



# **IPM REPORT CARD FOR SCHOOL GROUNDS**

## **Ornamental Pests**



### **A Self-Assessment Tool for School Administrators and Those Making Pest Control Decisions on School Grounds**

Compiled by

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This project was funded via a grant from the United States Environmental Protection Agency - Region 2  
Pesticide Environmental Stewardship Program (Grant No. 98228301).

Thank you for requesting the School IPM Report Card - Ornamental Pests. Use this document to evaluate your facility and its pest management activities. This exercise should also help learn about integrated pest management on school grounds (IPM), what it involves and how it varies depending on the outdoor areas at the school being maintained. Once you have completed this report card and made the necessary changes, additional report cards covering turf, landscape plantings and athletic fields are also available for your use.

### **How the Report Card Works**

The following material is designed to help you to make a self-assessment of your pest management practices that are used around the school. It is divided into six sections. Each section is designed to evaluate a different area of the school grounds.

As you answer the “yes” or “no” questions for each section you will be able to rate your performance as either poor, fair or good. If you answer “yes” to less than 50% of the questions in an individual section then you’re doing a “FAIR” job with your IPM program and need to implement considerable changes. If you are between 50 and 75% then you’re doing “FAIR” job and need to make a moderate number of changes. If your score is between 75 and 100% then you’re doing a “GOOD” job and need to make only minor changes.

When you have completed the self-assessment tool, rate your overall performance. If less than 50% of your section ratings are “GOOD” you need to make considerable changes. If you score is between 50 and 75% “GOOD” you’re on the right track but need to make a number of changes. If your score is greater than 75% “GOOD” you’re doing great job, need only minor changes and are well on your way to implementing a successful school IPM program.



## An IPM Approach for Controlling Specific Key Insect Pests of Ornamental Plants on School Grounds

### 1. Azalea Lacebugs

Is the pest identified correctly before taking any control measures?	Y	N
Are the plant symptoms caused from this pest recognized (i.e., small, white colored stippling patterns on surface of azalea leaves that can coalesce into larger spots)?	Y	N
Is the pest life cycle understood in order for scouting and control measures (when required) to be most effective?	Y	N
Is an action threshold established for this pest on azaleas (i.e., when sampling for azalea lacebugs, determine if at least 5 leaves with nymphs are found after sampling a set of 4 branches. The action threshold is reached if a second set of 4 branches on the plant also have 5 or more leaves containing nymphs)?	Y	N
Are contributing factors for the pest outbreak considered and corrected (i.e., lacebugs will thrive on azaleas planted in the full sun where predators will be less abundant)?	Y	N
When a pesticide is necessary, are reduced risk materials given priority (i.e., when practical, are oils and soaps applied to the undersurface of the infested leaves or labeled systemics applied to the soil)?	Y	N

**YOUR GRADE: (G/F/P)**

### 2. Spider Mites

Is the pest identified correctly before any control actions are taken?	Y	N
Are the plant symptoms caused from this pest evident (i.e., very small whitish yellowish stippling patterns are present on the leaves/needles)?	Y	N
Is the pest life cycle understood in order for scouting and control measures (when necessary) to be most effective (i.e., cool season vs. warm season mite species)?	Y	N
Are spider mite sampling methods understood and practiced (i.e., using a white beating tray)?	Y	N
Is an action threshold established for this pest on the infested plant foliage (i.e., during the mid active season an action threshold for mites occurs when 24 or more mobile mites are found after 4 branches are struck onto a 9 x 11 “beating tray”)?	Y	N
Are contributing factors for the pest outbreak considered and corrected (i.e., spider mites thrive in dry dusty environments and when improper pesticides are applied)?	Y	N
When pesticides are necessary, are reduced risk materials given priority (i.e., soaps, oils, mite growth regulators or other miticides that are target specific)?	Y	N

**YOUR GRADE: (G/F/P)**



3. Aphids

Is the pest identified correctly before any control actions are taken?	Y	N
Are the plant symptoms caused from this pest recognized (i.e., curled, distorted terminal leaves with the associated honeydew and black sooty mold)?	Y	N
Are common aphid predators/parasitoids recognized and allowed to provide control biologically (i.e., jet water sprays will suppress populations and allow time for beneficial insects to build)?	Y	N
Are control tactics (such as horticultural oils) that encourage the buildup of common predators and parasitoids used?	Y	N
Is it understood that treatments are not usually needed towards the end of flush growth on many infested plants?	Y	N
If treatments are required (i.e., especially if the honeydew is attracting stinging and biting insects within commonly traveled areas), are reduced-risk pesticides used to provide controls (e.g., soaps/oils)?	Y	N

**YOUR GRADE: (G/F/P)**

4. Eastern Tent Caterpillars

Is the pest identified correctly before any control actions are taken (i.e. silk nests between branches)?	Y	N
Is the life cycle of this pest understood (i.e., egg hatch timing and number of generations)?	Y	N
Are overwintering egg masses of this caterpillar recognized and scouted for on trees having previous infestations?	Y	N
When practical, are mechanical controls used to remove and destroy caterpillars within nests?	Y	N
When necessary, are reduced-risk pesticides used as control measures (e.g., <i>Bacillus thuringiensis</i> (Bt), soap/oils, or other target specific materials)?	Y	N

**YOUR GRADE: (G/F/P)**

5. Pine Sawfly

Is the pest identified correctly before any control actions are taken?	Y	N
Is the life cycle of this pest understood (i.e., egg hatch timing and number of generations)?	Y	N
Are overwintering eggs of this sawfly recognized and scouted for on trees having previous infestations?	Y	N



When practical, are the caterpillars removed by hand or by pruning?	Y	N
When necessary, are reduced-risk pesticides used as control measures (e.g., oils, soaps, or target specific materials)?	Y	N

**YOUR GRADE: (G/F/P)**

6. Bagworm

Is the pest identified correctly before any control actions are taken?	Y	N
Is the life cycle of this pest understood (i.e., egg hatch timing and number of generations)?	Y	N
Are the bags scouted for and removed by hand?	Y	N
When necessary, are reduced-risk pesticides used as control measures (e.g., oils, soaps, or target specific materials)?	Y	N

**YOUR GRADE: (G/F/P)**

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