

Regular Meeting

Wednesday, January 21, 2026 6:30 PM

BOE Regular Meeting with Public Forum, Hybrid via Zoom and In-Person Join from PC, Mac, iPad, or Android: <https://us06web.zoom.us/j/87350663979> Join via audio: +1 646 558 8656 +1 301 715 8592 Webinar ID: 873 5066 3979, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag, Moment of Silence**
2. **Acting Superintendent Presents 2026-2027 Budget Proposal**
3. **Public Forum on 2026-2027 Budget (Limited to maximum of 30 minutes)**
4. **THE REGULAR MEETING WILL CONTINUE IMMEDIATELY FOLLOWING THE PUBLIC FORUM AND A 5 MINUTE RECESS**
5. **Recognitions/Acknowledgements**
 - a. Recognition - Brooklynn Smart, BOE Student Representative
6. **Audience to Visitors**
7. **Consent Agenda**
 - a. Financial Report
 - b. Enrollment Report
 - c. Food Service Report
 - d. Human Resources Report
8. **Approval of Minutes**
 - a. December 16, 2025 Special Meeting Public Forum
 - b. December 16, 2025 Regular Meeting
 - c. January 14, 2026 Special Meeting
9. **Student Representative Report**
10. **Board of Education**
 - a. President's Report
 - b. Discussion on Superintendent Appointment (Action Anticipated)
 - c. School Liaison Reports
 1. Windsor High School
 2. Sage Park Middle School
 3. Clover Street School
 4. John F. Kennedy School
 5. Oliver Ellsworth School
 6. Poquonock School
11. **Acting Superintendent's Report**
 - a. Leaving Your Legacy, WHS Course Recap
 - b. School Calendars 2026-2027, 1st Reading
 - c. Indoor Air Quality Report
12. **Committee Reports**
13. **Announcements**
 - a. BOE Public Forum and Finance Committee Meeting is Tuesday, January 27, 2026, 6:00 PM, LPW, Board Room
 - b. BOE Public Forum and Finance Committee Meeting is Wednesday, February 4, 2026, 6:00 PM, LPW, Board Room
 - c. BOE Public Forum and Finance Committee Meeting is Tuesday, February 10, 2026 6:00 PM, LPW, Board Room
 - d. BOE Finance Committee Meeting is Thursday, February 12, 2026, 6:30 PM, LPW, Board Room (if needed)
 - e. Next BOE Regular Meeting is Wednesday, February 18, 2026 at 7:00 PM, LPW, Board Room
14. **Audience to Visitors**

15. **Adjournment**

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: January 21, 2026

Prepared By: Dr. Noha Abdel-Hady

Presented By: Ayana Taylor

Attachments:

Subject: Public Forum on 2026-2027 Budget

Background:

The Board of Education will provide an opportunity for the general public to provide comments on the Acting Superintendent of Schools' 2026-2027 recommended education budget.

Status:

This Public Forum will be held immediately following the presentation of the Acting Superintendent of Schools' recommendation.

Recommendation:

1. The purpose of the Public Forum is to provide the community the opportunity to provide comments to the Board prior to the adoption of the 2026-2027 budget.
2. Each speaker is allowed 3 minutes. The Public Forum on Wednesday, January 21, 2026 is limited to a total of 30 minutes.
3. Future opportunities for speakers to address this topic will be provided at Public Forums on Tuesday, January 27, 2026 at 6:00 PM, Wednesday, February 4, 2026 at 6:00 PM, and Tuesday, February 10, 2026 at 6:00 PM as well as during the "Audience to Visitors" portion of each Finance Committee Meeting on January 27, 2026 following the Public Forum, February 4, 2026 following the Public Forum, and February 10, 2026.

Recommended by the Superintendent: _____

Agenda Item # _____

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WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 21, 2026

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: December 31, 2025 Financial Report

SUBJECT: Financial Report

BACKGROUND:

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

STATUS:

The attached report is for the month of December 2025

There were no inter-site transfers during the month.

RECOMMENDATION:

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

Expenditures for December 31, 2025	\$10,065,877
Expenditures & Encumbrances through December 31, 2025	\$42,466,303

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 7.a.

Windsor Public Schools
Financial Report
December 31, 2025

	2025-2026 Budget	Expenditures YTD 12/31/25	Encumbrance	Balance 6/30/2026	% Balance
Instructional Services					
Clover Street School	50,170	17,691	3,131	29,348	58%
John F. Kennedy School	71,950	27,633	6,258	38,059	53%
Oliver Ellsworth School	74,230	23,933	9,215	41,082	55%
Poquonock School	56,800	24,000	4,478	28,322	50%
Sage Park Middle School	184,935	66,946	28,266	89,723	49%
Windsor High School	355,145	143,292	50,116	161,737	46%
Windsor High School Interscholastic Sports	260,000	171,515	82,162	6,323	2%
Athletic Coaches	336,000	136,476	0	199,524	59%
WHS Career & Technical Education	59,745	17,527	12,153	30,065	50%
Continuing Education	70,400	26,309	316	43,775	62%
Instructional Mgt. & Curriculum Development	469,649	382,549	2,495	84,605	18%
Magnet School Tuition	1,860,600	962,089	113,176	785,335	42%
Technology	1,677,761	929,399	253,130	495,232	30%
Total Instructional Services	5,527,385	2,929,359	564,896	2,033,130	37%

Education Support Services					
Pupil Personnel Services	316,350	162,065	22,581	131,704	42%
Special Education	83,450	28,017	5,235	50,198	60%
Special Education Tuition	6,779,140	1,578,715	537,228	4,663,197	69%
Policy & Planning	133,386	126,840	22,604	(16,058)	-12%
Employee Personnel Services	152,000	85,630	14,711	51,659	34%
Financial Management	270,840	91,102	95,084	84,654	31%
Financial Services	38,500	12,317	11,094	15,089	39%
Pupil Transportation & Safety	3,759,399	681,650	469,672	2,608,077	69%
Special Education Transportation	2,773,200	1,213,988	344,976	1,214,236	44%
Physical Plant Services	3,150,200	1,342,964	1,375,631	431,605	14%
Major Maintenance	423,000	233,469	11,476	178,055	42%
L.P. Wilson Center	281,500	105,340	143,846	32,314	11%
Benefits	14,667,775	5,618,266	251,720	8,797,789	60%
Certified Salaries	36,897,343	17,460,449	0	19,436,894	53%
Non-Certified Salaries	11,988,574	6,015,124	0	5,973,450	50%
Regular Ed Tutor Salaries	682,550	313,673	0	368,877	54%
Special Ed Tutor Salaries	512,940	198,870	0	314,070	61%
Substitute Salaries	781,592	371,845	0	409,747	52%
FRC & SEL	56,000	20,455	5,411	30,134	54%
Total Education Support Services	83,747,739	35,660,779	3,311,269	44,775,691	53%

Total All Sites	\$89,275,124	\$38,590,138	\$3,876,165	\$46,808,821	52%
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WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 21, 2026

PREPARED BY: Jen Clarke,
Registration Coordinator

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of January 1, 2026

BACKGROUND:

Attached are the enrollment figures as of January 1, 2026. Mrs. Batchelder will answer any questions.

STATUS:

In prior BOE enrollment reports, the enrollment report grouped all students into one category labeled "Outside Placement/Private Placement (SPED)". Beginning in September 2016, the Out Placement/Private Placement (SPED) line was separated into two categories:

1. *Out of District Placement-Special Education students*
2. *Private Placement Special Education students*

Out of District - Special Education: Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category may include a family who moves into Windsor with a child who has a disability who has already been placed in a private special education program and/or children who are placed in Windsor foster home(s) by the Department of Children and Families (DCF) and are already enrolled in a private special education program.

Private Placement - Special Education: Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer, etc.).

RECOMMENDATION:

Informational

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 7.b.

**Windsor Public Schools
Student Enrollment Report
January 1, 2026**

Enrollment in Windsor Public Schools

Grades PreK - 5	1,355
Grades 6-8	731
Grades 9-12	1,107
Total District Enrollment	3,193

Windsor Students not in District Schools

Out of District Placements (SPED)	29
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	56
CREC Montessori Hartford	10
CREC Metropolitan Learning Center (MLC)	41
CREC Miscellaneous Magnet Schools	272
Hartford Host Magnet Schools	188
Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience)	21
A.I. Prince Technical High School	22
Howard Cheney Technical High School	13
	652
Total Students	3,845

**Windsor Public Schools
Student Enrollment Report
January 1, 2026**

GRADE	Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK	59		0		59
K	86		117		203
1	79		103		182
2	86		130		216
3		107		126	233
4		104		145	249
5		86		127	213
Subtotal K-5					1,296
Total	310	297	350	398	1,355

GRADE	Sage Park Middle School
6	249
7	235
8	247
Total	731

GRADE	Windsor High School
9	283
10	248
11	300
12	276
Total	1,107

District Wide Enrollment	3,193
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**ENROLLMENT REPORT 2025-2026
POQUONOCK SCHOOL**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
	23 B. Brown			14	14	14	15	15					
	2 R. Brown			14	14	14	14	14					
	24 Kowalchik			14	14	15	14	14					
	22 Roche			14	14	12	11	11					
	3 Scott			14	14	14	14	14					
	26 Scerra			14	14	15	15	15					
	ABA Ellis			5	5	3	3	3					
	Total		72	0	89	87	86	86	0	0	0	0	0
		Grade 1											
	17 Achim			15	15	15	15	15					
	11 Delsky			14	14	14	13	13					
	14 Cabral			14	14	14	14	14					
	16 Parker			15	15	15	16	17					
	18 Tweeddale			15	15	15	16	16					
	ABA Ellis			4	4	4	4	4					
	Total		81	0	77	77	78	79	0	0	0	0	0
		Grade 2											
	18 Alzamora			18	18	18	18	18					
	12 Kowaleski			18	18	18	18	18					
	1 McCann			17	17	18	17	16					
	13 Stole			17	17	17	16	17					
	15 Velez			17	17	17	17	17					
	ABA Ellis			0	0	0	0	0					
	Total		109	0	87	88	86	86	0	0	0	0	0
	Sped & Peer			55	55	61	61	59					
	Total		96	0	55	61	61	59	0	0	0	0	0
	Poquonock Totals		358	0	308	313	311	310	0	0	0	0	0

