other campuses covered under the law. Please contact me for more information.

Megan Dunn  
Healthy People & Communities Program Director  
[mdunn@pesticide.org](mailto:mdunn@pesticide.org)  
425.238.4089



**The Northwest Center for Alternatives to Pesticides (NCAP)** works to protect community and environmental health by inspiring the use of ecologically sound solutions that reduce the use of pesticides. Since 1977, NCAP has worked to advocate for strong policies and to provide education, training and other resources that result in pesticide reduction.

**The Oregon School IPM Law** (ORS 634.700-634.750) was passed in 2009 and implemented in 2012. NCAP worked closely with legislators and a working group to ensure the law was scientifically sound and would take steps to protect students and employees.

The law defines IPM as a **proactive approach to pest management to achieve long-term pest prevention and suppression**. This approach protects the health and safety of humans, the campus grounds and structures, and the ecosystem by utilizing reduced risk approaches to managing and preventing pests. The regulation emphasizes non-chemical methods over the use of pesticides, including sanitation and physical facility changes. The law clarifies that campuses must not apply pesticides for purely aesthetic purposes.



Photo: Doug Beghtel/The Oregonian

### Each school or district must have a coordinator and an IPM Plan. The IPM Coordinators are required to:

- Oversee pest prevention efforts
- Ensure the IPM plan in the school is followed in their district
- Assure notification, warning sign posting and record keeping of applications
- Maintain an approved pesticide list
- Respond to school staff and parents about non-compliance
- Periodically assess pest control measures
- Receive 6 hours of training every 12 months

### Campus Demographics

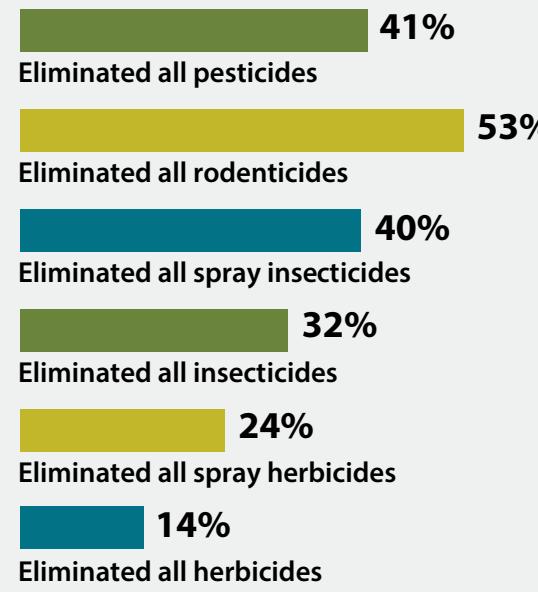
NCAP Conducted an Online Survey of IPM Coordinators in October 2014 to receive valuable feedback about the Oregon School IPM Law. Survey answers were collected anonymously with the understanding that the aggregated information would potentially be shared with lawmakers in addition to being used to help meet educational and training needs. The online platform survey monkey was used to collect data from 16 questions and data was

analyzed in Microsoft Excel and SPSS statistical software. Of the 409 deliverable email addresses that the survey link was sent to, 123 surveys were completed for a 30% response rate. These responses represent the following campuses under the law: 197 school districts, community college campuses, Head Start centers, Oregon pre-kindergarten programs and Oregon School for the Deaf.

Respondents to the survey were primarily Facilities Managers (33%) and District IPM Plan Coordinators (31%), other positions included custodians and custodial supervisors, grounds staff, teachers and maintenance staff. Results indicate the majority (62%) of campuses have less than 1,000 students. Of the 123 respondents, 95 or 77% had a campus with a sports field.



### How is IPM Reducing Pesticide Use in Schools?



**The Survey** included questions aimed at understanding which of the main components of the law were being followed, what barriers exist for implementation, specifics on alternative practices and support for the law. Results are summarized here and full results are available by request.

### Employees support reducing pesticide use in schools and childcare centers:

90% (109 out of 121) support efforts to reduce pesticides.

**A majority of campuses now use preventative methods over chemical pesticide applications:** 76% of campuses *always or most of the time* use preventative and non-chemical methods over pesticides.

**Children's health is being protected:** Highly toxic chemicals (known to cause cancer) are being eliminated; 34% of schools and centers have a list of highly toxic chemicals to avoid.

**Identified obstacles** included obtaining the proper licensing to apply pesticides, educating school staff about their role in IPM and managing pests without pesticides or only low-impact pesticides.

### Which of the following are being accomplished by the IPM Coordinator for your district? (Select all that apply)

Receive 6 hours of training every 12 months	94%
Conduct education and outreach to school staff	69%
Oversee pest prevention efforts	88%
Ensure the IPM plan in the school is followed	81%
Assure application notification, posting and record keeping	77%
Maintain approved pesticide list	72%
Respond to school staff and parents about noncompliance	59%

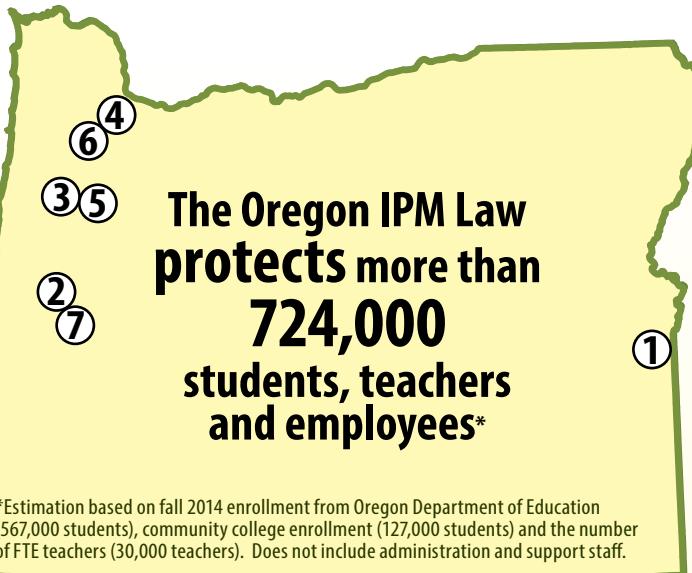
**"The big thing about IPM here is that before, individual departments would have a can of Raid or set out their own De-Con. Now it is being controlled and these products are not used at all in favor of better methods."**

