

Community IPM Leadership Team
Sept 16, 2011

- I. Bryan's update:
 - a. In working with the group, he wants to better understand what each person wants to get out of the group.
 - b. How he sees the team: He is in the center, the hub. Each of the specialists are very independent, are spokes. Team members don't have a long history of working and communicating together. Bryan sent out an email to each team member and asked how each member sees the other members and the team. Peter and Al are the pin that holds the spokes on the hub.
 - c. Team members need to communicate with each other. Bryan's job is to help with communications. He feels we are not communicating with each other enough.
 - d. His role includes working with individual specialists to ease their workload and help free up time for specialist to contribute to the team.
 - e. At the 6-month mark, Aug 1, Bryan felt this was not working well.
 - f. He wants to take school IPM inside and out and run with it, but also wants to move in other directions, for example, working with HOAs, golf courses, termites, etc. He doesn't know everything and can't see everything. For the first 6 months he has sat back and watched. Trying to understand what he can do to help. Now, he says, "I'm done sitting back. Ready to unleash."
 - g. He hopes he can / has earned our trust.
 - h. Al suggested that team communications could be improved by copying the team on all relevant emails.
 - i. Paul does not perceive that we have a communication problem. He thinks it is important for Bryan to help us as a team focus on this project SIPMI&O. Lets start with this one.
 - j. Summary from Bryan: he feels the need for better communication and he wants to start feeling that team members trust him.
 - k. He wants more work. "Give me things to do."

- II. Bryan's notes:
 - a. General Knowledge
 - i. Who manages – turf, athletic field, landscape (District, Hands on/on site)
 - ii. Do you follow IPM principles
 1. Inspection/Monitoring
 2. Education – staff
 3. Identification of pest problems prior to treatment
 4. Appropriate cultural practices (turf/landscape)
 5. Record Keeping – inspection/monitoring and application records
 6. Pesticide selection – reduced hazard
 7. Pesticide records/service records
 8. What pest challenges do you have on site
 9. Measure the knowledge of the pest risks
 10. What does your current program cost

- a. What are components of cost
- 11. Do you think IPM is more, less, cost neutral
- 12. What do you see as the benefit of healthy landscape/turf
- 13. What are your landscape goals

III. Dawn – City of Phoenix

- a. Have 250 parks and rec people who need 6 CEU's. Subjects to cover: turf, hort, IPM general, pesticide safety and emerging issues. They might be willing to go with us if we can adjust cost to at least half of current trainer. Team agreed on minimum of \$25 – 35/head.

IV. To do list:

- a. Bryan – Doodle to find common day to assess sites either here or in Tucson, Human subjects office (on-line training), compile notes and send out, review and adjust assessment tool with AI before Wed, change the Nov 30th meeting from 11 -1 to 11 – 3 and in make it in person in Casa Grande.
- b. Ursula – Contact Dave Kopek to see if he could make PHXU visit on the 23rd
- c. Dawn – write up itinerary for PHXU site visit on the 23rd, send AI demographic information and indoor basic questions, send out agenda of wed. the 21st meeting with school nurses, talk with city of phoenix about 6 CEU course - \$30/head.
- d. Paul – scan Kai's golf course superintendent manual
- e. AI – review with Bryan the outdoor assessment tool and make adjustments by wed.