**ENROLLMENT REPORT 2025-2026
OLIVER ELLSWORTH SCHOOL**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Kindergarten													
19	Allen				14	14	15	15					
20	Klescezeski				14	14	13	14					
21	Moreno				14	14	14	14					
22	Bishop				15	15	15	15					
23	Heacock				14	14	14	15					
24	Stevens				13	13	14	14					
25	Chapple				14	14	14	14					
26	Nash				14	14	14	14					
29	Waller (ABA)			2	2	2	2	2					
Total			113	0	114	114	115	117	0	0	0	0	0
Grade 1													
10	Strickland				14	14	14	14					
11	Adamski				14	14	14	14					
12	Lawrence				16	16	16	15					
8	Billington				15	15	14	13					
15	LePage				16	16	15	15					
16	Butterick				15	15	15	15					
17	Gonzalez				14	14	14	15					
29	Waller (ABA)			2	2	2	2	2					
Total			100	0	106	106	104	103	0	0	0	0	0
Grade 2													
1	Mayo				21	21	20	21					
13	Barton				22	22	22	22					
3	McDonald				21	21	21	21					
5	Montesione				22	22	22	22					
17	Deziona				20	20	20	20					
7	Ozenne				21	21	21	20					
29	Waller (ABA)			4	4	4	4	4					
Total			115	0	131	131	130	130	0	0	0	0	0
Sped & Peers													
Total			38	0	0	0	0	0	0	0	0	0	0
Oliver Ellsworth			366	0	351	351	349	350	0	0	0	0	0

ENROLLMENT REPORT 2025-2026
Clover Street School

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 3													
25	Burnham				19	20	20	20					
27	Cabral				16	15	13	13					
8	Driscoll				18	18	18	18					
26	Farrell				16	16	17	17					
10	Rivers				19	19	19	19					
11	Sanchez				19	20	20	20					
Total			90	0	107	108	107	107	0	0	0	0	0
Grade 4													
19	Comer				21	21	21	21					
17	Junious				19	19	19	20					
16	Murray				20	20	21	21					
18	Sumner				21	21	21	21					
24	Steele				20	20	21	21					
Total			93	0	101	101	103	104	0	0	0	0	0
Grade 5													
15	Grimes				22	22	22	23					
13	Nowusch				22	22	22	22					
14	Jerram				20	20	21	20					
21	Margadonna				21	21	22	21					
Total			95	0	85	85	87	86	0	0	0	0	0
Totals	Clover		278	0	293	294	297	297	0	0	0	0	0

**ENROLLMENT REPORT 2025-2026
JF KENNEDY SCHOOL**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 3													
101	Ponzini				20	19	20	21					
102	Nguyen			21	21	21	21	21					
103	Lamoureux			21	21	21	21	21					
104	Mendola			20	21	21	21	21					
105	May			21	21	21	21	21					
106	Quintanilla			21	21	21	21	21					
	Total		134	0	124	124	125	126	0	0	0	0	0
Grade 4													
107	Gilligan			22	21	21	20	20					
108	Coffey			21	20	21	21	20					
109	Jones			22	22	22	22	22					
110	Estelle			21	21	19	19	19					
112	Kingsley			22	22	22	21	21					
114	Freitas			22	22	22	22	22					
116	DaCosta			22	22	22	21	21					
	Total		146	0	152	150	146	145	0	0	0	0	0
Grade 5													
119	Johnson			22	22	22	21	21					
120	Carpenter			21	21	21	20	20					
124	Lam			23	23	23	23	23					
125	Mitchell			19	19	19	19	19					
127	Bell			22	21	21	21	22					
128	Everett			23	23	23	23	22					
	Total		130	0	130	129	127	127	0	0	0	0	0
Totals			410	0	406	403	398	398	0	0	0	0	0

John F. Kennedy

ENROLLMENT REPORT 2025-2026
Sage Park Middle School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 6											
House 1			121	121	121	122					
House 2			127	127	127	127					
Total	237	0	248	248	248	249	0	0	0	0	0
Grade 7											
House 3			117	118	119	119					
House 4			119	118	118	116					
Total	246	0	236	236	237	235	0	0	0	0	0
Grade 8											
House 5			121	122	122	122					
House 6			124	125	125	125					
Total	256	0	245	247	247	247	0	0	0	0	0
Sage Park Totals	739	0	729	731	732	731	0	0	0	0	0

ENROLLMENT REPORT 2025-2026
Windsor High School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	283		280	282	283	283					
Grade 10	288		249	248	248	248					
Grade 11	270		306	304	300	300					
Grade 12	273		273	276	275	276					
Windsor High Total	1,114	0	1,108	1,110	1,106	1,107	0	0	0	0	0

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: Wednesday, January 21, 2026

Prepared By: Patricia Patton

Presented By: Danielle Batchelder

Attachments: Cafeteria Operations – December 2025

Subject: Food Service Financial Report

Background: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School and Windsor High School. We operated our Summer Food Service Program at John Fitch Park and Sharshon Park during summer break serving lunch. We are complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in all our programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

Status: Financial Report for December 2025

Recommendation: Informational Only

Reviewed by: _____



Recommended by the Superintendent: _____



Agenda Item # _____

T.C.

Windsor School Food Service
Financial Statement
December 2025

REVENUE	December 2025	7/1/25 - YTD	December 2024	7/1/24 - YTD
SALES	\$66,406.90	\$388,080.32	\$57,976.50	\$303,084.89
REIMBURSEMENTS - STATE	0.00	5,518.37	0.00	0.00
REIMBURSEMENTS - FEDERAL	105,355.44	550,250.82	93,696.73	525,014.10
CLOC	51,866.00	111,011.00	0.00	125,806.00
MISC. (Rebates, Grants)	0.00	5,150.00	0.00	4,753.79
9 CENTS Certification	2,750.49	13,914.81	2,478.15	13,863.33
REVENUE TOTALS	\$226,378.83	\$1,073,925.32	\$154,151.38	\$972,522.11
REFUND	0.00	0.00		920.18
REVENUE TOTALS	\$226,378.83	\$1,073,925.32		\$971,601.93
EXPENSES				
WAGES	\$73,516.48	\$346,946.21	\$75,500.02	\$338,693.99
PAYROLL TAXES	5,624.01	23,345.55	7,678.15	27,812.48
BENEFITS	11,123.46	62,606.76	7,672.13	46,778.65
FOOD/MILK/ICE CREAM	144,521.38	662,890.75	93,818.91	551,483.52
PAPER	5,639.73	23,927.99	4,978.79	13,831.84
TRUCK	64.38	536.80	170.24	683.91
SUPPLIES	374.32	18,782.71	1,677.24	18,824.19
EQUIPMENT	6,745.49	202,044.57	0.00	159,121.41
SERVICES	0.00	14,096.55	10,822.60	26,678.60
EXPENSE TOTALS	\$247,609.25	\$1,355,177.89	\$202,318.08	\$1,183,908.59
NET INCOME	-\$21,230.42	-\$281,252.57	-\$48,166.70	-\$211,386.48
INVENTORY	\$16,285.33			\$23,841.21
OPENING BALANCE 7/1	\$1,055,860.38			\$1,985,269.08
COMPUTED OPERATING POSITION		\$790,893.14		\$1,797,723.81

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 21, 2026

PREPARED BY: Katherine Zager,
Human Resource Manager

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: Human Resources Report

SUBJECT: Human Resources Report for December 1, 2025 – December 31, 2025

BACKGROUND:

Attached are the personnel actions from December 1, 2025 – December 31, 2025. Mrs. Batchelder will answer any questions.

RECOMMENDATION:

Informational

Reviewed by: *KZ*

Recommended by the Superintendent: *D. Batchelder*

Agenda Item # *7.d.*

Personnel Actions December 1, 2025 - December 31, 2025

NON-CERTIFIED NEW HIRES / REAPPOINTMENTS

Name	Assignment	School
Nancy Field	Part-Time Reading Tutor	John F. Kennedy
Jordan Carroll	Part-Time Lunchroom Monitor	Poquonock
Nathanael Kynard	Part-Time Treehouse Group Leader	Poquonock
Michael Balnis	Paraeducator	Sage Park
Samantha Harmon	Assistant Boys Swimming/Diving Coach	Windsor High
Elizabeth Pond	Part-Time Lifeguard (After School)	Windsor High
Valerie Aldridge-Lucas	Building Substitute	Windsor High
Nicole Ciccarelli	Part-Time Lifeguard (After School)	Windsor High
Serena Wilson	Full-Time Special Education Tutor	Windsor High
Bennett Michaud	Part-Time Lifeguard (After School)	Windsor High
Janae Webb	Substitute Custodian	Districtwide
Carlos Ernest	Part-Time Adult Ed. Math Instructor	L.P. Wilson (Adult Education)

CERTIFIED NEW HIRES / REAPPOINTMENTS

Name	Assignment	School	Step/Band
Shaun Allen	Long-Term Sub. Classroom Teacher	Oliver Ellsworth	N/A

NON-CERTIFIED REASSIGNMENTS / TRANSFERS

Name	From	To
Deysbel Rodriguez-Perez	Clover Paraeducator	Poquonock Paraeducator
Jesse Worlund	John F. Kennedy Part-Time Math Tutor	Oliver Ellsworth Part-Time Math Tutor
Zena Davenport-Streeter	Sage Park Part-Time Lunchroom Monitor	Oliver Ellsworth Full-Time Safety Monitor
Rasha Abdalla	Oliver Ellsworth Paraeducator	Oliver Ellsworth Behavior Technician

CERTIFIED REASSIGNMENTS / TRANSFERS

Name	From	To
Kellie Lawrence	JFK + OE Speech Language Pathologist	JFK + POQ Speech Language Pathologist

RESIGNATIONS / SEPARATIONS

Name	Assignment	School
Leah Piros	Building Substitute	John F. Kennedy
Michael Domenech	Custodian II (Evenings)	John F. Kennedy
Sierra Gilmore	Part-Time Treehouse Group Leader	Poquonock
Maria Alves-Alexander	Part-Time Adult Education Math Instructor	L.P. Wilson (Adult Education)

RETIREMENTS

Name	Assignment	School
N/A	N/A	N/A

Windsor Board of Education
Special Meeting with Public Forum – Hybrid
Unapproved Minutes

Tuesday, December 16, 2025 6:30 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, December 16, 2025 Special Meeting with Public Forum. Any additions or corrections will be made at a future meeting.

Ms. Maxine Davis: Present
Mr. Jeremy Halek: Present
Ms. Becky Jacobsen: Present
Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Paul Panos: Present
Ms. Ayana Taylor: Present
Mr. Nathan Wolliston: Absent
Ms. Tracey Zotter: Absent

All members were present in the board room.

