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April 17, 2008

**Children's Environmental Health:  
A Risk Reduction Plan for Pest Management**

[Principal name]  
XXX Elementary School  
12345 North St.  
Anytown, AZ 55555

Dear Principal XXXX,

The **University of Arizona** is very happy to have your school as a member of the **Arizona IPM/IAQ School** Coalition. All Coalition members work under a cooperative agreement with the US EPA Office of Pesticide Programs to implement the risk-reduction program known as Integrated Pest Management (IPM). Concurrently implementation of an Indoor Air Quality Program (IAQ) will also occur. Your school district management has taken a progressive approach to pest management and indoor air quality issues, and has taken this step to secure a safer learning environment for our students, faculty, and staff.

We facilitate the implementation of a model program on behalf of the US EPA. High quality IPM/IAQ, is successful in the school environment because cultural and mechanical strategies can be incorporated into the existing custodial and maintenance activities such as sanitation, energy conservation, building security and infrastructure maintenance. Staff workload is not significantly increased. This nationally recognized program has demonstrated significant health benefits in its ten years. The program has been successful in more than 10 states and several Native American communities. Several of our school districts have earned STAR Certification, a recognition award given to the highest standard IPM in schools programs

[http://www.ipminstitute.org/IPM\\_Star/ipmstar\\_organizations.htm](http://www.ipminstitute.org/IPM_Star/ipmstar_organizations.htm)

During this current school year the **University of Arizona** will provide resources needed to facilitate the implementation of IPM/IAQ in several additional **Arizona** districts. These resources will be in the form of: 1) Personnel (nationally recognized trainers and assessors with experience successfully implementing IPM/IAQ in schools in other states); 2) Educational and implementation information and materials; 3) Training school district personnel in the pilot schools; 4) Technical support.

Local implementation team members include members of your school district community, **include university, government and non-governmental partners**. Partnership in the IPM/IAQ program does require your school to provide access to: facilities for pest monitoring, pest control records, and pilot school custodial/kitchen staff for training sessions (provided on-site and at the scheduling of your preference).

We encourage schools to become Pesticide Environmental Stewardship Program (PESP) partners. It is a very easy process and is detailed in the enclosed materials. There are considerable benefits to joining and please let us know when you have officially applied. Please contact us with any questions or comments. We look forward to meeting you in the future and introducing you to the implementation team during the program.

Sincerely,

**Dr. Dawn H. Gouge**

**Ms. Jennifer L. Snyder**

cc: OTHER PRINCIPALS  
SUPERINTENDENT