-School IPM Survey Respondent

### Success Stories

**1 Ontario School District** drastically cut back on using pesticides and continues to try to reduce routine pesticide use. They've had success with billbugs on turf by understanding the lifecycle of the bugs. Previously, they would broadcast spray 80 acres. Now they use drop spraying along concrete barriers at an optimal temperature. They set out early traps for hornets and wasps and have seen a reduction in maintenance calls for yellow jackets and wasps.

**2 Corvallis School District** uses a vacuuming method to extract ground-nesting yellow jacket nests that pose a stinging threat to campus occupants. This reduces the amount of insecticide used.



\*Estimation based on fall 2014 enrollment from Oregon Department of Education (567,000 students), community college enrollment (127,000 students) and the number of FTE teachers (30,000 teachers). Does not include administration and support staff.

**3 The Chemeketa Eola Northwest Wine Study Center** campus has reduced herbicides by employing goats to eat blackberries and other unwanted weeds. Pesticide applications have reduced each year as the grazing has extinguished numerous unwanted weeds from returning.

**4 Portland Public Schools** has also reduced herbicides by using goats. A herd of more than 20 goats now mow a troublesome patch of blackberries and weeds on a steep slope near the Portland Public Schools headquarters. A llama named Monty accompanies the goats to protect them from predators. Using goats also saves the district thousands of dollars a year.

**4 Portland Public Schools, 5 Salem-Keizer School District and 6 Beaverton School District** are now employing non-chemical methods to combat ant pests. This is a change from applying a granular, liquid, or gel bait as a first response. The practice of accurate ant identification, diagnosis and sanitation results in better management and overall investment of time.

**7** When managing wasps, **Springfield School District** first identifies the wasp. If it's a paper wasp, they knock the nest down as opposed to spraying. Making this distinction between paper wasps and other types of social wasps that are more likely to sting reduces unnecessary pesticide applications.

### What are the barriers to implementing IPM in your district? (Select all that apply)

Funding for maintenance staff	56%
Funding for necessary preventative materials	42%
Funding to contract out for pest management services	43%
Lack of support in district leadership	11%
Lack of training or knowledge of IPM	8%
Lack of parental support	3%
Other obstacles	33%

# Policy Recommendations

Survey results indicate that coordinators support the need for continued efforts to reduce pesticides in schools through school IPM policies. Responders held the position titles including IPM Coordinator, facility managers and custodians. The staff that implement this law are receiving the necessary training and following the individual components of the law, but there is room for improvement to help districts and campuses streamline notification and record keeping. We offer the following policy solutions to strengthen the law and for other states to follow Oregon's lead in reducing pesticides and protecting students and employees.

## Training

Offer advanced training for those renewing training. Broaden availability of training providers, including bilingual and online options.

Promote and expand IPM classes to other school-related staff (including nurses, Environmental Health Specialists, custodians, etc). Research the potential for allowing one trained coordinator for multiple small districts for efficiency of scale and cost savings, as small schools and big schools have different needs.

## Communication

Improve awareness of educational materials available for schools and staff through Oregon State University and promote materials for parents and volunteers explaining why IPM is required.

## Funding

Resources are needed to improve sustainable IPM implementation.

## Time

Research ways to streamline the time it takes to carry out an IPM policy by identifying and publicizing time saving best practices for implementation, documentation, notification, training and maintaining requirements.



Photo: Oregon State University

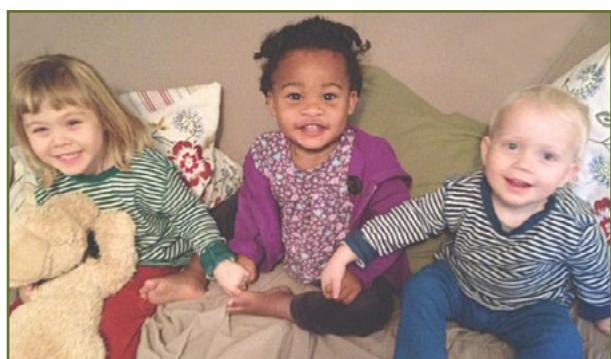
## Contractors

There is a perception that schools are required to contract with a licensed applicator for pesticide applications. This is leading to concerns over high costs and noncompliance with the law. The restrictions on low impact pesticides should be further researched.

## Structure and Governance

Promote the distribution of standardized templates for paperwork requirements; expand the online tracking database to track alternative methods, pest activity and pesticide use. Encourage transparent online notification of pesticide applications for parent notification (see Los Angeles School district as an example). Request additional input from IPM Coordinators; involve the stakeholders in researching and reviewing the law to make it work better.

Results indicate that staff are fulfilling the main components of the law. However, more can be done to encourage universities, tribal schools, churches, daycare centers and eldercare facilities to follow IPM. Additionally, the successes of the Oregon School IPM Law indicate that it could be used as a model policy for other states.



## Special Thanks to:

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Jennifer Snyder, former Science Educator with NCAP



NCAP

[www.pesticide.org](http://www.pesticide.org)

541.344.5044

[info@pesticide.org](mailto:info@pesticide.org)