Ms. Tracey Zotter: Present

1. Call to Order, Pledge to the Flag and Moment of Silence The special meeting was called to order at 6:35 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady, Chief of Operations Danielle Batchelder, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Public Forum

Ms. Zotter arrived to the meeting at 6:37 PM.

David Furie, 37 Lighthouse Hill Road — He spoke about the budget process and how, even with cuts, the board needs to bring back funding for Pre-K and upgrading the boardroom.

3. Adjournment

Move to adjourn at 6:42 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

Tracey Zotter, Secretary
Windsor Board of Education

Windsor Board of Education
Regular Meeting – Hybrid
Unapproved Minutes
Tuesday, December 16, 2025 7:00 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, December 16, 2025 Regular Meeting. Any additions or corrections will be made at a future meeting.

Ms. Maxine Davis: Present
Mr. Jeremy Halek: Present
Ms. Becky Jacobsen: Present
Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Paul Panos: Present
Ms. Ayana Taylor: Present
Mr. Nathan Wolliston: Absent
Ms. Tracey Zotter: Present

The board members were present in the board room.

Mr. Nathan Wolliston: Present

Mr. Wolliston arrived at 7:41 PM.

1. Call to Order, Pledge to the Flag, Moment of Silence

The meeting was called to order at 7:04 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady, Chief of Operations Danielle Batchelder, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Recognitions/Acknowledgements

a. WHS Culinary Acknowledgment

Family and Consumer Science teacher Kathleen Taranto introduced her students Amiyah Bailey, President of FCCLA (Family, Community, Careers, Leaders of America) and Diego Gonzalez Mendez, Vice President of Public Relations. She provided an overview of the Culinary Arts Department and the community engagement that is offered to the students. The culinary students researched recipes and created a selection of items for the board and meeting attendees.

b. WHS Football Recognition - CIAC Class MM Football State Champions

WHS Athletic Director Chris Fulton and Head Football Coach Quinn Fleeting introduced the CIAC Class MM Football State Champions, the Windsor Warriors. The final game was played on December 13 at Central Connecticut State University. The team exemplify the spirit that embodies the 4C's and the community that has been created on and off the field.

3. Audience to Visitors

There were no speakers.

4. Consent Agenda

a. Financial Report

Expenditures for November 30, 2025 \$7,943,414

Expenditures through November 30, 2025 \$32,400,426

b. Enrollment Report

c. Food Service Report

d. Human Resources Report

Move the Board of Education approve consent agenda items 4.a. Financial Report, 4.b. Enrollment Report, 4.c. Food Service Report, 4.d. Human Resources Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

5. Approval of Minutes

- a. November 15, 2025 Special/Retreat Meeting
- b. November 18, 2025 Regular Meeting

Move the Board of Education approve the minutes of the November 15, 2025 Special/Retreat Meeting and the November 18, 2025 Regular Meeting. This motion, made by Ms. Tracey Zotter and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

6. Student Representative Report

Ms. Smart announced that seniors Alisha Smith and Anthony "A.J." Robinson had both signed with CCSU to continue their athletics in college. She congratulated the football team. She announced an upcoming blood drive and the seasonal choir concert. She said that students are looking forward to a well-deserved break.

7. Board of Education

a. President's Report

Ms. Taylor said that she had attended the SPARK and CBTA holiday shop at L.P. Wilson and found many wonderful items being made and sold by students. She also congratulated the football team. On December 9, the majority of the board and cabinet attend CABA training. She spoke highly of all the music programs being held around the district.

1. School Liaison Reports

a. Windsor High School

Mr. Wolliston arrived for the meeting at 7:41 PM.

Ms. Jacobsen said that there was a recent School Governance Council meeting. They are working on ways to engage the parents of WHS students.

Mr. Wolliston agreed that SGC is trying to engage more parents.

b. Sage Park Middle School

Ms. Zotter spoke about the recent and upcoming concerts at Sage. She said that there was a recent PTO meeting. The students had the opportunity to shop for gifts at a holiday pop-up shop.

Mr. Panos said that the band is having a concert this week.

c. Clover Street School

Mr. Lockhart said that he has plans to visit the school several times prior to the winter break.

d. John F. Kennedy School

Mr. Madison is planning to visit the school soon.

e. Oliver Ellsworth School

Ms. Davis will be visiting the school on Friday. She said that they have recently held a toy drive.

f. Poquonock School

Mr. Halek will be visiting the school soon. He spoke about their toy drive for the FRC, a winter clothing drive being held into January, and the Disney On Ice ticket sale promotion.

8. Acting Superintendent's Report

Dr. Abdel-Hady spoke about district events that she has attended. She said she has held the first band task force meeting and there is a plan to present information to the board in January after review of union contracts. She will

be working with The Latin Footprint in hosting La Parranda on Saturday to celebrate the season and acknowledge members of the Hispanic and Latin community.

a. Residency Update

Safety and Security Officer Kelvan Kearse reviewed the residency investigation process and the number of completed and ongoing investigations. Several board members asked questions.

b. Budget Assumptions 2026-2027, 2nd Reading

Move the Board of Education accept for a 2nd Reading the Budget Assumptions for FY 2026-2027. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

9. Committee Reports

There were no committee reports.

10. Announcements

- a. Next BOE Regular Meeting is Wednesday, January 21, 2026. Acting Superintendent's Presentation of 2026-2027 Budget begins at 6:30 PM followed by Public Forum and Regular Meeting, L.P. Wilson Community Center, Board Room

Several board members made expressions of holiday cheer.

11. Audience to Visitors

There were no speakers.

12. Discussion and action on a proposed separation agreement (Executive Session and Action Anticipated)

Move that the Board of Education move into executive session for the purpose of discussing a proposed separation agreement inviting Shipman and Goodwin Attorney Tom Mooney. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

The board entered into executive session at 8:27 PM. The board returned to open session at 9:16 PM.

Move the board of education approve the proposed separation agreement with Dr. Hill. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Roll Call vote:

Maxine Davis - aye
Jeremy Halek - yes
Becky Jacobsen - aye
Leonard Lockhart - yes
James Madison - yes
Paul Panos - yes
Ayana Taylor - yes
Nathan Wolliston - yes
Tracey Zotter – yes

Yes: 9, No: 0

Move the board authorize the president sign the agreement on behalf of the board. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Roll Call vote:

Maxine Davis - yes
Jeremy Halek - yes
Becky Jacobsen - yes
Leonard Lockhart - yes
James Madison - yes

Paul Panos - yes
Ayana Taylor - yes
Nathan Wolliston - yes
Tracey Zotter - yes

Yes: 9, No: 0

13. Adjournment

Move to adjourn at 9:19 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Tracey Zotter, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting – Hybrid
Unapproved Minutes
Wednesday, January 14, 2026 7:00 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Wednesday, January 14, 2026 Special Meeting. Any additions or corrections will be made at a future meeting.

Ms. Maxine Davis:	Present
Mr. Jeremy Halek:	Present
Ms. Becky Jacobsen:	Present
Mr. Leonard Lockhart:	Present
Mr. James Madison:	Present
Mr. Paul Panos:	Present
Ms. Ayana Taylor:	Present
Mr. Nathan Wolliston:	Absent
Ms. Tracey Zotter:	Present

Mr. Wolliston arrived at 7:13 PM.

All board members were present in the board room.

1. Call to Order, Pledge to the Flag, Moment of Silence

The special meeting was called to order at 7:05 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady.

2. Audience to Visitors

There were no speakers.

3. Discussion and possible action concerning a contractual grievance filed by the Windsor School Administrators' and Supervisors' Association (Executive Session Anticipated)

Ms. Taylor announced the purpose of the special meeting and confirmed with the grievant that they had no objection to conducting the evidentiary portion of the hearing in executive session.

Move the Board of Education enter into executive session with the purpose of discussing a contractual grievance filed by the Windsor School Administrators' and Supervisors' Association, inviting the grievant Karen Lawson, the union representatives Patti Phelan, Liana Jorgensen, and Jennifer Balnis, Acting Superintendent Dr. Noha Abdel-Hady and Shipman & Goodwin Attorney Jessica Ritter. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

The board entered into executive session at 7:08 PM.

Mr. Wolliston arrived at 7:13 and immediately entered the executive session.

They returned to open session at 8:41 PM.

Once in open session, the motion was put forward and a roll call was taken.

Move the Board of Education hereby denies the grievance on the grounds that there was no contractual violation. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Roll Call vote:

Maxine Davis - yes

Jeremy Halek - yes

Becky Jacobsen - yes

Leonard Lockhart - yes

James Madison - yes

Paul Panos - yes

Ayana Taylor - yes

Nathan Wolliston - yes

Tracey Zotter - yes

Yes: 9, No: 0

4. Announcements

There were no announcements.

5. Adjournment

Move to adjourn at 8:42 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

Tracey E. Zotter, Secretary
Windsor Board of Education

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: January 21, 2026

Prepared By: A. Taylor

Presented By: A. Taylor

Attachments: N/A

Subject: Discussion on Superintendent Appointment (Action Anticipated)

BACKGROUND:

Dr. Terrell Hill has resigned as of July 1, 2026. A new superintendent will need to be appointed to fill the position. Dr. Noha Abdel-Hady was named Acting Superintendent on July 22, 2026 and currently serves in that capacity.

STATUS: N/A

RECOMMENDATION:

Motion: Move that the Board of Education waive any applicable bylaws and/or policies to permit the bypassing of an external superintendent search and authorize the vetting and interviewing of the Acting Superintendent for the permanent Superintendent position.

Recommended by the Superintendent:



Agenda Item # 10.b.

WINDSOR BOARD OF EDUCATION

Agenda Item

For Consideration by the Board of Education at the Meeting of: January 21, 2026

Prepared By: Dr. Noha Abdel-Hady

Presented By: J. Kehrhahn/A. Chudzik

Subject: Leaving Your Legacy WHS Course Recap

Background:

Leaving Your Legacy is a WHS elective English course which was designed to mimic the types of English offerings available at most colleges and universities. It was created to address teacher, parent, and student feedback indicating a desire to have more choice in senior English courses.. The intention of this course is to connect students with the community, choose a research topic, engage in the research, and sparking a change at WHS.

Status: N/A

Recommendation: For Information Only

Recommended by the Superintendent:



Agenda Item #

11.a.

YPAR: PEER CONFLICT **PROPOSAL**

Presented By

“LEAVING YOUR LEGACY” SENIOR ENGLISH ELECTIVE

JANUARY 2026

LEAVING YOUR LEGACY

COURSE OVERVIEW



FIRST, we...

- built community and leadership skills
 - set norms, practiced effective communication and problem-solving, collaboratively set goals, engaged in debate and public speaking exercises
- studied examples of Youth Participatory Action Research (YPAR) projects
- conducted academic research on topics of interest and relevance
- engaged in root cause/effect analysis with Problem Tree activities
- wrote in our journals and engaged in group discussions daily to practice critical and reflective thinking

THEN, we...

- learned how to collect and analyze data related to student experiences to help us decide what legacy we wanted to leave at WHS
- decided upon a recommendation and presented our findings to school/district leaders (December 22, 2025)

THE YPAR PROCESS

(YOUTH PARTICIPATORY ACTION RESEARCH)

Youth Participatory Action Research (YPAR) is a methodology designed to help youth critically examine problems within their lived experiences, develop collective efficacy, and practice skills to identify and suggest solutions (Cammaraota & Fine, 2008).

SHARED GOALS



Unified vision that aligns member actions.

ACTIVE PARTICIPATION



Engaged involvement in community activities

COLLECTIVE IDENTITY



Sense of belonging and shared values

THE YPAR PROCESS

(YOUTH PARTICIPATORY ACTION RESEARCH)

We...

1. discussed observations of Windsor High and collected preliminary data
2. picked a topic
3. learned about different research methods
 - a. surveys
 - b. interviewing
 - c. photo/document analysis
 - d. observation
 - e. focus groups
4. collected data
5. analyzed data
6. decided on an action in response to data

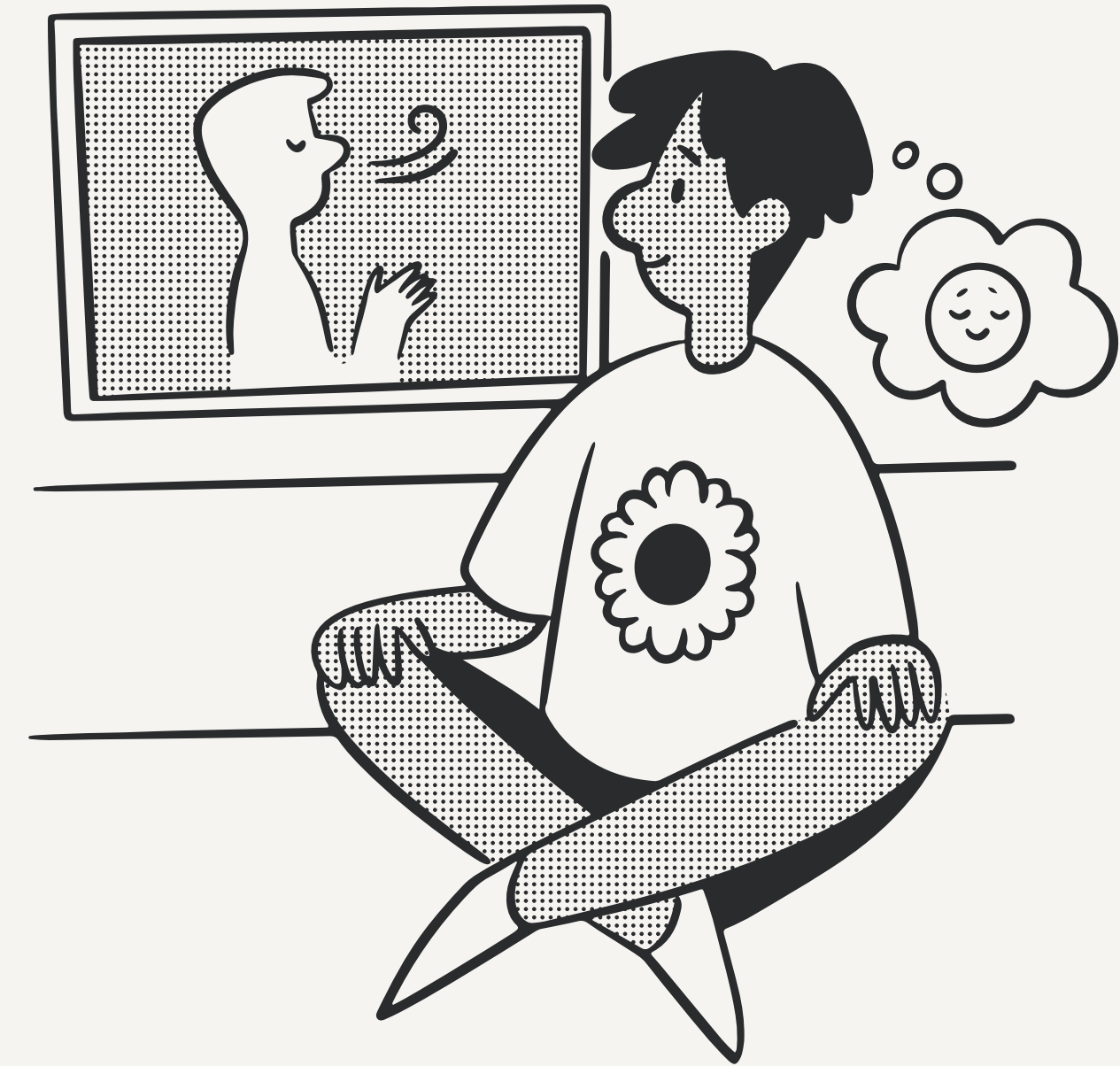


PROBLEM STATEMENT:

Over the past year, students in our “Leaving your Legacy” course have noticed an increase in peer conflict at the high school such as:

- more hands-on activity (in places like the cafe and hallways)
- more fights
- more negative interactions on social media

Our preliminary research suggested that **WHS students are struggling to prevent and resolve peer conflicts.**



PURPOSE

The purpose of our research was to understand

- Why peer conflict was happening and how it is dealt with
 - Why some students feel left out
 - Why some students don't reach out for support
 - When and where students are using stereotypes
- Why teachers do or don't support students having conflict

Methods: **interviews, observations, surveys and photo analysis, focus groups**

We collected over 1,230 pieces of data throughout the course.

What does the data show?

PEER CONFLICT

- In a single observation session during 1B, researcher witnessed 3:1 ratio of positive to negative interactions
- Across multiple surveys and interviews, student respondents indicated that negative peer interaction and conflict most often stems from social media
- In one survey, most students indicated unclear or hurtful communication was the reason behind peer conflict + disconnection
- Only 31% of students were 'very confident' or 'confident' in their ability to calmly resolve a conflict with another student
- 21.43% of respondents report doing 'nothing' to resolve conflict
- Students indicated that 'walking away' was their go-to de-escalation strategy
- From one interview: Negative interactions take place when a student who is already upset or angered wants someone to release their anger onto.

What does the data show?

STUDENT CONNECTEDNESS

- 59.3% of student survey respondents feel like students at WHS are disconnected from one another
- The majority of students reported NOT having strong connections with students outside their own grade level
- Students with inter-grade connections reported developing them through sports and clubs
- Survey respondents indicated that phones contribute to a lack of connection
- 50% of survey respondents saw peer relationships as ‘positive’ – the remaining responses indicated they were ‘fine’ or ‘could be better’
- In an interview, student indicated that WHS could have workshops, resources, or spaces that help different students be involved with each other

What does the data show?

STEREOTYPES

- 4 respondents in interviews reported hearing slurs or insults used frequently, most often in a joking manner
- ‘People are starting to give into racial stereotypes and let them shape them’ - *Student Interviewee*
- Over a single observation period during Block 1B, 1 observation of stereotypes being voiced and 5 oppressive comments heard

What does the data show?

STAFF RESPONSE TO STUDENT CONFLICT

- 28.57% of people chose to ignore student conflict
- The 85% of teachers surveyed reported feeling comfortable addressing conflict (15% were not)
- 47% of teachers feel they have had a positive impact when addressing peer conflict
- Students indicated they did not feel most teachers did so effectively or at all

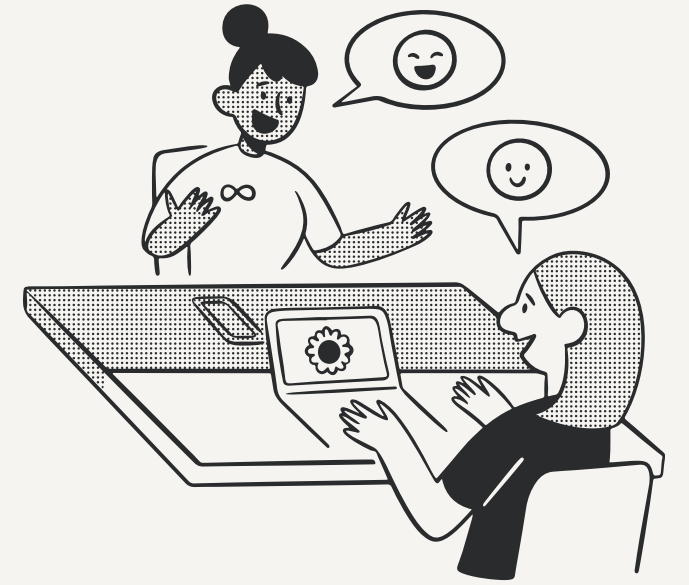


HOW ARE CONFLICTS DEALT WITH?

- Students being removed from the classroom
- Students being redirected by teacher or admin
- Adults telling students to ignore, forget, or set aside the issue
- In one survey, only 7.14% of student respondents said school handles conflict the way that they should

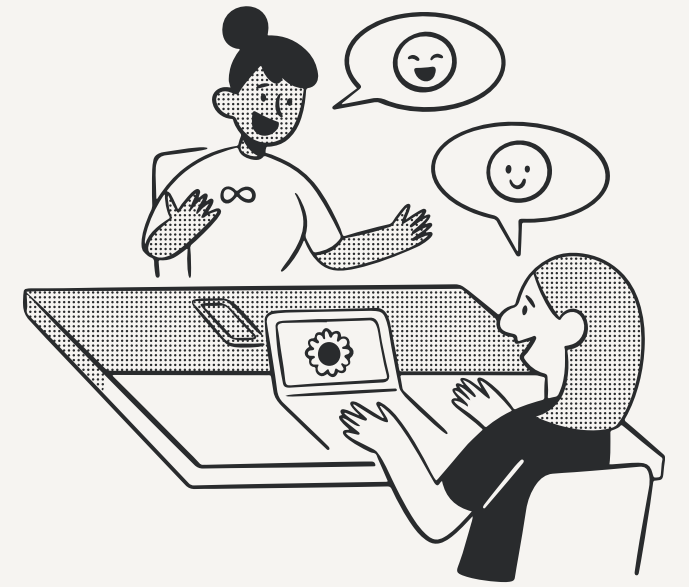
Data Analysis and Interpretation

- Students need to feel connected to each other, but don't yet. We also need to learn skills on resolving peer conflicts.
- Stereotypes prevent students from getting to know each other. Students need to learn about the harmful impact of stereotypes, and how they start unnecessary conflict.
- Staff at our school don't manage conflict between peers well, even though they feel confident.



Data Analysis and Interpretation

Students need to feel connected to each other and to develop skills for resolving peer conflicts.



→ **STUDENT INDEPENDENCE WITHOUT STRUCTURE FUELS CONFLICT**

Students already rely on peers to handle conflict, but without structure this often leads to escalation instead of resolution.

→ **PUNISHMENT STOPS BEHAVIOR, NOT THE PROBLEM.**

Punishments might stop conflict temporarily but fail to address root causes. Structured peer support reduces repeat incidents and strengthens school climate.

Data Analysis and Interpretation

- Conflict- Peer conflict often stems from something much deeper- **Social media**. Students tend to feel like they can resolve their own conflict with no help.
- Connectedness- Majority of students feel disconnected with students outside their grade level. **Phones play a big role** in student disconnectedness.
- Teacher efficacy with involvement- majority of teachers are comfortable with getting involved in student conflict; a small portion is not and just try to ignore it. **Students feel like teachers and admin have limited effect when trying to resolve conflict.**
- Stereotyping/oppressive comments- students report that **slurs or insults that are used frequently are often in a joking manner**. Students tend to **give into the stereotyping and let it shape who they are as an individual.**



Our recommendation:

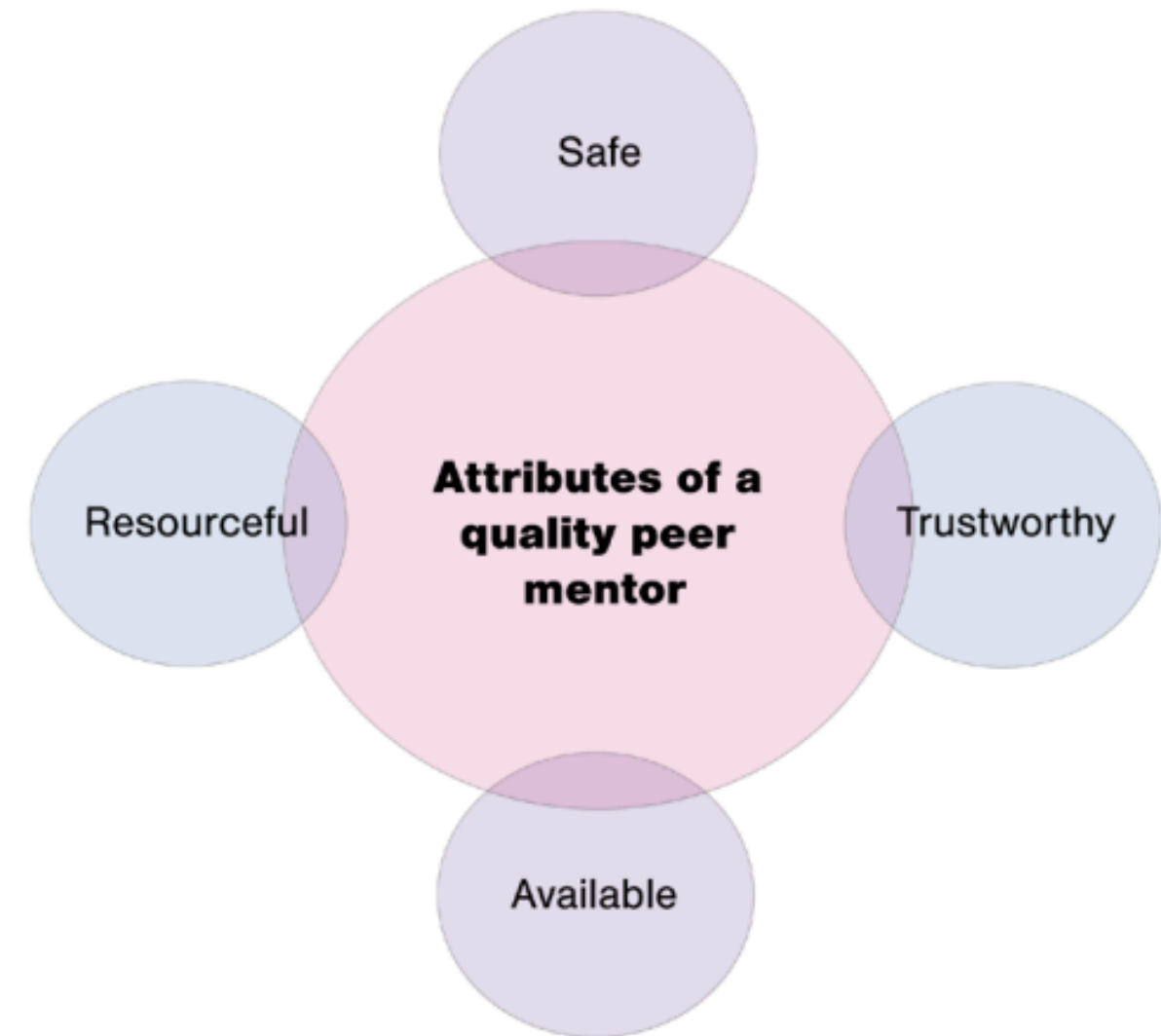
A peer-led support space that offers mediation and mentoring for students who feel sort of lost or need help resolving a conflict



The Peer Mentors

- Develop and distribute peer mentor applications for the upcoming senior class
- Identify strong peer mentor candidates using research-based attributes (trustworthiness and confidentiality)
- Provide training to student staff
- Offer community service hours to mentor volunteers
- Identify WHS staff who can effectively support peer mentors in their work

Figure 1. Attributes of a quality peer mentor



Source: Powell, T., Offiong, A., Lewis, Q., Prioleau, M., Smith, B., Willis, K., Kachingwe, O. (2021). Better Together. Intervention developed for the B Lab. Baltimore, MD.

What does the peer mentoring look like?

- Supporting students experiencing conflict
 - Listening to the students point of view on the situation.
 - Giving advice
 - Asking questions (ex: What do you want to happen next?)
 - If the student(s) is open, then a mediation appointment will be scheduled.
- Meeting students who feel disconnected, lost, or lonely
 - Listening and identifying how they're feeling.
 - Giving them advice.
 - Creating a follow-up plan to check up on them again after we support them.

Potential Impact on WHS

- Students develop skills to handle emotions and solve problems with others
- Safer learning environment
- Build student leadership skills and community

Benefits of Quality Peer Mentoring

Mentee

- Enhanced self-esteem and self-confidence
- Healthier relationships and behaviors
- Improved interpersonal skills
- A sense of connectedness to peers and others
- Decreased likelihood of initiating drug and alcohol use
- Increased intention to practice risk reduction skills (e.g., using a condom or other birth control method)
- Improved behavior at school and home
- Increased engagement and sense of belonging at school
- Increased sense of autonomy
- Increased chance of graduating high school
- Higher chance of enrolling in college

Mentor

- Increased self-esteem, self-worth, and self-respect
- A sense of accomplishment
- Relationships with a network of other volunteers
- Improved empathy and moral reasoning
- Improved conflict resolution
- Leadership skill development
- Improved relationship with parents
- Increased knowledge of sexual health and risky behaviors

Sources: Benton et al., 2020; Cavell et al., 2009; Layzer et al., 2018; Stapley et al., 2022.

Recommended Resources For Enacting Our Recommendation



Provides a strong curriculum for implementing a peer mediation program.

Offers guidance on:

- How to train student mediators
- How conflicts should be mediated
- Who will conduct mediator training
- Where and when mediation sessions can take place
- How to inform the entire school community about mediation services

Ellington High School's Program (Example Model)

- Teachers recommend students they believe would be strong mentors and peer mediators
- Some students are also allowed to apply to join the program
- Guidance counselors provide intensive training for peer mediators
- Program includes students who previously struggled with conflict but matured and gained strong conflict-resolution skills

Mediator Meetings and Support

Peer mediators meet once a month

Meetings are used to:

- Share new strategies for handling conflict
- Develop new mediation questions
- Suggest improvements for the mediation space

Mediation Space Purpose

- Used for peer mediation sessions
- Can also serve as a cool-down space for students
- Students can relax, calm down, and refocus
- Helps students return to class in a better mindset

Benefits of Peer Mediation

- Students earn community service hours.
- Students learn healthy ways to respond to conflict.
- Creates a safe, relatable environment.
- Students often open up more easily to peers who share similar experiences.
- Builds communication, leadership, and problem-solving skills.

*Based on Ellington High School's
peer mediation program and
School Mediation Associates
curriculum



Other Potential Resources

- **WEST HARTFORD + GLASTONBURY PUBLIC SCHOOLS**
Offers peer mentoring programming with application process and on-site meeting:
Contact Carol Wilkas District Mentor Coordinator
- **UCONN AND STATE UNIVERSITIES**
Offer peer mentoring with strong training programs to develop peer mentors
- **THE GOVERNOR'S PREVENTION PARTNERSHIP**
A CT-based initiative to support mentoring efforts of youth using research-based strategies
- **PINNACLE TRAINING + PUBLISHING**
A New Haven-based agency that offers training and workbooks for mentors and mediators

Thank you!

Questions and Comments?



WINDSOR BOARD OF EDUCATION

Agenda Item

For Consideration by the Board of Education at the Meeting of: January 21, 2026

Prepared By: Danielle Batchelder,
Chief of Operations

Presented By: Danielle Batchelder,
Chief of Operations

Attachments: Draft 2026-2027 School Calendar

Subject: Proposal Draft 2026-2027 School Calendar, 1st Reading

Background:

Each year the calendar for the next school year is brought to the Board of Education for approval. Input is sought from the Windsor Education Association (WEA) and administrators. Principals, Cabinet members and the Acting Superintendent review the input and make appropriate changes.

Status:

The calendar for the 2026-2027 school year is being recommended. The teacher work year would begin on August 26, 2026 with opening day. The student school year would begin on September 1, 2026. The last day of school would be tentatively scheduled for June 14, 2027. April vacation would be April 12 - April 16, 2027.

The calendar includes 187 teacher work days and 181 instructional student days. The calendar also includes 9 early release days for the purpose of conducting teacher professional activities. The calendar also includes the traditional vacations and holidays.

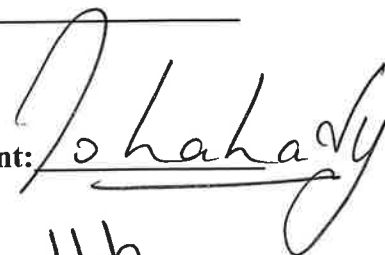
Recommendation:

Move the Board of Education accept the proposed 2026-2027 school calendar for a 1st Reading.

Reviewed by:



Recommended by the Superintendent:



Agenda Item #

11.b.



Windsor Public Schools 2026-2027 School Calendar



DRAFT

AUGUST (0)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER (21)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER (21)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER (17)				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER (17)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY (19)				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Calendar allots for eight (8) snow days beginning June 15. If more are needed, they will be deducted from the spring break commencing Monday, April 12.

High School graduation date will be determined in September by Board of Education.

August 2026

Aug. 24-25 *New Teacher Orientation, NO SCHOOL*

Aug. 26 *Opening Day for Staff, NO SCHOOL*

Aug. 27-31 *Teacher PD, NO SCHOOL*

September 2026

Sept. 1 **FIRST DAY OF SCHOOL - FULL DAY**

Sept. 7 *Labor Day, NO SCHOOL*

Sept. 22 *Teacher PD (Early Dismissal)*

October 2026

Oct. 12 *Indigenous Peoples Day, NO SCHOOL*

Oct. 13 *Teacher PD (Early Dismissal)*

Oct. 15 *(Early Dismissal) WHS Only (Parent Teacher Conferences)*

Oct. 21-23 *(Early Dismissal) SPMS Only (Parent Teacher Conferences)*

November 2026

Nov. 3 *Election Day, Teacher PD, NO SCHOOL*

Nov. 11-13 *(Early Dismissal) PK-5 Only (Parent Teacher Conferences)*

Nov. 17 *Teacher PD (Early Dismissal)*

Nov. 25-27 *Thanksgiving Break, NO SCHOOL*

December 2026

Dec. 15 *Teacher PD (Early Dismissal)*

Dec. 23 *(Early Dismissal)*

Dec. 24-31 *Winter Break, NO SCHOOL*

January 2027

Jan. 1 *New Year's Day/ Winter Break, NO SCHOOL*

Jan. 12 *Teacher PD (Early Dismissal)*

Jan. 18 *Martin Luther King, Jr. Day, NO SCHOOL*

Jan. 19-22 *(Early Dismissal) WHS Only (Semester 1 Exams)*

February 2027

Feb. 9 *Teacher PD, NO SCHOOL*

Feb. 15-16 *Presidents' Day Break, NO SCHOOL*

Feb. 23 *Teacher PD (Early Dismissal)*

March 2027

Mar. 11 *(Early Dismissal) WHS Only (Parent Teacher Conferences)*

Mar. 16 *Teacher PD (Early Dismissal)*

Mar. 17-19 *(Early Dismissal) PK-5 Only (Parent Teacher Conferences)*

Mar. 26 *Good Friday, NO SCHOOL*

Mar. 31-Apr. 2 *(Early Dismissal) SPMS Only (Parent Teacher Conferences)*

April 2027

Apr. 6 *Teacher PD (Early Dismissal)*

Apr. 12-16 *Spring Break, NO SCHOOL*

May 2027

May 4 *Teacher PD (Early Dismissal)*

May 31 *Memorial Day, NO SCHOOL*

June 2027

June 8-11 *(Early Dismissal) WHS Only (Semester 2 Exams)*

June 14 **LAST DAY OF SCHOOL (Early Dismissal) Pending Snow Days**

P - June 24 *Potential Last Day of School*

FEBRUARY (17)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

MARCH (22)				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL (17)				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY (20)				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

JUNE (10)				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24P	25
28	29	30		

	Hours	Early Dismissal	2 Hour Delay
High School	7:35 AM - 2:20 PM	7:35 AM - 12:25 PM	9:35 AM - 2:20 PM
Middle School	8:05 AM - 2:50 PM	8:05 AM - 12:55 PM	10:05 AM - 2:50 PM
Elementary	8:40 AM - 3:25 PM	8:40 AM - 1:30 PM	10:40 AM - 3:25 PM
Full Day PreK	9:00 AM - 3:00 PM	9:00 AM - 1:30 PM	11:00 AM - 3:00 PM
PreK AM	8:40 AM - 11:35 AM	8:40 AM - 10:50 AM	No AM PreK
PreK PM	12:30 PM - 3:25 PM	11:25 AM - 1:30 PM	12:30 PM - 3:25 PM

For School Delay and Closing Information
Download Our App!

SCAN
ME

Or visit www.windsorct.org,
860-687-2000 x 1180, local radio and
television stations

No School
 Teacher PD, No School
 First/Last Day of School
 Teacher PD, Early Dismissal
 Early Dismissal

**Student Days 181
Teacher Days 187**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 21, 2026

PREPARED BY: Carlos Rosario,
Physical Plant Manager

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: IAQ Requirements for School Districts

SUBJECT: Indoor Air Quality Requirements & Reports

BACKGROUND:

On and after January 1, 2024, and annually thereafter, each local or regional board of education shall provide for a uniform inspection and evaluation program of the indoor air quality within each school building using the Environmental Protection Agency's Indoor Air Quality Tools for Schools Program. See CGS § 10-220(d), PA 22-118, and PA 23-167.

State law requires school districts to conduct (1) an annual inspection and evaluation of indoor air quality (IAQ) in each school building and (2) an inspection and evaluation of the heating, ventilation, and air conditioning (HVAC) system in each school building once every five years.

In order to comply with state law for both the annual IAQ inspection and the 5-year HVAC inspection, school districts must:

1. Conduct the required inspection and evaluation using the following EPA checklists;
 - a. Building and Grounds Maintenance Checklist (PDF)
 - b. Waste Management Checklist (PDF)
 - c. Ventilation Checklist (PDF)
 - d. Walkthrough Inspection Checklist (PDF)
 - e. Integrated Pest Management Checklist (PDF)
 - f. Food Service Checklist (PDF)
2. Make results of each inspection publicly available at a regularly scheduled meeting of the board of education and post such results on both the board's website and the individual school's website; and
3. Submit the following form to DAS

STATUS:

The required annual inspection and evaluation of IAQ in each school building, as well as the inspection and evaluation of the heating, ventilation, and air conditioning (HVAC) system in each school building has been completed. The reports are located on www.windsorct.org

RECOMMENDATION:

Informational

Reviewed by: *CR*

Recommended by the Superintendent: *D. Batchelder*

Agenda Item # 11.C.



Building and Grounds Maintenance Checklist

Name: _____
 School: _____
 Room or Area: _____ Date Completed: _____
 Signature: _____

Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
 - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
 - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

1. BUILDING MAINTENANCE SUPPLIES

	Yes	No	N/A
1a. Developed appropriate procedures and stocked supplies for spill control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Reviewed supply labels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Ensured that air from chemical and trash storage areas vents to the outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Stored chemical products and supplies in sealed, clearly labeled containers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Researched and selected the safest products available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Ensured that supplies are being used according to manufacturers' instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. Ensured that chemicals, chemical-containing wastes, and containers are disposed of according to manufacturers' instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1h. Substituted less- or non-hazardous materials (where possible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1i. Scheduled work involving odorous or hazardous chemicals for periods when the school is unoccupied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1j. Ventilated affected areas during and after the use of odorous or hazardous chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. GROUNDS MAINTENANCE SUPPLIES

2a. Stored grounds maintenance supplies in appropriate area(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Ensured that supplies are used and stored according to manufacturers' instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Established and followed procedures to minimize exposure to fumes from supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Reviewed and followed manufacturers' guidelines for maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Replaced portable gas cans with low-emission cans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f. Stored chemical products and supplies in sealed, clearly-labeled containers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g. Ensured that chemicals, chemical-containing wastes, and containers are disposed of according to manufacturers' instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. DUST CONTROL

3a. Installed and maintained barrier mats for entrances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Used high efficiency vacuum bags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Used proper dusting techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d. Wrapped feather dusters with a dust cloth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Cleaned air return grilles and air supply vents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. FLOOR CLEANING

- | | Yes | No | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 4a. Established and followed schedule for vacuuming and mopping floors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4b. Cleaned spills on floors promptly (as necessary) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4c. Performed restorative maintenance (as necessary) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



5. DRAIN TRAPS

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 5a. Poured water down floor drains once per week (about 1 quart of water) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b. Ran water in sinks at least once per week (about 2 cups of water) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c. Flushed toilets once each week (if not used regularly) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. MOISTURE, LEAKS, AND SPILLS

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 6a. Checked for moldy odors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6b. Inspected ceiling tiles, floors, and walls for leaks or discoloration (may indicate periodic leaks) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c. Checked areas where moisture is commonly generated (e.g., kitchens, locker rooms, and bathrooms) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6d. Checked that windows, windowsills, and window frames are free of condensate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6e. Checked that indoor surfaces of exterior walls and cold water pipes are free of condensate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6f. Ensured the following areas are free from signs of leaks and water damage: | | | |
| Indoor areas near known roof or wall leaks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Walls around leaky or broken windows | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Floors and ceilings under plumbing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Duct interiors near humidifiers, cooling coils, and outdoor air intakes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. COMBUSTION APPLIANCES

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 7a. Checked for odors from combustion appliances | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7b. Checked appliances for backdrafting (using chemical smoke) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c. Inspected exhaust components for leaks, disconnections, or deterioration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7d. Inspected flue components for corrosion and soot | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. PEST CONTROL

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 8a. Completed the <i>Integrated Pest Management Checklist</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

NOTES



Waste Management Checklist

Name: _____
 School: _____
 Room or Area: _____ Date Completed: _____
 Signature: _____

Instructions

1. Read the *IAQ Background* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
 - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
 - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

1. WASTE MANAGEMENT

	Yes	No	N/A
1a. Ensured that waste containers are appropriate for use (for example, food waste containers should have lids)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Ensured that waste containers are lined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Ensured that waste from art, science, vocational classes, etc., are handled separately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Labeled recycling bins clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Ensured number of bins and dumpsters is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Ensured appropriate location of dumpsters (i.e., away from air intakes, doors, and operable windows in relation to prevailing winds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. Ensured waste containers are emptied regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1h. Ensured appropriate waste removal schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1i. Ensured waste is stored in a well-ventilated room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1j. Ensured any exhaust fans in the room are operating properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1k. Checked waste storage areas for odors, contaminants, or signs of vermin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES



Ventilation Checklist

Name: _____
 School: _____
 Unit Ventilator/AHU No: _____
 Room or Area: _____ Date Completed: _____
 Signature: _____

Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of this checklist for **each** ventilation unit in your school, as well as a copy for future reference.
3. Complete the Checklist.
 - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
 - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

1. OUTDOOR AIR INTAKES

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 1a. Marked locations of all outdoor air intakes on a small floor plan (for example, a fire escape floor plan) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b. Ensured that the ventilation system was on and operating in "occupied" mode | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 1: OBSTRUCTIONS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1c. Ensured that outdoor air intakes are clear of obstructions, debris, clogs, or covers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d. Installed corrective devices as necessary (e.g., if snowdrifts or leaves frequently block an intake) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 2: POLLUTANT SOURCES

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1e. Checked ground-level intakes for pollutant sources (dumpsters, loading docks, and bus-idling areas) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f. Checked rooftop intakes for pollutant sources (plumbing vents; kitchen, toilet, or laboratory exhaust fans; puddles; and mist from air-conditioning cooling towers) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g. Resolved any problems with pollutant sources located near outdoor air intakes (e.g., relocated dumpster or extended exhaust pipe) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 3: AIRFLOW

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1h. Obtained chemical smoke (or a small piece of tissue paper or light plastic) .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1i. Confirmed that outdoor air is entering the intake appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. SYSTEM CLEANLINESS

ACTIVITY 4: AIR FILTERS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2a. Replaced filters per maintenance schedule | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b. Shut off ventilation system fans while replacing filters (prevents dirt from blowing downstream) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Vacuumed filter areas before installing new filters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Confirmed proper fit of filters to prevent air from bypassing (flowing around) the air filter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e. Confirmed proper installation of filters (correct direction for airflow) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. SYSTEM CLEANLINESS (continued)

ACTIVITY 5: DRAIN PANS

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 2f. Ensured that drain pans slant toward the drain (to prevent water from accumulating) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2g. Cleaned drain pans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2h. Checked drain pans for mold and mildew | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 6: COILS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2i. Ensured that heating and cooling coils are clean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

ACTIVITY 7: AIR-HANDLING UNITS, UNIT VENTILATORS

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 2j. Ensured that the interior of air-handling unit(s) or unit ventilator (air-mixing chamber and fan blades) is clean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2k. Ensured that ducts are clean | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 8: MECHANICAL ROOMS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2l. Checked mechanical room for unsanitary conditions, leaks, and spills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2m. Ensured that mechanical rooms and air-mixing chambers are free of trash, chemical products, and supplies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. CONTROLS FOR OUTDOOR AIR SUPPLY

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3a. Ensured that air dampers are at least partially open (minimum position) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b. Ensured that minimum position provides adequate outdoor air for occupants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 9: CONTROLS INFORMATION

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3c. Obtained and reviewed all design inside/outside temperature and humidity requirements, controls specifications, as-built mechanical drawings, and controls operations manuals (often uniquely designed) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

ACTIVITY 10: CLOCKS, TIMERS, SWITCHES

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3d. Turned summer-winter switches to the correct position | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3e. Set time clocks appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3f. Ensured that settings fit the actual schedule of building use (including night/weekend use) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 11: CONTROL COMPONENTS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 3g. Ensured appropriate system pressure by testing line pressure at both the occupied (day) setting and the unoccupied (night) setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3h. Checked that the line dryer prevents moisture buildup | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3i. Replaced control system filters at the compressor inlet based on the compressor manufacturer's recommendation (for example, when you blow down the tank) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3j. Set the line pressure at each thermostat and damper actuator at the proper level (no leakage or obstructions) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 12: OUTDOOR AIR DAMPERS

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3k. Ensured that the outdoor air damper is visible for inspection | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3l. Ensured that the recirculating relief and/or exhaust dampers are visible for inspection | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3m. Ensured that air temperature in the indoor area(s) served by each outdoor air damper is within the normal operating range | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTE: It is necessary to ensure that the damper is operating properly and within the normal range to continue.





3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 3n. Checked that the outdoor air damper fully closes within a few minutes of shutting off appropriate air handler | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3o. Checked that the outdoor air damper opens (at least partially with no delay) when the air handler is turned on | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3p. If in heating mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 85°F | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3q. If in cooling mode, checked that the outdoor air damper goes to its minimum position (without completely closing) when the room thermostat is set to 60°F and mixed air thermostat is set to 45°F | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3r. If the outdoor air damper does not move, confirmed the following items: | | | |
| • The damper actuator links to the damper shaft, and any linkage set screws or bolts are tight | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Moving parts are free of impediments (e.g., rust, corrosion) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Electrical wire or pneumatic tubing connects to the damper actuator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The outside air thermostat(s) is functioning properly (e.g., in the right location, calibrated correctly) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Proceed to Activities 13–16 if the damper seems to be operating properly.

ACTIVITY 13: FREEZE STATS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 3s. Disconnected power to controls (for automatic reset only) to test continuity across terminals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OR | | | |
| 3t. Confirmed (if applicable) that depressing the manual reset button (usually red) trips the freeze stat (clicking sound indicates freeze stat was tripped) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3u. Assessed the feasibility of replacing all manual reset freeze-stats with automatic reset freeze-stats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTE: HVAC systems with water coils need protection from the cold. The freeze-stat may close the outdoor air damper and disconnect the supply air when tripped. The typical trip range is 35°F to 42°F.

ACTIVITY 14: MIXED AIR THERMOSTATS

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3v. Ensured that the mixed air stat for heating mode is set no higher than 65°F | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3w. Ensured that the mixed air stat for cooling mode is set no lower than the room thermostat setting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITY 15: ECONOMIZERS

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 3x. Confirmed proper economizer settings based on design specifications or local practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

NOTE: The dry-bulb is typically set at 65°F or lower.

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 3y. Checked that sensor on the economizer is shielded from direct sunlight | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3z. Ensured that dampers operate properly (for outside air, return air, exhaust/relief air, and recirculated air), per the design specifications | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTE: Economizers use varying amounts of cool outdoor air to assist with the cooling load of the room or rooms. There are two types of economizers, dry-bulb and enthalpy. Dry-bulb economizers vary the amount of outdoor air based on outdoor temperature, and enthalpy economizers vary the amount of outdoor air based on outdoor temperature and humidity level.

3. CONTROLS FOR OUTDOOR AIR SUPPLY (continued)

ACTIVITY 16: FANS

- 3aa. Ensured that all fans (supply fans and associated return or relief fans) that move outside air indoors continuously operate during occupied hours (even when room thermostat is satisfied) Yes No N/A

NOTE: If fan shuts off when the thermostat is satisfied, adjust control cycle as necessary to ensure sufficient outdoor air supply.



4. AIR DISTRIBUTION

ACTIVITY 17: AIR DISTRIBUTION

- 4a. Ensured that supply and return air pathways in the existing ventilation system perform as required
- 4b. Ensured that passive gravity relief ventilation systems and transfer grilles between rooms and corridors are functioning

NOTE: If ventilation system is closed or blocked to meet current fire codes, consult with a professional engineer for remedies.

- 4c. Made sure every occupied space has supply of outdoor air (mechanical system or operable windows)
- 4d. Ensured that supply and return vents are open and unblocked

NOTE: If outlets have been blocked intentionally to correct drafts or discomfort, investigate and correct the cause of the discomfort and reopen the vents.

- 4e. Modified the HVAC system to supply outside air to areas without an outdoor air supply
- 4f. Modified existing HVAC systems to incorporate any room or zone layout and population changes
- 4g. Moved all barriers (for example, room dividers, large free-standing blackboards or displays, bookshelves) that could block movement of air in the room, especially those blocking air vents
- 4h. Ensured that unit ventilators are quiet enough to accommodate classroom activities
- 4i. Ensured that classrooms are free of uncomfortable drafts produced by air from supply terminals

ACTIVITY 18: PRESSURIZATION IN BUILDINGS

NOTE: To prevent infiltration of outdoor pollutants, the ventilation system is designed to maintain positive pressurization in the building. Therefore, ensure that the system, including any exhaust fans, is operating on the "occupied" cycle when doing this activity.

- 4j. Ensured that air flows out of the building (using chemical smoke) through windows, doors, or other cracks and holes in exterior wall (for example, floor joints, pipe openings)

5. EXHAUST SYSTEMS

ACTIVITY 19: EXHAUST FAN OPERATION

- 5a. Checked (using chemical smoke) that air flows into exhaust fan grille(s)

If fans are running but air is not flowing toward the exhaust intake, check for the following:

- Inoperable dampers
- Obstructed, leaky, or disconnected ductwork
- Undersized or improperly installed fan
- Broken fan belt



5. EXHAUST SYSTEMS (continued)

ACTIVITY 20: EXHAUST AIRFLOW

NOTE: Prevent migration of indoor contaminants from areas such as bathrooms, kitchens, and labs by keeping them under negative pressure (as compared to surrounding spaces).

- 5b. Checked (using chemical smoke) that air is drawn into the room from adjacent spaces **Yes** **No** **N/A**

Stand outside the room with the door slightly open while checking airflow high and low in the door opening (see "How to Measure Airflow").

- 5c. Ensured that air is flowing toward the exhaust intake

ACTIVITY 21: EXHAUST DUCTWORK

- 5d. Checked that the exhaust ductwork downstream of the exhaust fan (which is under positive pressure) is sealed and in good condition

6. QUANTITY OF OUTDOOR AIR

ACTIVITY 22: OUTDOOR AIR MEASUREMENTS AND CALCULATIONS

NOTE: Refer to "How to Measure Airflow" for techniques.

- 6a. Measured the quantity of outdoor air supplied (22a) to each ventilation unit
- 6b. Calculated the number of occupants served (22b) by the ventilation unit under consideration
- 6c. Divided outdoor air supply (22a) by the number of occupants (22b) to determine the existing quantity of outdoor air supply per person (22c)

ACTIVITY 23: ACCEPTABLE LEVELS OF OUTDOOR AIR QUANTITIES

- 6d. Compared the existing outdoor air per person (22c) to the recommended levels in Table 1
- 6e. Corrected problems with ventilation units that supplied inadequate quantities of outdoor air to ensure that outdoor air quantities (22c) meet the recommended levels in Table 1

NOTES



Walkthrough Inspection Checklist

Name: _____

School: _____

Room or Area: _____ Date Completed: _____

Signature: _____

Instructions

1. Read the *IAQ Background* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
 - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
 - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

1. GROUND LEVEL

	Yes	No	N/A
1a. Ensured that ventilation units operate properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Ensured there are no obstructions blocking air intakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Checked for nests and droppings near outdoor air intakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Determined that dumpsters are located away from doors, windows, and outdoor air intakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Checked potential sources of air contaminants near the building (chimneys, stacks, industrial plants, exhaust from nearby buildings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Ensured that vehicles avoid idling near outdoor air intakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. Minimized pesticide application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1h. Ensured that there is proper drainage away from the building (including roof downspouts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1i. Ensured that sprinklers spray away from the building and outdoor air intakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1j. Ensured that walk-off mats are used at exterior entrances and that they are cleaned regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. ROOF

While on the roof, consider inspecting the HVAC units (use the Ventilation Checklist).

2a. Ensured that the roof is in good condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Checked for evidence of water ponding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Checked that ventilation units operate properly (air flows in)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Ensured that exhaust fans operate properly (air flows out)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Ensured that air intakes remain open, even at minimum setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f. Checked for nests and droppings near outdoor air intakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2g. Ensured that air from plumbing stacks and exhaust outlets flows away from outdoor air intakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. ATTIC

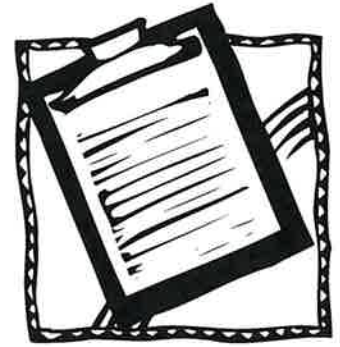
3a. Checked for evidence of roof and plumbing leaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Checked for birds and animal nests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. GENERAL CONSIDERATIONS

4a. Ensured that temperature and humidity are maintained within acceptable ranges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Ensured that no obstructions exist in supply and exhaust vents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Checked for odors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Checked for signs of mold and mildew growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. GENERAL CONSIDERATIONS (continued)

- | | Yes | No | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 4e. Checked for signs of water damage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4f. Checked for evidence of pests and obvious food sources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4g. Noted and reviewed all concerns from school occupants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



5. BATHROOMS AND GENERAL PLUMBING

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 5a. Ensured that bathrooms and restrooms have operating exhaust fans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b. Ensured proper drain trap maintenance: | | | |
| Water is poured down floor drains once per week (approx. 1 quart of water) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Water is poured into sinks at least once per week (about 2 cups of water) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Toilets are flushed at least once per week | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. MAINTENANCE SUPPLIES

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 6a. Ensured that chemicals are used only with adequate ventilation and when building is unoccupied | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6b. Ensured that vents in chemical and trash storage areas are operating properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c. Ensured that portable fuel containers are properly closed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6d. Ensured that power equipment, like snowblowers and lawn mowers, have been serviced and maintained according to manufacturers' guidelines..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. COMBUSTION APPLIANCES

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 7a. Checked for combustion gas and fuel odors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7b. Ensured that combustion appliances have flues or exhaust hoods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c. Checked for leaks, disconnections, and deterioration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7d. Ensured there is no soot on inside or outside of flue components | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. OTHER

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 8a. Checked for peeling and flaking paint (if the building was built before 1980, this could be a lead hazard) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8b. Determined date of last radon test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTES



Integrated Pest Management Checklist

Name: _____
 School: _____
 Room or Area: _____ Date Completed: _____
 Signature: _____

Instructions

1. Read the *IAQ Background* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
 - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
 - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

1. OFFICIAL POLICY STATEMENT

Yes No N/A

- 1a. Developed or located the school's official policy statement for integrated pest management (IPM)

2. DESIGNATING PEST MANAGEMENT ROLES

- 2a. Assigned and trained a qualified person to be the pest manager
- 2b. Involved decision makers in the IPM program
- 2c. Educated students and staff (the occupants of the building) about IPM and asked them to keep their areas clean and free of clutter
- 2d. Encouraged parents to learn about IPM practices and implement them at home
- 2e. Developed a program to educate and train all IPM participants
- 2f. Included language about IPM into contracts with pest management professionals

3. SETTING PEST MANAGEMENT OBJECTIVES

- 3a. Set appropriate pest management objectives for school buildings (such as preventing pests from interfering with students' learning environment and preserving the integrity of the building structure)
- 3b. Set appropriate pest management objectives for school grounds (such as providing safe playing areas and the best athletic surfaces possible)

4. INSPECTING, IDENTIFYING, AND MONITORING

- 4a. Inspected all buildings and grounds for pest evidence, entry points, food, water, and harborage sites
- 4b. Identified potential pest habitats in buildings and grounds
- 4c. Pinpointed the source of any current pest problems
- 4d. Monitored to determine the extent of pest problems and to estimate pest populations
- 4e. Developed plans to modify habitat (for example, exclusion, repair, and sanitation efforts) to prevent or resolve any pest problems
- 4f. Established a monitoring program that consists of routine inspections to estimate pest population levels and identify evidence of pests and potential habitat

5. SETTING ACTION THRESHOLDS

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 5a. Evaluated all available data obtained through inspecting, identifying, and monitoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b. Determined how many pests the school buildings, grounds, and occupants can tolerate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c. Set action thresholds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. PREVENTIVE STRATEGIES

INDOOR SITES

6a. Implemented appropriate strategies to prevent pests from inhabiting the following areas:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| • Entryways | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Classrooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Gymnasiums | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Locker rooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Offices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Staff lounges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Bathrooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Food preparation and serving areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Rooms with extensive plumbing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Maintenance areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

OUTDOOR SITES

6b. Implemented appropriate strategies to prevent pests from inhabiting the following areas:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| • Playgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Parking lots | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Lawns and athletic fields | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Teaching gardens or greenhouses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Loading docks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Dumpsters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Areas with ornamental shrubs and trees | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. PESTICIDE USE AND STORAGE

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 7a. Explored alternative pest management methods before concluding that pesticides were necessary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7b. Ensured that pest management professionals integrate IPM into their pest management methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7c. Identified the least toxic, target-specific chemical (or pesticide formulation) that is the most effective to address the pest problem, preferably as baits and granules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7d. Reviewed and followed all label instructions on pesticides and learned how to properly apply and handle these chemicals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7e. Used spot-treatment (or bait, crack, and crevice applications) to apply pesticides whenever possible and only treated the obviously infested plants in the area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7f. Used protective clothing or equipment when applying pesticides | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7g. Placed all pesticides in tamper-resistant bait boxes or locations that are inaccessible to children and non-target species | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





7. PESTICIDE USE AND STORAGE (cont.)

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 7h. Locked or fastened lids of all bait boxes and placed bait away from the runway of the box | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7i. Applied pesticides when occupants were not present or in areas where they would not be exposed to the chemicals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7j. Ensured that school occupants (students and staff) are notified of upcoming pesticide applications through posted notices and/or letters..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7k. Ensured that parents are notified of upcoming pesticide applications through letters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7l. Kept copies of current pesticide labels and information on pesticides easily accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7m. Stored pesticides off site or in areas that are locked and accessible only to designated personnel..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7n. Ensured that storage areas are adequately ventilated and are located away from areas prone to flooding or where spills or leaks may contaminate the environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7o. Ensured that flammable liquids are stored away from ignition sources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7p. Ensured that pesticides are stored in their original containers and all lids are securely fastened | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7q. Ensured that air in the storage space cannot mix with the air in the central ventilation system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. EVALUATING RESULTS AND RECORD KEEPING

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 8a. Ensured that accurate, up-to-date records of IPM practices and a pest management log for each property are kept | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8b. Ensured that pesticide records necessary to meet all state, local, and school board requirements are maintained | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8c. Ensured that each log book contains the following items: | | | |
| • Copy of the pest management plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Service schedules for maintenance of buildings and grounds..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Current EPA-registered labels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Current Material Safety Data Sheets (MSDS) for each pesticide project | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Pest surveillance data sheets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Diagram noting the location of pest activity, traps, and bait stations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTES



Food Service Checklist

Name: _____
 School: _____
 Room or Area: _____ Date Completed: _____
 Signature: _____

Instructions

1. Read the *IAQ Backgrounder* and the Background Information for this checklist.
2. Keep the Background Information and make a copy of the checklist for future reference.
3. Complete the Checklist.
 - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
 - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

1. COOKING AREA

- | | Yes | No | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 1a. Determined that local exhaust fans operate properly (note if fans are excessively noisy) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b. Checked for odors near cooking, preparation, and eating areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c. Ensured that exhaust fans are used whenever cooking, washing dishes, and cleaning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d. Determined that gas appliances function properly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e. Verified that gas appliances are vented outdoors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f. Ensured there are no combustion gas or natural gas odors, leaks, back-drafting, or headaches when gas appliances are used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1g. Ensured that kitchen is clean after use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1h. Checked for signs of microbiological growth in the kitchen, including the upper walls and ceiling (for example, mold, slime, and algae) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1i. Selected biocides registered by EPA (if required), followed the manufacturer's directions for use, and carefully reviewed the method of application | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1j. Verified the kitchen is free of plumbing and ceiling leaks (signs include stains, discoloration, and damp areas) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. FOOD HANDLING AND STORAGE

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2a. Checked food preparation, cooking, and storage areas for signs of insects and vermin (for example, feces or remains) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b. Stored leftovers in well-sealed containers with no traces of food on outside surfaces | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Ensured that food preparation, cooking, and storage practices are sanitary .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Disposed of food scraps properly and removed crumbs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e. Cleaned counters with soap and water or a disinfectant (according to school policy) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2f. Swept and wet mopped floors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. WASTE MANAGEMENT

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 3a. Selected and placed waste in appropriate containers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b. Ensured that containers' lids are securely closed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3c. Separated food waste and food-contaminated items from other wastes, if possible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3d. Stored waste containers in a well-ventilated area | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3e. Ensured that dumpsters are properly located (away from air intake vents, operable windows, and food service doors in relation to prevailing winds) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. DELIVERIES

- | | Yes | No | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 4a. Instructed vendors to avoid idling their engines during deliveries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4b. Posted a sign prohibiting vehicles from idling their engines in receiving areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4c. Ensured that doors or air barriers are closed between receiving area and kitchen | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



NOTES